



(MS)²

Howard University Middle School
of Mathematics and Science



ANNUAL REPORT 2019-20

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

Mr. Wendell Johns
Board Chair

Table of Contents

Annual Report Narrative.....	3
Mission Statement.....	3
Vision Statement	3
Meeting the Mission and Vision of our School	3
Curriculum Design and Instructional Approach	3
Virtual Learning Due to COVID-19.....	4
Core Subjects – Curriculum provided through Summit Learning	4
Reading/Language Arts Course Descriptions	4
Reading Intervention Course Description	5
Mathematics Department Course Descriptions.....	5
Science Department Course Descriptions.....	6
Social Studies Department Course Descriptions	7
Spanish Course Descriptions	8
Physical Education/Health	8
GenYes	8
Brief Description of Key Mission-Related Programs	9
The Extended Day Learning Program.....	9
National Summer School Initiative	10
(MS) ² and Howard University Liaison Programs.....	10
Parental Involvement	10
Goals and Academic Achievement	11
Program Improvements	13
Unique Accomplishments.....	14
List of Donors	15
Individual Donations:	15
Corporate/institutional Grants:	15
Appendix A Staff Roster.....	19
Appendix B. Board Roster.....	22
Appendix C. Financial Analysis Report	24
Appendix D. Audited Financials	25
Appendix E. Approved Budget	26

Annual Report Narrative

Mission Statement

Howard University Math and Science PCS' mission is to provide a sound foundation in all academic subjects, with a concentration in mathematics and science; the intellectual, social and emotional growth of each student will be nurtured, while an appreciation for diversity and sensitivity of all individuals will be encouraged in an enriched educational environment that will prepare students to succeed in high school and beyond.

Vision Statement

To promote responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family, and a competent, qualified staff in a safe and caring environment. Teachers and staff work hard to provide the best educational experience for students. Parent partnership is a high priority and is essential for student success. Howard University Middle Public Charter School has a rich tradition of outstanding student achievement and provides a sound, standards-based education while promoting high moral character of all students.

Meeting the Mission and Vision of our School

This year at the Howard University Math and Science PCS' our 6th grade students all took pre-algebra, our 7th grade students started on Algebra concepts and our 8th grade students took Algebra. We provided support mathematics courses to students who scored below grade level, focusing on providing support in the fundamentals using the Transitions to Algebra curriculum and ST Math. In science, all of our students completed a STEM fair project where they applied their grasp of scientific method and scientific research. We implemented the NWEA Science Measures of Academic Progress to assess students' ability. Our wrap-around services included a counselor for each grade level, a social worker and social work interns from Howard University to provide our students with additional social and emotional support and 44% of 8th grade students accepted into selective high schools in the history of our school. We fully implemented Summit Learning across all grade levels.

When we had to move to virtual instruction due to the COVID-19 pandemic, we were still able to provide a rigorous and robust instructional program to our students through the Summit Learning platform that provided personalized learning online to our students. Our teachers were able to continue our instructional program without interruption.

Curriculum Design and Instructional Approach

The Howard University Public Charter Middle School of Mathematics and Science is committed to academic excellence for all students. The personalized learning focused curriculum offered is designed to help students in the areas of mathematics and science and to connect and integrate STEM disciplines into all core subjects. The curriculum is intended to reach all students regardless of skill levels, learning styles, personalities and cultures, and to

prepare them to meet and exceed the *learning standards* requirements for the District of Columbia. Students are encouraged to accept more rigorous academic challenges through advanced coursework through the incorporation of individual projects, activities, games, competitions and computer-assisted technologies. (MS)² teachers were charged with customizing the learning environment to accommodate the individual learner. (MS)² teachers facilitate multi-level, heterogeneous, cooperative learning, peer-coaching classrooms that emphasize the importance of relationships between the teacher and the students, and among the students themselves.

(MS)² is a school that has fully integrated technology in the delivery of instruction. (MS)² teachers use the curriculum provided by the Summit Learning platform combined with G-Suite by Google. This set of tools is designed to assist educators in collaborating with each other, with their students and their students' parents. Using these tools, the teachers at (MS)² can manage, personalize, and distribute curriculum. Collaboration among teachers has increased, and students are becoming more engaged in learning through the personalized learning provided by Summit Learning and Google classroom.

Virtual Learning Due to COVID-19

In March instruction was fully virtual as a result of the COVID-19 pandemic, our staff and students were prepared. Our school has been a 2 to 1 device school since its inception in 2005, so all of our students had devices at home. Access to broadband was provided where needed through hot-spots. Instruction with Summit Learning was seamless because the learning platform is blended and our students were already familiar with receiving instruction digitally.

Monitoring Student Progress during Virtual Learning

Student progress is monitored in Summit Learning during in-person and virtual school. This is a sample of how student progress is maintained in Summit Learning:

The screenshot displays the Summit Learning dashboard interface. On the left, the 'Activity' section shows a timeline of student progress with dates and completion status. On the right, the 'Courses' section lists various subjects with their current status and goals. Below the courses, a 'Mentor' section shows a check-in with a Science Teacher.

Activity	Courses
November 2 - November 6 Finished 3 of 12 goals due this week No activity	English 7 - Habits (C) Fully Integrated Science 7 - SCALE NGSS (A-) Math 7 (Off Track) Medieval History (B)
October 26 - October 30 Finished 0 of 5 goals due last week No activity	
October 19 - October 23 Finished 0 of 0 goals due 2 weeks ago Saturday 10/24: Mastered Natural Resources with a 10/10 Thursday 10/22: You met with your mentor Science Teacher for 15 minutes. Note written by Science Teacher: Jalen was discouraged to find out that he got low cognitives skill scores on his history project despite his two all-nighters and all the hard work he put in. He is making an appointment with his social studies teacher to figure out what he can do better	Science Teacher Your next check-in is coming up

Students and parents are able to see how their student is progressing towards their goals and where they need assistance. Summit Learning provides information on interactions students have with their mentors. All students completed NWEA Testing in the spring so that we could gauge their progress throughout the school year.

Core Subjects – Curriculum provided through Summit Learning

Reading/Language Arts Course Descriptions

6th Grade English/Language Arts

In this course, students explore works of literature through various literary genres (short story, non-fiction, novel, poetry, biography). Sixth grade students further develop skills essential to language development and the mastery of English language written and oral conventions. They strengthen their reading comprehension skills and their ability to analyze literary and informational texts. They develop solid research and writing skills, and they broaden their usage of electronic media for literary purposes.

7th Grade English/Language Arts

In this course students explore various genres of literature, with special emphasis being placed on world literature texts from ancient to modern times. Emphasis is placed on analyzing literature from a cultural and historical context. Students read imaginative, expository, persuasive, and informational texts of increasing complexity, and gain an understanding of the elements and structure of different genres.

8th Grade English/Language Arts

In this course, students explore works of literature through various literary genres. Eighth grade students further develop skills essential to language development and the mastery of English language conventions, reading comprehension, analysis of literary and informational texts, research and writing, and the usage of electronic mediums for literary purposes.

Reading Intervention Course Description

Wilson - Just Words and iLit

These courses provide an interactive and cooperative learning experience, in which students learn to develop and strengthen self-regulating reading behaviors. Instruction for these courses is driven by student data. Different reading strategies are introduced, and students adopt those that meet their needs. Wilson's Just Words and Pearson's iLit are used to help students develop their reading and writing skills. Additionally, students develop comprehension, vocabulary, and writing skills by engaging with text written at an appropriate instructional level. Students are challenged to transfer reading skills and strategies to the curriculum or all subjects. Multiple assessments (eg. NWEA,) are used to assess student's progress over time.

Mathematics Department Course Descriptions

6th Grade Mathematics – Pre-Algebra

Sixth graders begin their study by addressing factors, prime and composite numbers as a prerequisite for subsequent units on data analysis, rational numbers, geometry, and probability. Students work with angles, which provides them with a solid background for later work with surface area and volume of solid figures and other work with two and three-dimensional figures. Fluency with rational numbers dominates several advisory groups. By the end of the year, students are ready to begin their formal study of algebraic concepts i.e., operating with unknowns, and working with negative and positive numbers in a variety of operations.

Algebra I for 7th and 8th Grade

Algebra provides the opportunity for students to learn algebra as a style of thinking for formalizing patterns, functions, and generalizations. In this course, students expand previously learned quantitative rational number relationships to include the irrational numbers. The focus is on students becoming proficient in recognizing and working effectively with linear relationships and their corresponding representations in tables, graphs, and equations. Such proficiency also includes competence in solving linear equations, generating equivalent expressions, using formulas, and applying proportionality. Other key algebraic topics include operations with exponents, radicals,

polynomials, and rational expressions, solving systems of equations, and an introduction to quadratic equations.

To develop proficiency in symbolic and graphical representations, students use physical models, visual models, and technology. While mathematical skills are addressed, teaching is focused on developing an understanding of concepts in depth, enabling students to apply the mathematical skills and make meaningful connections to life's experiences. The use of graphing calculators is an integral part of the course, allowing for exploration of a variety of approaches to solving problems.

Science Department Course Descriptions

Grade 6 Earth and Space Science

The content emphasis for 6th grade science focuses on Earth and Space Science. Students are actively engaged in space science, the earth's atmosphere, the changing earth, earth's waters, and the earth's surface. In addition to these core elements, the curriculum also stresses laboratory safety, the scientific method, and experimental designs. Students utilize problem solving, critical thinking, time management, and inquiry skills throughout the course.

Grade 7 Life Science

Seventh grade Life Science focuses on biological science. The major goal of the course is for students to actively engage in and develop an understanding of living things, including the human body, patterns in ecosystems, and the cellular dimensions of living systems. In addition to these core elements, the curriculum emphasizes laboratory safety, the scientific method, and experimental designs. Mathematics is integrally related in course instruction to specify precise and general terms when quantitatively observing natural phenomenon. Additionally, students utilize problem solving, critical thinking, and inquiry skills throughout the course.

Grade 8 Physical Science

The content emphasis for 8th grade science is on physical science concepts (chemistry and physics) and technology applications. In addition to these core elements, the curriculum also stresses laboratory safety, the scientific method, and experimental designs. Students will utilize problem solving, critical thinking, time management, and inquiry skills throughout the course.

Social Studies Department Course Descriptions

6th Grade World Cultures and Geography

In grade 6, students use maps, globes, graphs, and information technologies, such as global positioning systems, to study geography and patterns of land use and culture around the world. They learn to think geographically, and they become aware of the locations and special features of different places. Grade 6 students learn how people and their activities affect the earth's surface. They identify how living in cities or rural areas affect people's social relationships and the kinds of jobs they have. They study important physical relationships, for example earth's relationship to the sun, and the relationship of the earth's climate and ecosystems. As students learn about world cultures, they explore how Black people contributed to world cultures and their effect on the growth and development of cultures around the world.

7th Grade World History and Geography: Ancient World

In grade 7, students explore the world outside the United States and North America. They study the origins of human beings in Africa and learn how early societies formed in the Middle East (Mesopotamia), India, and China. These students consider how geography affects the human story, and how societies in different places developed in different ways. Students gain a sense of how people lived long ago, their problems, accomplishments, tools, technology, work, and homes. Grade 7 students also explore the religions, governments, trade, philosophies, and art of these first civilizations, as well as their ideas, which shaped the history of the world. Students learn how Black people contributed to ancient world history and the effects of those contribution on the world today.

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

In 8th grade, students learn about the United States during the colonial period, and they explore major events and ideas that led to the Revolutionary War. They explore the effect that the war for independence had on other nations, and they examine the basic concepts of American government, such as individual rights and the rule of law. Grade 8 students also learn how America expanded into the West, formed political parties, and experienced other economic and social changes. They learn how conflict between the North and South led to the Civil War, and how the Civil War led to other changes, including the economic and political punishment of the South during Reconstruction. Integrated into this course are understandings and investigations of the history of racism in the United States and its effects on Black and brown people.

Spanish Course Descriptions

Grade 6, 7 and 8 Introduction to Spanish

Using cooperative learning, dialogues, projects, and web-based activities, the course addresses the DC Foreign Language Standards as well as the National Foreign Language Standards, including communication, cultures, connections, comparisons, and communities. Students explore basic grammar concepts via the following themes: The Spanish culture and geography, salutations, introductions, time, and personal information (name, age, likes, dislikes, personality traits, physical characteristics, and family) about themselves and their peers.

Physical Education/Health

The Health Education course is designed to enrich the lives of (MS)² students in a healthy and meaningful way. After this course, students can make more informed choices when faced with everyday life decisions from food intake to violence prevention. This course has been aligned with DC health standards.

GenYes

GenYes prepares students to be technology leaders, providing in-classroom, online and distance learning support to educators, peers and their communities. Students develop the lifelong learning and people skills necessary to succeed in college and career, including a pathway program to top jobs.

Brief Description of Key Mission-Related Programs

The Extended Day Learning Program

The Extended Day Learning Program continues to provide students with the opportunity to engage in exciting and unique activities and clubs designed to target personal interests, learning styles, and/or talents. We offered students a plethora of diverse activities to enhance and support their formal academic education. Since some of the activities and clubs are not specifically mathematics and science based, all teachers and advisors were charged with integrating science and mathematics when feasible. In addition to extracurricular activities and school clubs, the Extended Day Program also provided several supervised study halls, called Academic Reinforcement. Academic Reinforcement provided both individual and small group tutoring sessions for students in need of intense academic assistance. It also provided a perfect (in school) environment for students who just wanted a quiet place to study and/or begin their home assignments.

When we had to close due to the pandemic, we provided Extended Day activities to our students virtually where feasible.

During the 2019/20 academic year, students were both in-person and in the Spring virtually engaged in the following extended day activities:

- **MathCounts:** *To provide students the opportunity to engage in high level problem solving in preparation for the local and national MathCounts Middle School Competition.* Students studied problems in algebra, geometry, probability, measurement and data analysis. The problems are designed so that middle school students can build on the mathematics that they have mastered to solve strategies in creative ways through reasoning and representation. Students worked both in teams and as individuals in preparation for the competition.
- **Tutoring and Homework Help:** *To provide students the opportunities to receive direct instruction, both one-on-one or in small groups with content-based tutors and teachers.* Students were enabled to address specific problems and receive extra assistance on concepts, skills or even specific assignments. Scholars Hall also provided a haven for students who just wanted to study on their own. Through the Capstone project tutors from Howard University were assigned to our students to provide tutoring and homework help. Students accessed their work through Summit Learning and their tutors were able to help them complete checkpoints and projects.
- **Yearbook:** *To provide students with the framework and the skills to create a pictorial reflection of the school year.* Students learned all the aspects of composing a yearbook and the skills required to complete these tasks. The yearbook provides a glimpse into the 2019/2020 school year including all Extended

Day activities, Parent-Teacher Conferences, daily classroom activities, award ceremonies, and much more.

National Summer School Initiative

(MS)² hosted two distinct programs in the Summer months. From late June through late July, students were enrolled in the *National Summer School Initiative*. The National Summer School Initiative (NSSI) provided students with joyful, engaging summer programming in partnership with our school. Led with master teachers teaching from a content-rich curriculum, this free-of-charge program leverages an innovative virtual model focused on growing core ELA and math competencies and igniting passion for learning through an exceptional enrichment program that features choices including science, civics, art, and movement. The program targets rising 4th through 9th graders, allowing districts to focus on preparing for the fall, knowing that students are still learning and growing through this challenging time.

Because of the COVID-19 pandemic, we were able to provide this support during the summer virtually for our incoming 6th grade students, our struggling 7th grade students, our rising 8th grade students, our Special Education students and our gifted students. Parents were grateful to have a program that helped their students improve in mathematics and English.

(MS)² and Howard University Liaison Programs

The Howard University Middle School of Mathematics and Science is actively engaged in partnering with numerous schools on the campus of Howard University. These partnerships provide a variety of resources to the staff and students in the middle school. The partnership with the School of Pharmacy yielded a partnership in the National Workforce Development Grant that provided access for 8th grade students to mentor programs and summer enrichment opportunities. The partnership with the School of Education provided student teachers and interns in a variety of subject areas. The partnership with the School of Engineering provided inclusion in the National Society of Black Engineers programs, meetings, conferences and all other benefits of NSBE membership. The partnership with the School of Chemistry and Cornell University provided hands on experiments to our students on various subjects including making ice cream using liquid nitrogen. The partnership with the School of Social Work provided social work interns who provided support to our students. The partnership with the School of Dentistry provided preventative dental care to all of our students. The partnership with the School of Biology provided opportunities for our students to complete experiments with Howard University students

Parental Involvement

Parents are involved in every aspect of our school's program. The PTA held its meetings at 6:30 pm on the third Wednesday of every month. The parents, and the PTA served as the school's greatest advocate and helped us to set the agenda for the types of changes we needed to make over the summer to grow as a school community. We maintained our commitment to work with our parents as partners in the interest of school-wide success.

Goals and Academic Achievement

The following describes the extent to which the Howard University Middle School of Mathematics and Science has been successful in achieving its goals and academic achievement expectations as detailed in our charter

Goal	Met/Not Met	Evidence
Goal #1: Students will demonstrate annual improvements in reading.	Not Applicable	State reading assessment results were unavailable during this review period; this goal is therefore not applicable as there is insufficient evidence to evaluate goal attainment.
Goal #2: Students will demonstrate annual improvements in mathematics	Not Applicable	State mathematics assessment results were unavailable during this review period; this goal is therefore not applicable as there is insufficient evidence to evaluate goal attainment.
Goal #3: Students will demonstrate achievement in science.	Not Applicable	State science assessment results were unavailable during this review period; this goal is therefore not applicable as there is insufficient evidence to evaluate goal attainment.
Goal #4: Students will demonstrate mastery through the presentation of a science project	Not Applicable	Due to the pandemic, the science fair was. All students presented a STEM fair project in school. Categories included biomedical and health sciences, physics, astronomy chemistry and environmental science
Goal #5: Special education students will make progress toward attainment of goals as outlined in Individual Education Plans (IEPs).	Met	Students with IEPs progressed or mastered every goal in their IEPs
Goal #6: Students will participate in extracurricular activities	Met	100% of students actively participated in extended learning activities. Students

related to mathematics, science, and technology.		demonstrated their learning at a culminating program.
Goal #7: Full-time academic faculty will participate in professional development training based on the Howard University School of Education teacher needs assessment, classroom observations, academic data, and best practices.	Met	Academic faculty participated in a variety of professional development sessions including the Summit Learning Convening in the Fall and Spring. Goalbook for Special Education. Pearson iLit training and Wilson Just Words training was provided to ELA and Special Education teachers.
Goal #8: (The school) will recruit and retain a highly qualified professional staff of key administrators, teachers, and support personnel.	Met	To be rated as highly qualified, faculty at DC secondary schools, including (MS) ² , must have a bachelor's degree in the subject they are teaching. For the school year, 100% of the faculty and staff at (MS) ² were highly qualified. Our retention rate was 83%
Goal #9: Parents will express satisfaction with the Howard University Middle School of Mathematics and Science programs	Met	Through our parent survey, parents expressed their satisfaction with our school program. Our student retention rate was 80.3%
Goal #10: Students will maintain a minimum of 90 percent attendance rate.	Met	Attendance rate for the school year was 93.8%
Goal #11: To exercise fiscal responsibility regarding all budgetary matters in ways that ensure the Middle School has adequate funds to support the school and implement all of its programs and services	Not Applicable	Financial Audit Review score not available at the time of this report

Program Improvements

What program changes or improvements will be undertaken or are under consideration as a result of the most recent program development or self-study review findings?

Curriculum Implementation

(MS)² will utilize Summit Learning platform that provides personalized learning for each student in all core subjects. Because we moved distance learning, using Summit Learning as our learning management system provides a stable curriculum in a platform that is focused on personalized learning for our students.

Data Analysis

(MS)² will utilize the data analysis protocol outlined by Uncommon Schools. Summit Learning provides data through content assessments and that data will be analyzed to determine how to provide support to students. Teachers will administer interim exams in all classes, Edulastic will be used in mathematics and ELA classes. Data will be reviewed, and re-teaching will occur in each class. Students will receive their individual data and they will analyze and monitor their own progress. Instructional coaches will be hired, and a focused coaching cycle will be implemented designed to improve instruction. The Danielson Group will be contracted to provide professional development to teachers so that instructional delivery will improve.

Attendance

(MS)² has implemented a more robust attendance monitoring process that will track students who are truant, students who are habitually late and provide supports to ensure that students are in school each day. Truancy contracts and home visits will be conducted to help students maintain good attendance. Student attendance celebrations will encourage students to attend school each day through distance learning.

Special Education

(MS)² will implement a focused plan for special education that will be spearheaded by our special education coordinator. Weekly meetings to discuss student progress and ensure that interventions are being appropriately administered will include teachers and all stakeholders. Consistent monitoring of IEP goals as well as making sure that all documentation is updated appropriately will occur. Professional development will regularly be provided to all stakeholders to ensure that we are providing the appropriate educational supports to student with disabilities. A special education teacher is assigned to each grade level supervised by our special education coordinator.

Parent Involvement

We have created a calendar for our PTA meetings and appointed a new parent liaison. Parents are receiving a newsletter weekly and there are virtual meetings each month.

Teacher Recruitment and Retention

(MS)² continues its partnership with OSSE to utilize survey data provided by the New Teacher Project (TNTP). This data will be used analyze satisfaction and guide professional development needs and supports. (MS)² will continue to celebrate teacher achievements throughout the school year. Teacher retention and recruitment will begin in January after teachers receive their midyear reviews. Teachers will receive continued professional development designed to help them improve in their craft.

Unique Accomplishments

- Middle States Accreditation achieved for our school
- 15 Year Charter Renewal
- 43% of 8th grade students were accepted into selective high schools
- Student won 3rd in Place in the Links Young Writers Contest
- School participation in the Howard University Food to Feed drive through the donation of 800 cans goods
- 100% of our 8th grade students promoted to the 9th grade

List of Donors

2019 -2020 Donation List
(July 1, 2019 - June 30, 2020)

Individual Donations:

Donor: Links DC Chapter (\$1000)

Donor: Wendell Johns (\$2000)

Donor: Wendy Pace Lewis (\$500)

Donor: Larry Smith (\$1500)

Donor: Jeffrey Weddington (\$3000)

Corporate/institutional Grants:

Donor: Howard University (\$500,000)

School Year (SY) 2019-20 Annual Report: Campus Data Report

*A note on SY 2019-20: The COVID-19 pandemic caused DC public and public charter schools to transition to remote learning after **March 13, 2020**. Schools were not required to report daily attendance or discipline events during this initial period of remote learning. Therefore, it is important to note that the data for SY 2019-20 effectively end on March 13, 2020.*

Source Data Point

PCSB LEA Name: Howard University Middle School of Mathematics and Science PCS
PCSB Campus Name: Howard University Middle School of Mathematics and Science PCS
PCSB Grades served: 6--8
PCSB Overall Audited Enrollment: 291

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	114
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	96	81	0	0	0	0	0	0	0

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

Total number of instructional days:

Number of instructional days, not including holidays or professional development days, for the majority of the school.

School If your school has certain grades with different calendars, please note it.

Note: The number of instructional days reported here should match the number approved by OSSE during the 180-day waiver process in SY 2019-20.

PCSB Suspension Rate: 14.1%

PCSB Expulsion Rate: 0.00%

PCSB Instructional Time Lost to Out-of-School Suspensions: 0.34%

PCSB In-Seat Attendance: 92.3%*

Average Daily Attendance:

PCSB The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;

(2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

PCSB **Midyear Withdrawals:** 3.4% (10 students) *

PCSB **Midyear Entries:** 0.0% (0 students) *

PCSB **Promotion Rate (LEA):** 99.4%

PCSB
(SY18-19) **College Acceptance Rate:** Not Applicable

PCSB
(SY18-19) **College Admission Test Score:** Not Applicable

PCSB
(SY18-19) **Graduation Rate:** Not Applicable

Faculty and Staff Data Points

- Total number of instructional days (this should match the number reported to OSSE): **126 days**
- Teacher attrition rate: **12 / 28 = 42.9%**
- Number of teachers: **28 teachers**

Number of Teachers: 28

Teacher Salary:

1. Average: \$ 64,456.71
2. Range -- Minimum: \$ 45,000 Maximum: \$ 88,000

Executive Compensation:

Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-20.

Executive Compensation from Form 990

(9) KATHRYN PROCOPE	40.00								
HEAD OF SCHOOL				X			153,876.	0.	21,825.
(10) CORBERT HOUSTON	40.00								
ASSISTANT PRINCIPAL					X		104,982.	0.	12,197.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY 19-20 Authoritative Attendance Qlik application as of August 2020. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 3/13 in SY 2019-20, attempting to mimic the DC School Report Card business rules as closely as possible.

Appendix A Staff Roster

Last Name	First Name	Position/Responsibilities	Highest Degree Earned	Degree Subject
Abbott	Olivia	Special Education Teacher	Bachelors	Strategic Communications
Anderson	Michael	Director of Security	Bachelors	Management
Bailey	Karla	Special Education Teacher	Bachelors	Social Science
BAIZA	OSMIN	Spanish Teacher	Bachelors	Spanish
BARBEE	CECILY	Social Worker	Masters	Pupil Personnel Services Credential
Barteau	Benjamin	Special Education Teacher	Bachelors	Biological Sciences
BASKERVILLE	DEJAH	Administrative Assistant	Bachelors	Political Science and Afro-American Studies
BIVINS	NYLEA	Special Education Teacher	Bachelors	Euroasian & Europe Studies
BOLER	LESLIE	Director of Human Resources	Associate	Business Administration
BROOKENS	RYAN	Social Studies Teacher	Masters	Secondary Education/ Social Studies
BROWN	EBONY	English Language Arts Teacher	Masters	Film & Video
BROWN	MICHAEL	English Language Arts Teacher	Bachelors	English
Brown	Princess	Social Studies Teacher	Bachelor's	Psychology
BULLOCK	ELECKTRA	Special Education Teacher	Masters	Science
Butler	Shaneice	Assistant Dean	Master's	Social Work
CAVINESS	SIRI	Special Education Teacher	Masters	Curriculum & Instruction
Collins	Robena	Mathematics Coach	Master's	Elementary Education
COX	SHERRIE	Associate Dean	High School Diploma	
Davis	Theresa	Attendance/Enrollment Coordinator	High School Diploma	
Drabo	Leon	Science Teacher	Bachelor's	Biology
Edmond-Pinkney	Anthony	Social Studies Teacher	Bachelors	Paralegal Studies
EDMONDS	TIFFANY	Administrative Assistant	High School Diploma	Certified Administrative Assistant
FAIRCLOUGH	JACQUELINE	Cafeteria Manager	High School Diploma	ma
Felton	Kevin	Assistant Dean	Bachelors	Business Management

FINLEY	LESLIE	Director of Special Education	Masters	Special Education
Garcia	Gail	Science Teacher	Master's	Public Health
George	Abimbola	Assistant Dean	Bachelor's	Political Science
GOODWIN	Christopher	Associate Dean	High School Diploma	
Hampton	Elizabeth	Reading Teacher	Bachelors	Sociology
Hardy	Brooke	Communications Coordinator	Bachelors	Communication
Henry	Shante	Mathematics Teacher	Bachelor's	Electrical Engineering
HINDS	FELITA	Mathematics Teacher	Masters	Elementary/ Secondary Education
HOUSTON	CORBET	Assistant Principal	Masters	Educational Administration
Ihaza	Courtney	Physical Education Teacher	Bachelor's	Sport Medicine
JAMES	ASHLYNN	Science Teacher	Bachelors	Interdisciplinary Studies
Jamison	Clark	Enrollment Coordinator	Bachelors	Sociology
Jones	Christina	Social Studies Teacher	Master's	Educational Policy
Jones	Yevrah	Associate Dean	High School Diploma	
Jordan Jr.	Michael	English Language Arts Teacher	Master's	Educational Administration
Keen Jr.	Bernard	Attendance Coordinator	Bachelors	General Studies
Leverette	Candace	Science Teacher	Masters	Biology
Mallory	Keanya	History Teacher	Bachelors	Psychology
MANUKURE	LEONARD	Director of Technology	High School Diploma	Technical Certification
METTS	NATASHA	Director of Strategy and Logistics	Masters	Social Work
Metts	Stephanie	Associate Dean	High School Diploma	
MOBLEY	GLORIA	Development Officer	Bachelors	Political Science
NEWTON	JOYCE	Assistant Dean	Bachelors	General Studies
Noel	Patrick	Mathematics Teacher	Bachelors	Public Health
OPIOTENNIONE	UDOH	Music Teacher	Bachelors	Music Education
PERRY	LINICE	Mathematics Teacher	Bachelors	Mathematics
Phillips	Shaun	Social Studies Teacher	Bachelors	Business Administration
POINDEXTER	CHRISTUS	Special Education Teacher	Masters	Reading & Language Arts

POINTER	WILLIAM	Special Education Teacher	Masters	Curriculum & Instruction
Poole	Shaunique	Director of Special Education	Master's	Special Education
PROCOPE	KATHRYN	Head of School	Masters	Educational Policy
REAVES	RAQUEL	English Language Arts Teacher	Masters	Education/ Special Education
REESE	NYAH	Mathematics Teacher	Bachelors	Middle School Education/ Mathematics
REILY	GREG	Facilities Manager	High School Diploma	
Richard	Mercades	Science Teacher	Bachelors	Biology
ROBINSON	TALIA	STEM Literacy Specialist	Bachelors	Children's Literature
Russell	Emmeishia	Mathematics Teacher	Bachelors	Chemistry
Sherman	Kevin	Dedicated Aide	Bachelors	General Studies
SIAS	LASHAWN	Assistant Dean	Masters	Psychology
Smith	Vinesha	Physical Education	Bachelors	Public Admin/ Health Education
TELFORD	HECTOR	STEM Instructor	Masters	Genetics & Applications
THOMAS	WINFRED	Dedicated Aide	High School Diploma	
TORAN	MARILYN	Guidance Counselor, Elementary(gradesPS-6)	Masters	Counseling & Guidance
VASON, JR.	LEE	Dean of Students	Masters	Social Work
WALKER	BISHOP	Social Studies Teacher	Masters	Religion
WALKER	JONATHAN	Physical Education	Bachelors	Human Performance
WARE	RANDY	Mathematics Teacher	Bachelors	Mathematics
Washington	Che'	Guidance Counselor, Elementary (grades 7-12)	Master's	School Counseling

Appendix B. Board Roster

Mr. Wendell L. Johns
(Chairman) –EVP/CFO, The NHP DC Resident
Foundation (Retired) wendell.johns@comcast.net

Ms. Kimberly Hasan
(Vice Chairman) – DC Resident
Legal Counsel Pepco/Echelon
khassan@pepco.com

Mr. Frank K. Ross
(Treasurer - Finance Committee, Chair) – DC Resident
Managing Partner, KPMG LLP (Retired) Distinguished Visiting Professor of
Accounting and Director of the Center for Accounting Education fross10130@earthlink.net

Larry Smith
(Fundraising Committee, Chair) DC Resident
IBM
Las_smitty@hotmail.com

Danielle Holley-Walker
(Governance Committee chair,) - DC Resident
Howard University Dean of Law School dhwalker@law.howard.edu

David Bennett
(Board Member) – DC Resident
Howard University Development Director
dbennett@howard.edu

Annemike Martinez
(Board Member) – DC Resident
Assistant CFO Howard University
amartinez@howard.edu

Derrik Nec-Williams
(Board Member) – DC Resident
Architecture and Infrastructure Director Howard University
dnecwilliams@howard.edu

Ms. Wendy Pace Lewis
(Finance Committee) Non-DC Resident
Partner KPMG LLP

[Howard University Middle School of Mathematics and](#)

wpace@kpmg.com

Teacher Representative

Ms. Talia Robinson Instructor-Reading Non-DC Resident

Talia.robinson@hu-ms2.org

Parent Representatives

Patrice Thompson – DC Resident

Feleece Mitchell - DC Resident

Appendix C. Financial Analysis Report

*Not available at the time of this report

Appendix D. Audited Financials

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

Statements of Financial Position As of June 30, 2020 and 2019

	2020	2019
ASSETS		
Cash and cash equivalents	\$ 2,618,072	\$ 1,380,350
Investments	1,029,086	1,006,253
Federal grants receivable	127,585	34,735
Other grants and contributions receivable	292,063	568,139
Prepaid expenses and other assets	25,973	44,615
Total current assets	4,092,779	3,034,092
Equipment, net	77,903	90,965
Total Assets	\$ 4,170,682	\$ 3,125,057
LIABILITIES AND NET ASSETS		
Accounts payable	\$ 115,079	\$ 67,221
Accrued expenses	354,643	377,505
Deferred revenue	19,328	-
Loan payable	733,122	-
Total Current Liabilities	1,222,172	444,726
Net Assets		
Without donor restrictions	2,948,510	2,680,331
Total Liabilities and Net Assets	\$ 4,170,682	\$ 3,125,057

Prior Year		July	August	September	Q1	October	November	December	Q2	January	February	March	Q3	April	May	June	Q4	Current Year
Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Annual Budget
REVENUE																		
Per Pupil Charter Payments - General Education	3,823,565	322,954	322,954	322,954	968,862	322,954	322,954	322,954	968,862	322,954	322,954	322,954	968,862	322,954	322,954	322,954	968,862	3,875,446
Per Pupil Charter Payments - Categorical Enhancements	522,461	43,538	43,538	43,538	130,615	43,538	43,538	43,538	130,615	43,538	43,538	43,538	130,615	43,538	43,538	43,538	130,615	522,461
Per Pupil Facilities Allowance	970,485	82,263	82,263	82,263	246,790	82,263	82,263	82,263	246,790	82,263	82,263	82,263	246,790	82,263	82,263	82,263	246,790	970,485
Federal Funding	507,430	39,359	39,359	39,359	118,076	39,359	39,359	39,359	118,076	39,359	39,359	39,359	118,076	39,359	39,359	39,359	118,076	507,430
Other Government Funding/Grants	7,415	625	625	625	1,875	625	625	625	1,875	625	625	625	1,875	625	625	625	1,875	7,500
Private Grants and Donations	500,000	41,667	41,667	41,667	125,000	41,667	41,667	41,667	125,000	41,667	41,667	41,667	125,000	41,667	41,667	41,667	125,000	500,000
Activity Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
In-kind revenue	1,009,000	84,083	84,083	84,083	252,250	84,083	84,083	84,083	252,250	84,083	84,083	84,083	252,250	84,083	84,083	84,083	252,250	1,009,000
Other Income	59,083	4,792	4,792	4,792	14,375	4,792	4,792	4,792	14,375	4,792	4,792	4,792	14,375	4,792	4,792	4,792	14,375	57,500
TOTAL REVENUES	7,399,429	619,281	619,281	619,281	1,857,843	619,281	619,281	619,281	1,857,843	619,281	619,281	619,281	1,857,843	619,281	619,281	619,281	1,857,843	7,431,371
FUNCTIONAL EXPENSES																		
Total Employees		# of Employees																
Personnel Salaries and Benefits																		
Principal/Executive Salary	153,000	12,750	12,750	12,750	38,250	12,750	12,750	12,750	38,250	12,750	12,750	12,750	38,250	12,750	12,750	12,750	38,250	153,000
Teachers Salaries	1,875,754	176,698	176,698	176,698	530,094	176,698	176,698	176,698	530,094	176,698	176,698	176,698	530,094	176,698	176,698	176,698	530,094	2,120,374
Special Education Salaries	454,761	29,875	29,875	29,875	89,626	29,875	29,875	29,875	89,626	29,875	29,875	29,875	89,626	29,875	29,875	29,875	89,626	538,504
Other Education Professionals Salaries	11,569	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Business/Operations Salaries	900,155	49,802	49,802	49,802	149,405	49,802	49,802	49,802	149,405	49,802	49,802	49,802	149,405	49,802	49,802	49,802	149,405	997,622
Administrative/Other Staff Salaries	103,294	11,436	11,436	11,436	34,308	11,436	11,436	11,436	34,308	11,436	11,436	11,436	34,308	11,436	11,436	11,436	34,308	137,234
Employee Benefits and Payroll Taxes	99																	