

## **Annual Report**

School Year 2019–2020

**Excellence in Adult Education Since 1985**

**Academy of Hope Adult Public Charter School**

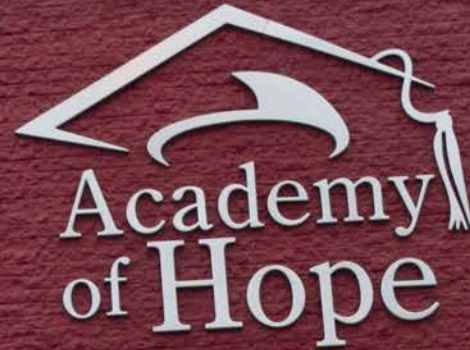
[www.aohdc.org](http://www.aohdc.org)

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Board Chair: Mark Kutner, American Institutes for Research, Retired





Academy  
of Hope

Adult Public Charter School

2315



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## ■ School Mission

Academy of Hope Adult Public Charter School's mission is to provide high quality adult education and services that change lives and improve communities. Academy of Hope (AoH) serves adults 18 and older from throughout the District of Columbia, providing a quality education and preparation for a high school diploma through the GED exam or the National External Diploma Program (NEDP). AoH integrates these programs with computer literacy, career counseling, college preparation, and career pathways programs with job training in Office Administration and Healthcare. We also provide wraparound services, as well as college navigation and job placement.

## ■ School Program

According to Georgetown University's Center on Education and the Workforce, in the near future, entering the middle-class will require at least some education beyond high school. In the District of Columbia, 71% of all jobs will require education beyond a high school credential. Yet, more than 21 percent of the District of Columbia's working-age adults—over 60,000 individuals—lack a high school diploma.

Low literacy and low educational attainment are root causes of poverty, unemployment, homelessness, and poor health. Adults without a high school diploma are over seven times more likely to live in poverty than those with a credential. Without the necessary skills, many remain unemployed or underemployed, trapped in a cycle of poverty that can span generations. District residents need the opportunity to build their skills and achieve their educational goals, while also addressing their full spectrum of needs, so they are empowered to move forward with their lives.

“District residents need  
the opportunity to build  
their skills and achieve their  
educational goals ...”



## Hundreds of District of Columbia Residents Find Opportunity at Academy of Hope Adult Public Charter School

Academy of Hope Adult Public Charter School helps District of Columbia residents gain both the foundational and intermediary skills they need to meet their goals and connect to the next step of their career pathway—whether that means post-secondary education, training, or a self- and family-sustaining job.

Since 1985, AoH has helped over 800 low-income District of Columbia residents to obtain a high school credential and more than 7,000 to improve basic reading, writing, math, and computer skills. In 2014, AoH transitioned from a community based organization to an adult public charter school, serving more than 300 adults in our first year of operations under charter status. In SY 2019-20—our sixth year of operations under charter status—we more than doubled that number, serving close to 700 students.

In 2020, AoH celebrated its 35th year as a leader in adult education. And now, in light of the COVID-19 crisis which has disproportionately affected AoH learners, we are more dedicated than ever to addressing the critical academic and career development needs of DC adult residents. We know that students need a post-secondary credential or advanced training to achieve economic success. We know that increasing parents' skills can improve the long-term success of their children and help break the intergenerational cycle of poverty. We are preparing DC adults to achieve academic success, secure living-wage jobs, enter post-secondary education, and achieve self-sufficiency for themselves and their families.

### Quality Programming for Adult Learners at All Levels

Academy of Hope's locations in Ward 5 and Ward 8 serve adult learners from all eight wards of the District of Columbia. Ninety-six percent (96%) of learners come from households that classify as low income, and 24% identify themselves as having a disability. The average adult learner entering AoH has reading, math, and digital literacy skills at the 6th-grade level or below.

Small, dynamic classes reach learners at a range of levels—from beginning literacy to college—and cover reading, social studies, writing, math, science, technology, and career awareness and preparation. Acknowledging the multifaceted dimensions of adult learners' lives, AoH offers these classes during the day, as well as in the evening, over three terms.

Academy of Hope offers two high school credentialing options: the General Education Development (GED) exam and the National External Diploma Program (NEDP). These different options—one a timed exam and the other a competency-based model—allow learners more choice in deciding how they want to demonstrate their academic skills and abilities, thus empowering them to be life-long learners.

AoH also offers multi-level career training programs, with a specific focus on two in-demand industries: healthcare and office administration. Our program-wide integrated education and training model provides learners—especially those who face the most significant barriers to employment and economic success—with contextualized academic and workforce training. Through these programs, learners can earn stackable industry-recognized credentials, helping them to build the skills needed for high wage, competitive careers.

In addition, AoH learners also have the opportunity to pursue dual enrollment with the University of the District of Columbia Community College. Through our on-site College Prep and Success and our Internet Core Competency Certification (IC3) courses, AoH learners can earn up to ten credit hours before graduating from AoH.

“Small, dynamic  
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of levels—from  
beginning literacy  
to college ...”

## Providing Essential Support for Academic and Career Success

While pursuing their education, AoH learners often face significant challenges, including lack of access to affordable childcare, housing, and transportation, as well as health issues impacting themselves and/or their family members. Our Student Support Services team works closely with learners to identify critical solutions, reduce the impact of these barriers and ensure that learners can stay in school and successfully continue on their educational and career pathways. In the midst of the global pandemic this spring, AoH's Student Support team was particularly essential, providing intense virtual support to learners and their families most affected by the COVID-19 crisis.

Additionally, our Career Development team addresses the challenges that learners—especially those with low literacy skills—face in finding, retaining, or advancing in employment. Our Vocational Evaluator enables learners to go beyond traditional paper-and-pencil assessments and try out real and simulated work tasks for high-demand careers in a safe and supportive environment. Finally, our Job Development Specialists assist all learners with discovering viable career pathways, developing career portfolios, and finding gainful employment.

## ■ Instructional Approach

Academy of Hope uses a range of instructional approaches that include project-based learning, explicit instruction, critical pedagogy, one-on-one tutoring, technology integration, and cross-curricular approaches.

AoH views teaching as a dialogue, where teachers are learners and learners are teachers. Additionally, we plan project-based learning activities, allowing students to actively explore real-world situations and apply learned skills to solve real-world problems.

Teachers also design instructional units of study incorporating 21st Century Worker Competencies. This approach creates a student-driven environment by providing more opportunities for students to construct knowledge and collaborate with peers. Key competencies in areas of critical thinking, problem-solving, communication, collaboration, creativity and innovation prepare students for increasingly complex life and work environments.

Explicit instructional approaches are also used, ensuring that teachers break content into manageable units when needed and provide adequate modelling and scaffolding for learners.

In order to meet the educational goals of all learners, AoH ensures that our curriculum is informed by research and best practices. All instructional planning is guided by the Danielson's Framework for Teaching, helping to ensure that each lesson—at every level—attends to essential teaching components such as preparation, classroom environment, learner engagement, and formative assessments.

All English Language Arts (ELA) classes value reading as a complex process and emphasize teaching strategies that help to develop engaged, strategic, and independent readers. To meet the needs of beginning readers, we use the Institute for Multisensory Education's (IMSE) Orton Gillingham method, an intensive, explicit, and systematic phonics-based reading instruction program. We base our higher-level Reading classes on the National College and Career Readiness Standards (CCRS), which inform both the GED exam and the National External Diploma Program. These classes focus on helping learners develop and hone reading comprehension and higher order reasoning skills.

“AoH views teaching as a dialogue, where teachers are learners and learners are teachers.”

Like our ELA instruction, AoH’s mathematical instruction is also based on National College and Career Readiness Standards (CCRS), focusing on operations and the number system, algebra, geometry, measurement and data, and statistics and probability. All levels of mathematical instruction—from beginning numeracy to advanced algebra—are designed to promote both conceptual understandings, as well as computational fluency.

Academy of Hope’s career training programs are designed with our employer partners and based on an Integrated Education and Training model. Through this approach, Career Pathway learners receive simultaneous instruction in core content, as well as industry training in a meaningful, contextualized approach. In addition, undergirding all classes is the Northeast Resiliency Competency Model, which stresses five competencies critical to college and workplace success: critical thinking, adaptability, self-awareness, reflective learning, and collaboration. By incorporating these competencies into all our classes, at all levels, learners are able to develop and practice key college and career success skills.

As one of the few adult charter schools serving adults at all levels, from beginning readers to college-level readers, AoH is committed to continuing to develop multi-level curricula that encourage all adult learners to understand their worlds in new ways, helping us to meet our mission of changing lives and improving communities through education.

### ■ School Performance

Before Academy of Hope – like all other schools – converted to distance learning, we were on track to meet and possibly exceed our goals. For example, at the end of the 2019 fall term, 43.6 percent of learners made an Educational Functioning Level (EFL) gain, which was greater than the past three years of fall EFL data. Additionally, secondary credential completion rate was 87% and 34 learners earned their high school diploma.

### ■ Parental Involvement Efforts

Many of Academy of Hope’s adult learners are parents or guardians of school-age children. During the 2019-2020 school year, 379 learners reported having children or dependents. Many more are grandparents, aunts, uncles, or otherwise significantly involved in a child’s life.

Research consistently demonstrates the close correlation between parents’ educational attainment and the reduction in childhood poverty and with children’s success with literacy and school. As AoH students build their skills and confidence, their families and children benefit as well. Many adult learners report becoming more involved in their children’s homework or school after attending classes at AoH.



Historical Student Fall Progress	
Year	Percent Fall EFL Gain
2016–17	25
2017–18	35
2018–19	34
2019–20	43.6

“As AoH students build their skills and confidence, their families and children benefit as well.”



## ■ Responding to the COVID-19 crisis

At the start of DC's COVID-19 pandemic in mid-March, Academy of Hope expeditiously transitioned from in-person to distance learning classes for all learners. We offered 44 classes across our Ward 5 and Ward 8 campuses. We were able to provide remote in-office checks for NEDP learners, allowing them to seamlessly complete all requirements to earn their high school diploma.

Because we serve adults at all levels, we are dedicated to offering diverse distance learning options, including 'live' classes on Zoom for learners. Each session was recorded to allow for asynchronous learning for students unable to attend the live sessions. All instructors also had scheduled virtual office hours to allow learners to receive one-on-one support when needed.

AoH also acted promptly to provide the technological resources needed to take advantage of class offerings. AoH distributed devices and internet hotspots to learners without a device and/or internet access. This distribution was vital, especially given that an in-depth analysis revealed that learners who received technological tools directly from AoH had higher attendance rates during spring's distance learning semester than did students who did not.

For learners not yet able to effectively navigate technology tools, AoH also provided analog distance learning options. Learners selecting this option received work packets, which learners reviewed with teachers during regular instructional phone calls. Learners were also taught how to take pictures of their completed work to send to instructors for feedback.

In support of the transition to distance learning, AoH's Accountability team created a distance learning tracking system for teachers and our Student Support team to document their interactions with learners. Each program has a separate tracker and tabs for each teacher to track their interactions with learners, as well as to record students' progress on assignments and formative assessments.

The tracker was designed to provide principals with aggregated data for their specific programs, as well as to provide school-level aggregated data. This allowed AoH's leadership to gain detailed insight into student engagement and progress during spring's distance learning classes, helping us to better plan for the fall semester.

“AoH also acted promptly to provide the technological resources needed to take advantage of class offerings.”





## ■ Unique Accomplishments



### Honoring our 35th Anniversary

Academy of Hope was honored to celebrate its 35th anniversary this year! For three and half decades, AoH has transformed lives, strengthened communities, and redefined education. We grew from a community-based organization housed in a small room in Adams Morgan to a top performing adult education and workforce development public charter school serving over 600 students each year!

### Celebrating the Class of 2020

As the 2020 school year came to a close, AoH staff were busy preparing for one of the best days of the year: graduation. Of course, this year's graduation looked very different than years past. Instead of gathering together at Arena Stage as planned, AoH staff and volunteers traveled across the District to deliver caps, gowns, and diplomas to each of the 34 graduates. Crossing front porches and yards instead of a stage, graduates celebrated their momentous achievement with family, friends and neighbors—even if they remained at arm's length while doing so!

“AoH staff and volunteers traveled across the District to deliver caps, gowns, and diplomas to each of the 34 graduates.”



*AoH staff honored graduates during a mobile celebration!*

## Fast Facts About AoH's 2019-20 Graduates

2

graduates earned  
College Ready Scores  
on three GED exams

34

graduates earned  
their high  
school diploma

19

students obtained  
employment with AoH  
staff assistance

- 21 graduates earned their High School Diploma through the GED
  - 2 of 21 of those graduates earned their High School Diploma through the GED since the COVID crisis began
- 13 graduates earned their High School Diploma through the NEDP
  - 9 of 13 of those graduates earned their High School Diploma through the NEDP since the COVID crisis began
- Graduates' ages range from 19-68 years old (25-66 for NEDP)
- NEDP graduates were born in the United States, Cameroon, and Ethiopia
- NEDP graduates completed the assessment phase in as few as six months and as much as six and a half years (transfer from another NEDP site, including time away from school)
- 18 students earned 34 microcredentials (including CPR, Customer Service Gold and ServSafe Food Handlers)

## Media

This year, Academy of Hope raised awareness about adult education and AoH's unique accomplishments in the field through a variety of channels, including:

- an August 22, 2019 segment on WHUR on adults returning to school
- a June 15, 2020 interview on WAMU about adult learners and the digital divide created by COVID-19
- a year-long partnership with DCTV to highlight AoH's programs and services
- a two year partnership with Washington Women in Public Relations





## Building a More Inclusive and Equitable Community

Academy of Hope expressly embraces people of all races, ethnicities, gender identities, ages, sexual orientations, religions/spirituality, and backgrounds. We strive to create an inclusive environment where race and other identifiers do not pre-determine one's future but rather where everyone is valued and adds value. In SY 2019-20, AoH continued our partnership with **Building for Mission** to take a closer look at our processes, structures and practices that may contribute—directly and indirectly, intentionally and unintentionally—to a lack of diversity, equity and inclusion (DEI). Throughout the year, staff had the opportunity to participate in trainings, focus groups, and a Race Equity Task Force. In May 2020, the Task Force published a DEI statement that unequivocally outlines AoH's commitments to and understanding of diversity, equity and inclusion. The statement and other work of the Task Force is already being applied to create strategic short term and long term goals. AoH looks forward to continuing this process of self-reflection and dismantling any of our structures and processes that prevent an inclusive and equitable community for all.

## Students Taking the Lead

“Empowerment” is one of Academy of Hope's core values. Academy of Hope strives to center student voices and encourages learners to take an active role as advocates within the school and beyond.

With the goal of including student voices in high-level decision making, AoH's senior staff hosted multiple town halls during the 2019-2020 school year, including via Zoom during the COVID-19 crisis, to hear directly from learners. Student feedback during those conversations resulted in direct changes to AoH programming and future plans. Two AoH students serve on the AoH Board of Directors and continue to ensure learners' voices, concerns and needs are always part of the decision-making process.

## Nourishing the Whole Student

Recognizing that access to fresh, healthy and affordable food is extremely limited for many learners, Academy of Hope partnered with Capital Area Food Bank for a third year to expand food access in our community through a monthly mobile market.

In SY 2019-20 (before the COVID crisis suspended the program), the market provided over 2000 members of our community with fresh fruits and vegetables and food staples like milk and cereal at no cost. Learners at both AoH sites can benefit from the market, and the market is open to members of our broader community, as well.

“‘Empowerment’ is one of Academy of Hope's core values.”

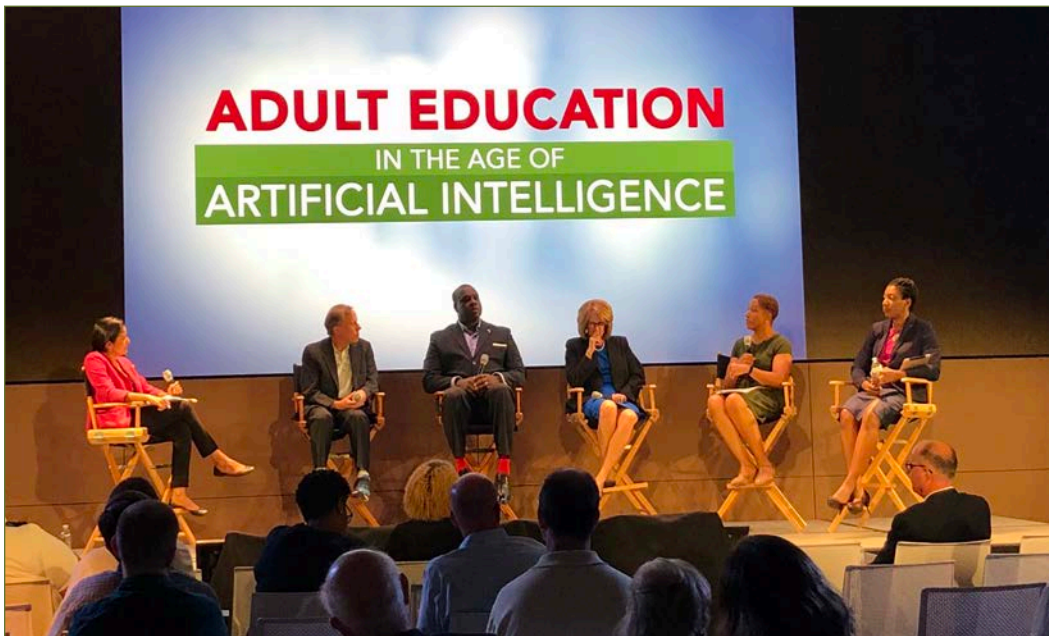


## Adult Education in the Age of Artificial Intelligence

On September 23, 2019 AoH partnered with The Great Courses to host a symposium to explore how the advent of artificial intelligence (AI) and a more highly automated workplace are threatening to eliminate jobs typically held by lower skilled workers and our role in helping workers to prepare for the change. Super Bowl champion Dexter Manley delivered keynote remarks at the event about his struggles with low literacy. An expert panel moderated by Kavitha Cardoza, former reporter for PBSNews Hour and WAMU, explored what can be done to help adults adjust to the changes ahead.

## Joining the National Conversation on Adult Education

AoH was invited to share our expertise at two events in September 2019. The first—a panel discussion hosted by the US Department of Agriculture—focused on connecting recipients of the Supplemental Nutrition Assistance Program (SNAP) to adult education and workforce programs. The following week, Leicester was a featured speaker at a gathering of the National Governor’s Association in St. Louis, Missouri.



AoH partnered with The Great Courses in September 2019 to host a symposium on Adult Education in the age of AI, including a panel discussion. (From left, Kavitha Cardoza, former reporter for PBSNews Hour and WAMU; David Evans, Professor of Computer Science at the University of Virginia; Dexter Manley, former NFL player and literacy advocate; Ellen Scully-Ross, Associate Professor of Human and Organizational Learning at The George Washington University; Leicester Johnson, CEO of Academy of Hope; and Nicole Smith, Research Professor and Chief Economist at the Georgetown University Center on Education and the Workforce).





## ■ Student Profiles



*Addie, AoH Graduate, June 2020*

**Addie**, 66, moved to D.C. from Georgia when she was 10 years old and was placed in the 3rd grade. She knew that she was having trouble reading. She kept asking for help but was always told by her teachers that the skills she needed were already covered and the class had to move on. By the 9th grade, she was 16 years old, frustrated, and angry. She stopped asking for help and rebelliously dropped out.

For the next 3 years, she worked at a neighborhood store and enrolled in 7 different night schools. Still, she could barely read, so she never finished a single course. At 19, she went to the National Institutes of Health (NIH) and started working in the mailroom.

By 2005, Addie had worked in the mailroom at NIH for almost 30 years! During these years, she was open about her struggles with reading and repeatedly asked NIH for help. She was on the bus one evening, on her way home from work, where she saw an ad for the Washington Literacy Council. It stated that WLC “helped adults in DC with the greatest barriers and fewest resources learn to read.” Addie enrolled in Washington Literacy Council, testing at a 3rd-grade reading level. She was there for 6 years!

In 2011, after progressing as much as she could at the WLC, Addie came to the Academy of Hope. She wanted to achieve her high school diploma through the National External Diploma Program (NEDP). She wanted to demonstrate to her grandchildren that “you don’t let anybody stop you from getting your education.” After nine years of working closely with teachers and volunteer tutors, and after persevering through numerous obstacles, Addie earned her high school diploma in May 2020! “It feels great, and it’s been a long time coming,” Addie said.



*Garry, AoH Graduate, June 2020*

**Garry**, 58, enrolled at AoH with the goal of improving himself and getting a better job. This wasn’t his first time returning to school. After dropping out of high school at the age of 17, Garry tried a few other times to get the education he wanted and worked several jobs in the meantime. “I was very close to finishing high school the first time around, and I kick myself every day about it. I tried night school, but that wasn’t for me. After that, I did lots of odds and end jobs—I didn’t just sit around.”

In 2000, Garry went back to school alongside his wife—each looking to earn their high school diplomas. Unfortunately, Garry’s wife passed away in 2002 after a sudden heart attack. “We were doing it together until I lost her. Now I’m trying to do this on my own,” he says with a sigh.

Garry heard about AoH from a friend and enrolled in January 2018 with a goal of bettering himself and securing a more stable career. He says that AoH is different than the other programs he tried because “the teachers are really excellent at helping and working one on one with students. They make sure you learn and get the concept of the subject.” Science and history are his favorite subjects, and he says he is learning some things that he didn’t have the chance to study the first time around—units like algebra. Garry passed his GED exam on March 12, 2020—mere days before the COVID crisis forced the GED Testing Center to shutter for several months!

## ■ List of Donors \$500+

The Alice and Eugene Ford Foundation	EYA LLC	Andrew Knox
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Rebecca Abts Wright  
Rachel Zinn

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Sara Cormeny  
Daniel Ford Lewis  
Ken Lore  
Pauline Crytzer

**Learner Partners:**

Madi Ford  
Kathryn Clay

**Career Partners:**

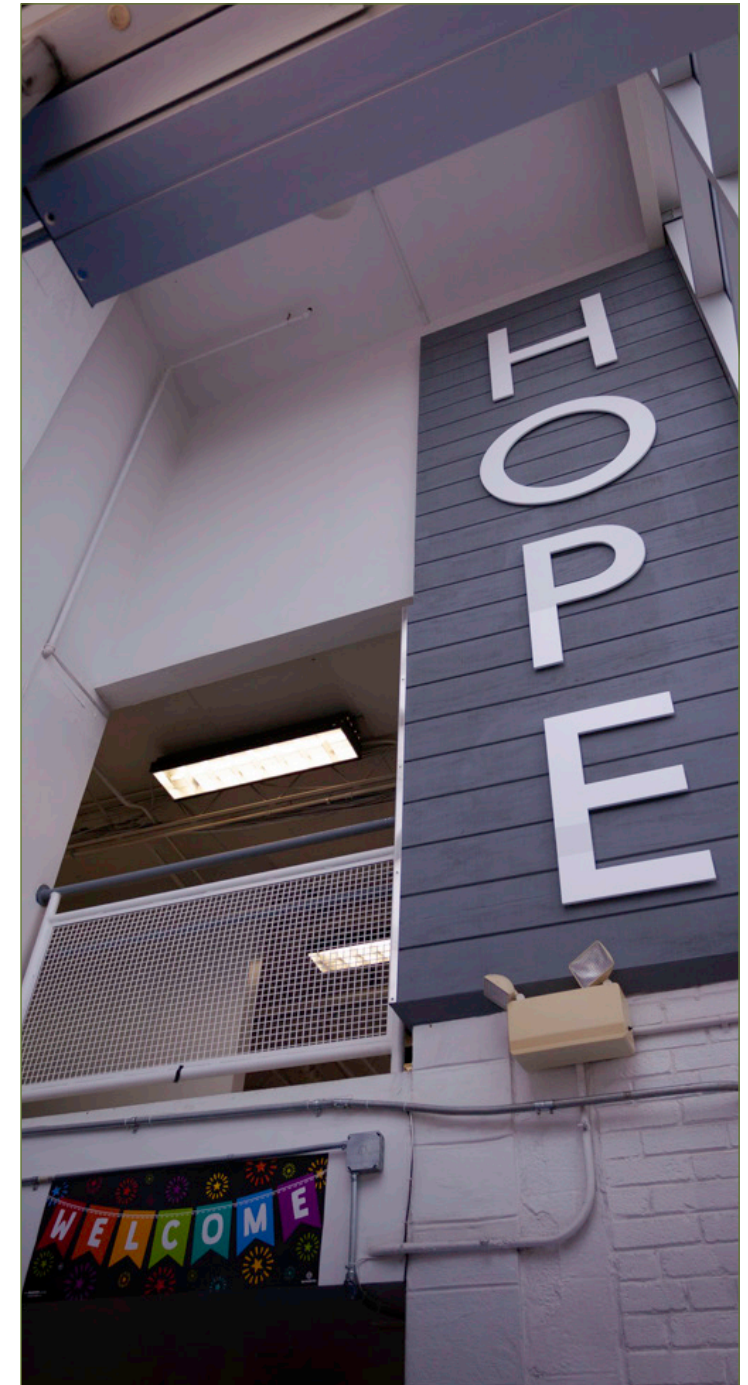
Lauren Permuy  
Donna Walker

**Table Hosts:**

Ingleside Assisted Living  
Rachel Zinn  
Patrina Clark

**Transformation Partners:**

James McNair  
Jim Fowler



## ■ Appendix 1

### School Year 2019-2020 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: Academy of Hope Adult PCS
PCSB	Campus Name: Academy of Hope Adult PCS
PCSB	Grades served: Adult
PCSB	Overall Audited Enrollment: 482

### 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	0	0	0	0	0	482	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	<b>Total number of instructional days:</b> 150
PCSB	<b>Suspension Rate:</b> 1.1%
PCSB	<b>Expulsion Rate:</b> 0.0%
PCSB	<b>Instructional Time Lost to Discipline:</b> 0.05%
PCSB	<b>In-Seat Attendance:</b> 71.9%*
PCSB	<b>Average Daily Attendance:</b> Not Applicable
PCSB	<b>Midyear Withdrawals:</b> Not Applicable
PCSB	<b>Mid-year Entries:</b> Not Applicable
PCSB	<b>Promotion Rate (LEA):</b> Not Applicable
PCSB (SY19–20)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY19–20)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY19–20)	<b>Graduation Rates:</b> Not Applicable

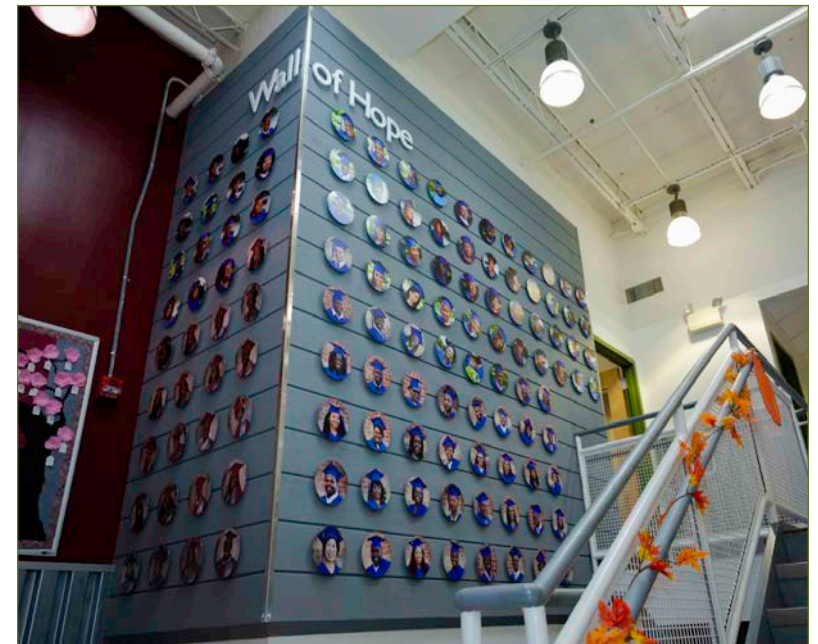
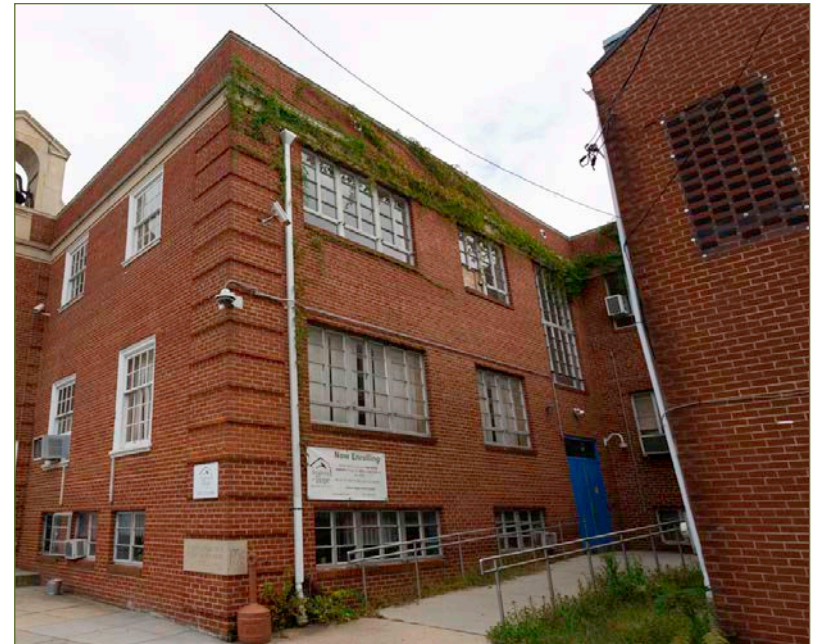
### \*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates through March 13, 2020 available in OSSE's SY19-20 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. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.



## Teacher Data Points

<b>Teacher Attrition Rate</b>  Number of teachers retired/resigned/outplaced between October 5, 2019 and the first day of school in 2020  (number of teachers employed as of October 5, 2019)	22.72
<b>Number of Teachers</b>  “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher	As of 6/30/2020
<b>Teacher Salary</b>  1.Average:  2.Range: Minimum \$_____ Maximum \$_____	Min \$55,200  Avg \$65,675  Max \$75,790
<b>Executive Compensation</b>  Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2019-2020	\$201,960  \$154,381  \$150,933





## ■ Appendix 2

### Staff Roster 2019-2020

**Lesia Alleyne-Lamorell**

Office Manager and Exec Asst to the CEO

**Jessica Austin de Vides**

Teacher — Social Studies

**Koya Bakare**

Instructional Manager

**Shaquierra Baker**

Student Support Specialist

**Annette Banks**

Teacher — NEDP Assessor/Advisor

**Ezell Battle**

Adjunct Teacher- ELA

**Florenda Bates**

Teacher — ELA

**Joy Bentley Phillips**

Chief Advancement Officer

**Cheryl Berry**

Teacher — ELA

**Kenae Black Adjunct**

Teacher — Writing

**Na'Quesha Booker**

Front Desk Assistant

**Mirvlyne Brice**

Individual Giving Officer

**Sandra Brown**

Teacher — Reading

**Jenaine Butler**

GED Services Testing Coordinator

**Mary Gabriele**

Director of Career and Workforce Services

**Candice Caldwell**

Adjunct — Teacher — ELA

**Felicia Cave**

Adjunct Teacher — Math

**Hazel Cherry**

Student Recruitment Manager

**Jaclyn Claiborn**

Adjunct — Teacher — Math

**Julia Conte**

Digital Literacy Teacher

**Michael DuBose**

Adjunct Teacher — Digital Literacy

**Danielle Durham**

Adjunct Teacher — Writing

**Carl Clemons**

Executive Assistant to CEO

**DaNelle Cook**

Teacher — Math

**Isabel Cortez**

Registrar

**Elizabeth Early**

Teacher- Math

**Summer Ellis**

Principal

**Yolanda Fortune**

Adjunct Teacher — Social Studies

**Jamie Fragale**

Director of Advocacy and Communications

**Christian Fretty**

Front Desk Assistant

**Traci German**

Director of Student Support Services

**Kamila Goldin**

Teacher- Math

**Lakeyia Gollman**

Instructional Manager

**Lionel Gore**

Facilities Attendant

**Kiesha Graham**

Registrar

**Cheryl Harrison**

Adjunct Teacher — Mathematics

**Shatyra Henry**

Student Support Specialist

**Melissa Hensel**

Vocational Evaluator

**Dianna Hicks**

Lead Teacher — Reading

**Jermia Huff**

Teacher — Math

**Sheila Izlar**

HR Generalist

**Dorothy Jenkins**

Lead Teacher — Technology

**Christie Joesbury**

Data Support Specialist

**Leicester Johnson**

Chief Executive Office

**Paul Johnson**

Director of Finance and Operations

**Jamal Jones**

Adjunct Teacher — Reading

**Jennifer Jordan**

Teacher — NEDP Assessor/Advisor

**Angela Kim**

Director Finance and Operations

**Sue Jin Kim**

Adjunct Teacher — Reading

**Troy Lewis**

Adjunct — Teacher — Math

**Jeannette Lipford**

Adjunct — Teacher — ELA

**Alexandra Lotas**

Director of Research and Evaluation

**Jamela Love**

Teacher — Reading

**Donald Martin**

Senior Facilities Manager

**Toni McGhie**

Teacher — Math

**Tim McLaurin**

Adjunct Teacher — Math

**Maria McLean**  
Marketing Associate

**Brian McNamee**  
Chief Operations Officer

**Mary Mickey**  
CNA Instructor

**Deneen Miller**  
Senior Employment Specialist

**Winston Miller**  
Instructional Manager

**Lateefah Montague**  
Lead Teacher — Reading

**Darren Murray**  
Teacher — Math

**Sharon Myers**  
Teacher — Reading

**Nicole Nelson**  
Adjunct — Teacher — NEDP

**Sean O'Loughlin**  
Teacher — Math

**Richmond Onokpite**  
Principal

**Flora Opara**  
Adjunct — Teacher — Math

**Graciano Petersen**  
Lead Teacher — Math

**Jerry Peterson**  
Adjunct — Teacher — ELA

**Deborah Prence**  
Lead Math Teacher

**Krystal Ramseur**  
Director of Finance and Operations

**Lisa Rascoe**  
Adjunct Teacher — Writing

**Audrey Reese**  
Director of NEDP

**Ira Robinson**  
Front Desk Assistant

**Daniel Robinson**  
Development and Volunteer Associate

**Adi Salinas Ferreria**  
Teacher — NEDP Assessor/Advisor

**Marisabel Santiago**  
Student Support Specialist

**Antonio Scott**  
Front Desk Assistant

**Nicole Short**  
Adjunct Teacher — ELA

**Ayaba Sedjro**  
Student Support Specialist

**Katherine Shrout**  
Teacher — Reading

**Dwayne Smith**  
School Information Systems Specialist

**Jamala Smith**  
Enrollment and Registration Manager

**Ayinde Spradley**  
Adjunct — Teacher — Reading

**Donovan Trott**  
Donor Relations and Special Events  
Coordinator

**Monique Vaughn**  
Employment Specialist

**William Walker**  
Teacher — Science

**Tetus Washington**  
Facilities Engineer

**Thomas Webb**  
Student Support Specialist

**Liza Wentworth**  
Teacher — ELA

**G. Vernon White**  
Adjunct Teacher — ELA

**Joshua Wiley**  
Adjunct Teacher — Math

**Dawn Williams**  
Teacher — NEDP Assessor/Advisor

**Fredrick Willis**  
Adjunct — Teacher — Math

**52% of teachers hold a master's  
degree or higher.**



## ■ Appendix 3

### Board Roster 2019-2020

**Mark Kutner**, Chair

Retired, American Institutes for Research

**Y. K. Karen Leung**, Vice Chair

Neighborhood and Community Investment Specialist,  
US Department of Housing

**Barbara Jumper\***,

Treasurer and Chair of Finance Committee  
Chief Business Officer, DC Public Library

**Kermit Kaleba\***, Secretary

Federal Policy Director, National Skills Coalition

**Rachel Zinn\***, Chair of Governance Committee

Budget Management Analyst, City of Baltimore

**Cynthia R (Cindy) Condyles**,

SVP/Managing Market Director, PNC Institutional Asset Management

**Darrell Darnell\***

Senior Associate Vice President for Safety & Security The George Washington University

**Madi Ford**

Vice President and General Counsel, MidCity Financial Corporation

**Veronica Jackson\***

Student, Academy of Hope Adult Public Charter School

**Tamara Wilds Lawson, Ph.D.\***

Executive Director, Collective Impact, Washington Nationals Dream Foundation

**Julie Meyer\***

Nonprofit Consultant and Educator

**Lawrence Meyer\***, Chair of Development

Committee  
Self Employed

**Catherine Smith\***

Student, Academy of Hope Adult Public Charter School

**Paul Suijk**

President and CEO, The Teaching Company

**Eddie Trujillo\***

Principal, Navigator Real Estate Services, LLC

**John Zoltner\***

Senior Director ICT4D and Technology Innovation, Save the Children

*\*Resident of Washington, DC*

## ■ Appendix 4

### Unaudited Year-end 2019-20 Financial Statement

Income Statement	Forecast	Annual Budget
<b>Revenue</b>		
State and Local Revenue		
4000 · Per-pupil alloc	4,710,200	4,847,152
4050 · Per-pupil adjustment	59,554	0
4100 · Per-pupil facility alloc	1,607,470	1,667,393
4200 · Local grants	69,068	93,750
Total State and Local Revenue	6,446,292	6,608,295
<b>Federal Revenue</b>		
5030 · Competitive federal grants	95,877	74,682
5031 · Paycheck Protection Program grant	857,400	0
5037 · Other Competitive Government Grants	610,422	426,750
Total Federal Revenue	1,563,699	501,432
<b>Private Grants and Donations</b>		
6010 · Corporate/business grants	83,250	80,000
6020 · Foundation grants	591,310	710,000
6200 · Individual contributions	61,736	50,000
6210 · Corporate contributions	3,959	2,000
6215 · Designated Campaign Contributions	3,993	3,500
6220 · Foundation Contributions	6,620	2,000
6221 · Religious Contributions	0	2,000
6230 · Special event contributions	221,620	300,000
6235 · Board Contributions	8,561	16,500
Total Private Grants and Donations	981,049	1,166,000

Income Statement	Forecast	Annual Budget
<b>Earned Fees</b>		
6305 · Other program fees	251	228
6500 · Short-term investments	667	1,068
6520 · Rental revenue	273	0
6530 · Realized gains/losses	799	0
6540 · Unrealized gains/losses	266	0
6560 · Miscellaneous revenue	34,965	0
Total Earned Fees	37,221	1,295
<b>Donated Revenue</b>		
6700 · Donated services revenue	9,579	0
6710 · Donated tangibles revenue	2,204	0
Total Donated Revenue	11,783	0
Total Revenue	9,040,043	8,277,023
<b>Expenses</b>		
<b>Salaries</b>		
7000 · Leadership salaries	266,019	0
7010 · Teacher salaries	1,233,142	1,207,479
7013 · Specials salaries	287,746	303,965
7030 · Other curricular salaries	207,419	243,118
7090 · Curricular bonuses	152,250	157,542
7100 · Student support salaries	326,117	325,820
7130 · Business, operations salaries	348,384	447,037
7131 · IT staff salaries	117,793	119,995
7160 · Other service salaries	188,524	146,154
7210 · Program staff salaries	313,299	452,641
7300 · Executive salaries	469,480	559,977
7310 · Development salaries	234,107	261,673
Total Salaries	4,144,281	4,225,401



## Unaudited Year-end 2019–20 Financial Statement (con't)

Income Statement	Forecast	Annual Budget
<b>Benefits and Taxes</b>		
7400 · Retirement plan contrib	81,695	73,221
7410 · Health insurance	360,816	381,802
7420 · Life and disability insurance	21,429	20,030
7460 · Workers' comp insurance	17,688	16,525
7500 · Social security & medicare	301,589	311,191
7510 · State unemployment tax	31,939	25,839
7520 · Universal Paid Leave tax	25,484	25,221
7600 · Staff development (non-travel)	70,261	74,750
7610 · Staff development travel	1,578	9,000
Total Benefits and Taxes	912,481	937,580
<b>Contracted Staff</b>		
7700 · Substitute contract staff	22,558	17,500
7711 · Curricular contract staff	362,508	511,375
Total Contracted Staff	385,066	528,875
<b>Staff-Related Costs</b>		
7800 · Staff recruiting	7,512	7,500
7810 · Staff background checks	2,664	1,659
7820 · Staff meals, events & awards	36,983	26,550
7830 · Staff travel (non-development)	1,524	1,400
Total Staff-Related Costs	48,683	37,109
<b>Rent</b>		
8000 · Rent	145,735	121,119
Total Rent	145,735	121,119

Income Statement	Forecast	Annual Budget
<b>Occupancy Service</b>		
8100 · Utilities and garbage removal	141,459	179,504
8110 · Contracted building services	187,006	132,173
8120 · Maintenance and repairs	46,864	70,000
8130 · Janitorial supplies	4,345	0
Total Occupancy Service	379,674	381,678
<b>Direct Student Expense</b>		
9000 · Student supplies, snacks	21,386	21,550
9010 · Student assessment materials	1,023	7,750
9020 · Student textbooks	52,078	82,500
9050 · Contracted instruction fees	25,959	31,370
9051 · Contracted SpEd instruction	131,734	0
9070 · Student field trips	1,868	7,119
9074 · Student buses	27,930	54,816
9080 · Student recruiting	17,579	35,190
9085 · Student events	33,337	51,525
9090 · Other student expenses	10,820	0
9094 · COVID19	9,354	0
Total Direct Student Expense	333,070	291,820
<b>Office and Business Expense</b>		
9100 · Office supplies	56,299	66,090
9110 · Copier rental & services	45,106	42,436
9120 · Telephone & telecommunications	55,994	61,573
9130 · Postage, shipping, delivery	3,273	7,000
9140 · External printing	6,701	5,250
9200 · Business insurance	27,274	19,961
9210 · Authorizer fees	65,884	50,169

## Unaudited Year-end 2019–20 Financial Statement (con't)

Income Statement	Forecast	Annual Budget
<b>Office and Business Expense (con't)</b>		
9230 · Accounting, auditing, payroll	138,920	128,136
9240 · Legal fees	72,194	35,000
9260 · Computer support fees	184,229	235,631
9270 · Fundraising fees	158,682	204,293
9280 · Other professional fees	152,778	158,681
9290 · Other expenses	10,275	18,300
9300 · Dues, fees, and fines	10,485	27,191
Total Office and Business Expense	988,093	1,059,712
<b>Donated Expense</b>		
9400 · Donated services expense	9,579	0
9410 · Donated tangibles expense	2,204	0
Total Donated Expense	11,783	0
Total Expenses	7,348,866	7,583,294

Income Statement	Forecast	Annual Budget
Operating Income	1,691,177	693,729
<b>Extraordinary Expenses</b>		
<b>Interest</b>		
12000 · Interest payments	160,203	159,603
12020 · Amortization of deferred financing	22,971	22,971
Total Interest	183,174	182,574
<b>Depreciation and Amortization</b>		
11000 · Operating asset depreciation	174,788	178,089
11010 · Facility asset amortization and depreciation	91,562	90,982
Total Depreciation and Amortization	266,350	269,071
Total Extraordinary Expenses	449,524	451,645
Net Income	1,241,654	242,084



## Balance Sheet — As of June 30, 2020

Balance Sheet	6/30/19	6/30/20
Assets	Last Year	Current
<b>Assets</b>		
<b>Current Assets</b>		
Cash		
1000 · Operating	(163,401)	619,741
1001 · Capital One - Operating 3279	11,846	10,547
1004 · Capital One - Savings 3287	2,662	2,662
1005 · Morgan Stanley Wealth Mgmt	905,845	937,546
1006 · Capital One - Savings 3699	1,142	1,144
1010 · Federal Grants	7,601	10,029
1099 · AnyBill Transfer	0	50,000
Total Cash	765,694	1,631,669
Accounts Receivable		
1100 · Accounts Receivable	163,906	291,394
1399 · Undeposited Funds	0	0
Total Accounts Receivable	163,906	291,394
<b>Other Current Assets</b>		
1400 · Prepaid Expenses	58,386	59,779
1410 · Deposits	169,108	169,108
Total Other Current Assets	227,494	228,887
<b>Intercompany Transfers</b>		
1598 · Remove from operations	0	0
1599 · Add to facilities	0	0
Total Intercompany Transfers	0	0
Total Current Assets	1,157,094	2,151,950

Balance Sheet	6/30/19	6/30/20
Assets	Last Year	Current
<b>Noncurrent Assets</b>		
<b>Facilities, Net</b>		
1800 · Land	1,660,000	1,660,000
1810 · Buildings, building improvement	3,480,373	3,498,380
1820 · Construction in progress	33,825	167,785
1830 · Leasehold Improvements	220,378	220,378
1900 · Accum Depr Buildings	(276,000)	(365,558)
1910 · Accum Amort Lease Imp	(189,061)	(191,064)
Total Facilities, Net	4,929,515	4,989,920
<b>Operating Fixed Assets, Net</b>		
1600 · FF&E	323,546	354,755
1620 · Computers	259,396	385,928
1640 · Vehicles	68,031	63,162
1650 · Capital Leases	82,273	82,273
1660 · Other operating assets	0	116,550
1700 · Accum Depr FF&E	(165,262)	(214,513)
1720 · Accum Depr Computers	(129,518)	(231,330)
1740 · Accum Depr Vehicles	(7,622)	(16,296)
1750 · Accum Amort Capital Leases	(21,777)	(36,829)
Total Operating Fixed Assets, Net	409,068	503,701
Total Noncurrent Assets	5,338,583	5,493,621
Total Assets	6,495,677	7,645,571

## Balance Sheet — As of June 30, 2020 (con't)

Balance Sheet	6/30/19	6/30/20
Assets	Last Year	Current
<b>Liabilities and Equity</b>		
<b>Current Liabilities</b>		
Accounts Payable		
2000 · Current payable	206,588	135,822
2138 · Corporate Card	7,908	0
Total Accounts Payable	214,496	135,822
<b>Other Current Liabilities</b>		
2231 · Health Savings Account	167	167
2232 · Aflac	86	(491)
2234 · SmartBenefits	(596)	(699)
2235 · 403b Liability	0	0
2240 · Other Accrued Expenses	867	867
2350 · Payable for Scholarships	7,987	7,987
2390 · Manual Checks	0	0
2440 · Unearned Private Revenue	273	0
2450 · Deposits Held	2,260	0
2510 · Line of Credit	82,809	82,809
2520 · Current portion, long term debt	81,434	0
2900 · Suspense	0	(223)
Total Other Current Liabilities	175,288	90,418
<b>Accrued Salaries and Benefits</b>		
2200 · Accrued Salaries	77,628	89,353
2210 · Accrued vacations	100,204	134,137
2215 · Payroll Tax Liabilities	6,420	7,390
Total Accrued Salaries and Benefits	184,252	230,880
Total Current Liabilities	574,035	457,120

Balance Sheet	6/30/19	6/30/20
Assets	Last Year	Current
<b>Equity</b>		
Unrestricted Net Assets		
3010 · Unrestricted net asset	1,893,077	1,980,424
Total Unrestricted Net Assets	1,893,077	1,980,424
<b>Net Income</b>		
Net Income	87,347	1,241,654
Total Net Income	87,347	1,241,654
Total Equity	1,980,424	3,222,077
<b>Long-Term Liabilities</b>		
<b>Senior Debt</b>		
2600 · Senior Debt	3,889,689	3,889,534
2601 · Paycheck Protection Program Loan	0	0
Total Senior Debt	3,889,689	3,889,534
<b>Subdebt</b>		
2610 · Sub Debt	46,509	46,509
Total Subdebt	46,509	46,509
<b>Other Long-Term Liabilities</b>		
2620 · Capital lease lia-facility	46,178	48,517
2630 · Other long term liabilities	0	0
2700 · Senior debt cost	(41,157)	(18,186)
Total Other Long-Term Liabilities	5,021	30,331
Total Long-Term Liabilities	3,941,219	3,966,374
Total Liabilities and Equity	6,495,677	7,645,571

## ■ Appendix 5

### Approved SY 2020-21 Budget

Income Statement, Reconciliation to Cash, and Quick Analysis		
Income Statement	SY19-20	SY20-21
Event		
Students	482	450
Employees		
Teachers	22	21
Other Curricular	13	12
General and Admin	25	23
Total Employees	60	56
<b>Revenue</b>		
State and Local Revenue	6,446,292	6,063,181
Federal Revenue	1,381,860	908,933
Private Grants and Donations	1,136,297	1,164,579
Earned Fees	41,469	6,017
Donated Revenue	2,204	-
<b>Total Revenue</b>	<b>9,008,122</b>	<b>8,142,710</b>
Operating Expense		
Salaries	4,116,014	3,840,228
Benefits and Taxes	937,110	858,166
Contracted Staff	392,660	325,375
Staff-Related Costs	61,900	21,993
Rent	145,735	129,147
Occupancy Service	433,119	483,876
Direct Student Expense	454,935	359,092
Office and Business Expense	1,080,327	1,176,785
Donated Expense	2,204	-
Contingency	-	-
<b>Total Operating Expense</b>	<b>7,624,003</b>	<b>7,194,662</b>
<b>Net Operating Income</b>	<b>1,384,119</b>	<b>948,048</b>

Interest, Depreciation		
Depreciation and Amortization	268,492	440,449
Interest	182,574	216,292
<b>Total Expenses</b>	<b>8,075,068</b>	<b>7,851,403</b>
<b>Net Income</b>	<b>933,053</b>	<b>291,307</b>
<b>Adjustments To Cash Flow</b>	<b>SY19-20</b>	<b>SY20-21</b>
Net Income	933,053	291,307
Add Depreciation	268,491	440,449
Operating Fixed Assets	(284,389)	(307,025)
Buildings	(18,006)	(10,000)
Other Operating Activities	(10,183)	644,663
Financing Activities	-	-
Per-Pupil Adjustments	-	-
Suspense	(0)	-
Facilities Project Adjustments	(167,245)	(1,237,985)
Equity	-	-
Total Cash Flow Adjustments	(211,332)	(469,898)
<b>Net cash increase for year</b>	<b>721,721</b>	<b>(178,591)</b>
<b>Analysis</b>	<b>SY19-20</b>	<b>SY20-21</b>
Beginning Cash Balance	1,100,527	1,822,248
Net cash increase	721,721	(178,591)
<b>Ending Cash Balance</b>	<b>1,822,248</b>	<b>1,643,658</b>
Available for Debt Service		
Net Income	933,053	291,307
+ Depreciation and Amortization	268,492	440,449
+ Interest	182,574	216,292
Total Available for Debt Service	1,384,119	948,048



## Approved SY 2020-21 Budget (con't)

Analysis (con't)	SY19-20	SY20-21
Debt Service		
Interest	182,574	216,292
Principal	35,618	100,372
Total Debt Service	218,192	316,664
Debt Service Coverage Ratio (DSCR)	6.34	2.99
Daily Expense	22,431	21,809
<b>Days of Cash</b>	<b>81</b>	<b>75</b>
<b>Gross Margin</b>	<b>10%</b>	<b>4%</b>
<b>Per-Pupil, with inflation effects removed</b>		
Per-Pupil Economics	SY19-20	SY20-21
Inflation		102%
Revenue		
State and Local Revenue	13,374	13,210
Federal Revenue	2,867	1,980
Private Grants and Donations	2,357	2,537
Earned Fees	86	13
Donated Revenue	5	-
<b>Total Revenue</b>	<b>18,689</b>	<b>17,740</b>
Operating Expense		
Salaries	8,539	8,367
Benefits and Taxes	1,944	1,870
Contracted Staff	815	709
Staff-Related Costs	128	48
Rent	302	281
Occupancy Service	899	1,054
Direct Student Expense	944	782
Office and Business Expense	2,241	2,564
Donated Expense	5	-
Contingency	-	-

Depreciation and Amortization	557	960
Interest	379	471
Total Expenses	16,753	17,105
Net Income	1,936	635
<b>Per-Pupil Growth Analysis (Updated SY20-21)</b>		
Per-Pupil Economics Growth	SY19-20	SY20-21
Revenue		
State and Local Revenue	4%	-1%
Federal Revenue	158%	-31%
Private Grants and Donations	25%	8%
Earned Fees	39%	-85%
Donated Revenue	-1%	-100%
Total Revenue	17%	-5%
Operating Expense		
Salaries	14%	-2%
Benefits and Taxes	18%	-4%
Contracted Staff	-23%	-13%
Staff-Related Costs	55%	-63%
Rent	-55%	-7%
Occupancy Service	2%	17%
Direct Student Expense	37%	-17%
Office & Business Expense	28%	14%
Donated Expense	-1%	-100%
Contingency		
Depreciation and Amortization	5%	72%
Interest	-6%	24%
Total Expenses	10%	2%

## Approved SY 2020-21 Budget (con't)

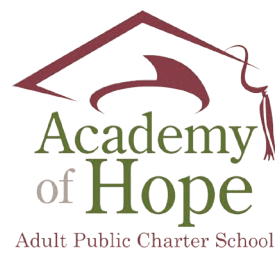
Balance Sheet Presentation (Do Not Delete)		
Balance Sheet	SY19-20	SY20-21
Assets		
Current Assets		
Cash and Cash Equivalents	1,822,248	1,643,658
Accounts Receivable	163,906	163,906
Other Current Assets	257,494	257,494
Intercompany Transfers	-	-
Current Assets Total	2,243,648	2,065,058
Noncurrent Assets		
Facilities, Net	4,996,110	5,974,401
Operating Fixed Assets, Net	516,528	561,093
Rental Deductions	-	-
Noncurrent Assets Total	5,512,637	6,535,494
Total Assets	7,756,285	8,600,551
Liabilities		
Current Liabilities		
Accounts Payable	214,496	214,496
Accrued Salaries and Benefits	206,602	201,265
Deferred Revenue	-	-
Short-Term Debt	164,243	814,243
Other Current Liabilities	8,511	8,511
Current Liabilities Total	593,852	1,238,516

Total Assets (con't)		
Long-Term Liabilities		
Long-Term Debt	3,900,579	3,800,207
Other Long-Term Liabilities	31,730	17,426
Loan costs, Net	(18,186)	4,786
Long-Term Liabilities Total	3,914,124	3,822,419
Total Liabilities	4,507,976	5,060,935
Net Assets		
Unrestricted Net Assets	2,913,477	3,204,784
Temporarily Restricted Net Assets	334,833	334,833
Permanently Restricted Net Assets	-	-
Total Net Assets	3,248,310	3,539,617
<b>Liabilities and Equity</b>	<b>7,756,286</b>	<b>8,600,551</b>









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