

STATESMEN
COLLEGE PREPARATORY ACADEMY FOR BOYS PCS
Build Strong Boys

Annual Report

SY 2021-2022

Shawn Hardnett: Founder/Chief Executive Officer

Nicole Solomon-Mitchell: Board Chair

Statesmen College Preparatory Academy for Boys

Public Charter School

4600 Livingston Road, SE

Washington, DC 20032

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School Description (Who are we?)

Vision/Mission Statement

Statesmen Academy Vision

Vision

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

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

Mission

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



Philosophical Foundations

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

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

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

Organizational Values

Collectively, the team believes that a school program developed around the values of *Relationships*, *Rigor*, *Relevance* and *Resilience* is necessary to inspire and engage all of the young men who attend. The following illuminates the Statesmen core values and how they will serve as the foundation from which we establish and maintain a college-going academic school culture of efficacy for students and a professional culture of continuous learning for adults:

Statesmen Academy for Boys Values



RELATIONSHIPS
"I am my brother's keeper."



RIGOR
"I am excellence."



RELEVANCE
"I matter and this matters."



RESILIENCE
"I never quit."



Values	
RELATIONSHIPS	RIGOR
<ul style="list-style-type: none"> • Every boy known and loved • Every boy owned 	<ul style="list-style-type: none"> • Every boy challenged • Every boy grown

Values	
RELEVANCE	RESILIENCE
<ul style="list-style-type: none"> • Every boy interested • Every boy engaged 	<ul style="list-style-type: none"> • Every boy improved • Every boy celebrated

RELATIONSHIPS

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

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

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

RIGOR

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

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

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

RELEVANCE

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

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

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

RESILIENCE

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

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

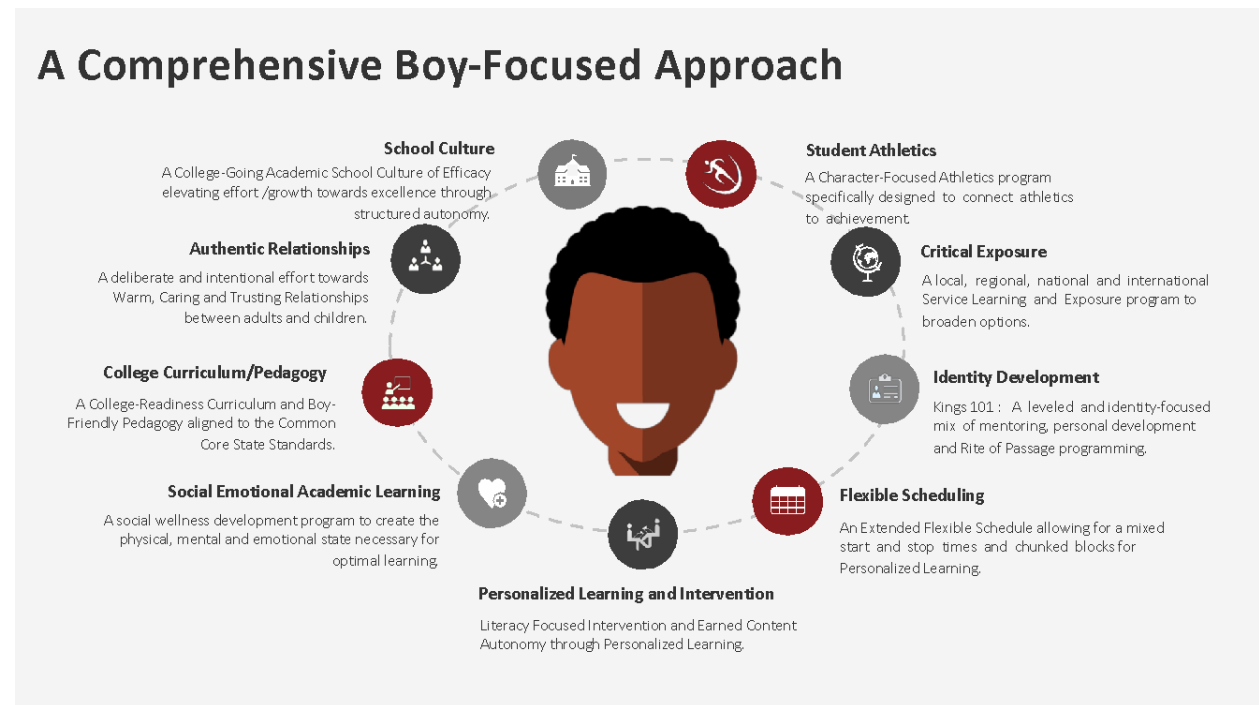
<p>RESILIENCE</p> <p>“I never quit.”</p>	<ul style="list-style-type: none"> • Every boy, especially a male student of urban poverty, wants/deserves to experience the triumph of iterating from failure and the personal confidence that results from succeeding as a result of what he has learned from failure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

Academic Program

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

appropriate to the specific needs of male students of urban poverty. The program elements that have been selected represent the researched, observed and engaged best practices for this demographic and are specifically designed to address and mitigate the implications of the aforementioned research. Program elements include, but are not limited to the following:



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

Parent Involvement

During the 2018-2019 school year, we were fortunate to have a great group of founding families to support our efforts to build strong boys, and we built upon that strong foundation. Our parents are dedicated to what we do because of the changes they see in their sons. Believing that transparency and communication are key components in parent involvement, here are some of the initiatives that were implemented in our founding year and continued in the last 3 years that ignited and then maintained parent involvement.

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

- Parent Town Halls –We hosted multiple Zoom-based town halls each week at the beginning of the 2020-21 school year in an effort to maintain parent involvement in the midst of a pandemic. We continued with weekly townhalls, held on Fridays, as the year progressed.
- North Star Advisory – Each student is assigned a small group advisory, North Star Advisory, which consists of 6 – 8 students and one adult. Through the North Star Advisor, parents receive weekly voice to voice contacts regarding the comprehensive development and progress of their child.
- Parent University – Parent University is a series of sessions and workshops led by school leadership and partner organizations designed to support our parents by addressing topics that parents survey into consideration.

School Performance and Progress (How did we do?)

Are we meeting our mission?

Statesmen College Preparatory Academy for Boys PCS opened its doors on August 20, 2018 at the Rocketship Legacy Prep building. Our first year was the true definition of a startup. We learned from our mistakes and made sure we found something to make better, each day. Part of our first year was building an infrastructure that supports the students we serve, and we built on these foundations as we transitioned through Year 2 into Year 3 into Year 4, the 2021-2022 school year. We added a Mental Health team with an intensive wrap around support system to service both students and families. Additionally, to support Students with Disabilities, At-Risk Students and Struggling Learners, we maintained our Special Education Coordinator (a role that was formerly contracted) to provide oversight and support for our full-time Reading and Math Specialists.

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

Are we meeting our goals?

Below outlines the approved goals for the 2021-2022 school year, the status then shows if the goal was met and any additional information showing how/why we did or did not meet.

	Goal	Status	Comments
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PMF as Goals																					
	At its fifth-year charter review, obtains an average PMF score for school years 2018-19, 2019-20, 2020-21, and 2021-22 equal to or exceeding 40%.	N/A	Year 1: 48.3 Year 2: No data found (COVID) Year 3: No data found (COVID) Year 4: No PMF given this year																		
Academic Growth																					
	65% of Statesmen Academy young male scholars who are tested will have met or exceeded the <i>Expected Growth Target</i> as established by NWEA MAP in both Reading and Math.	N/A	Statesmen scholars take the NWEA MAP assessment 3 times per year; BOY, MOY, and EOY. Statesmen categorizes expected growth as at least 10 points growth from the beginning to the end of the year. In the 2021-22 school year, scholars had 90% growth in math and 87% growth in ELA, school-wide.																		
Family Engagement																					
	Statesmen Academy will have an average of 95% in-seat attendance.	Met	We recorded 95.72% ISA for SY21-22.																		
	92% of current Statesmen Academy families will choose to re-enroll for an additional year.	Not Met	At the end of the 2021-2022 school year, 188 of our 224 scholars (84%) re-enrolled and planned to return for the 2022-2023 school year.																		
Operational Strength																					
	At the close of Year four, Statesmen Academy will be at 100% of the enrollment target for SY22/23.	Not Met	<table border="1"> <thead> <tr> <th></th> <th>Projected Enrollment</th> <th>Actual Enrollment (10/5/21)</th> </tr> </thead> <tbody> <tr> <td>4th</td> <td>60</td> <td>45</td> </tr> <tr> <td>5th</td> <td>70</td> <td>49</td> </tr> <tr> <td>6th</td> <td>75</td> <td>63</td> </tr> <tr> <td>7th</td> <td>70</td> <td>67</td> </tr> <tr> <td>Total</td> <td>275</td> <td>224</td> </tr> </tbody> </table> <p>Statesmen is at 94% of our initial enrollment target of 290 students. As of October 5, 2022, we are currently at 274 students enrolled.</p>		Projected Enrollment	Actual Enrollment (10/5/21)	4 th	60	45	5 th	70	49	6 th	75	63	7 th	70	67	Total	275	224
	Projected Enrollment	Actual Enrollment (10/5/21)																			
4 th	60	45																			
5 th	70	49																			
6 th	75	63																			
7 th	70	67																			
Total	275	224																			

	At the close of Year Four, Statesmen Academy will close FY21/22 with a clean financial audit and a minimum of 30 days cash on hand.	Pending	We are awaiting the results of our full audit, but are anticipating no issues in meeting this goal and closed the year with almost 173 days of cash on hand.
	At the close of Year Four, Statesmen Academy will close the year with no open compliance issues with the PCSB and OSSE.	Met	Statesmen possesses no compliance issues with the Office of the State Superintendent of Education (OSSE) or the DC Public Charter School Board (PCSB).

Unique Accomplishments

- **Attendance Rating** - We take daily attendance very seriously at our school. We have maintained over 94% attendance in each of the four years that we have been open, despite being mostly virtual in Year 3 (SY2020-2021).
- **A Free Experience** – We have continued a commitment to ensure that all of our students had access to everything needed to succeed each day. With the help of operational UPSFF funds and multiple donors, students still receive all meals, school supplies, uniforms (5 sets in August and an additional 5 sets in January) and field trips free of charge.
- **Suspension Rate** – We do discipline differently here at Statesmen. Our suspension rate is very low because we only suspend students if they have been harmful to themselves or others. With the help and support of our Mental Health Team and Behavior Tech’s, we are able to take a proactive approach to behavior instead of being reactive when a behavior takes place. We maintained this practice in SY2021-2022, and as a result have 5 suspensions and 1 expulsion for Year 4.
- **Mental Health Focus** – With the support of our donors, we were able to provide direct mental health services to staff each week with therapy sessions offered to staff all day, 3 days each week, at no charge to teachers.

List of Donors

Donor	Sum of Amount
Alicia Adams	\$500
Ankura– furniture donation	\$71,760.50
Aon Corp	\$800
Bernie Woolfley	\$4,500
CityBridge Foundation	\$25,000
Clark Foundation	\$400,000
David & Nicole Mitchell Charitable Giving Fund	\$26,000
Gamba Family Foundation	\$5,000
Gregory Van Houten	\$2,500
Shawn Hardnett	\$2,000
Kenny Pegram	\$500
McCoy Family Fund	\$10,000
Nate Mitchell Donor Advised Fund	\$15,000

Network for Good	\$1,295
Philip L. Graham Fund	\$100,000
Raymond Weeden	\$504
Roberts Foundation	\$15,000.01
Samantha Barbee	\$1,500

Data Report (What does the data say?)

SY 2021-22 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Statesmen College Preparatory Academy for Boys PCS
PCSB	Campus Name: Statesmen College Preparatory Academy for Boys PCS
PCSB	Grades served: 4 th – 7 th
PCSB	Overall Audited Enrollment: 224

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	45	49	63
Grade	7	8	9	10	11	12	Alt.	Adult	SPED*
Student Count	67	0	0	0	0	0	0	0	0

Student Data Points

School	Total number of instructional days: 181
PCSB	Suspension Rate: 2.2%
PCSB	Expulsion Rate: 0.44%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 9.39%
PCSB	In-Seat Attendance: 95.72%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: <ol style="list-style-type: none"> 1. audited enrollment; 2. mid-year withdrawals; and

	3. mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 6% (14 students) *
PCSB	Midyear Entries: 0.0% (0 students) *
PCSB	Promotion Rate (LEA): 100%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 26%									
School	Number of Teachers: 14- Lead Teachers 5- SPED Teachers 19- Teachers									
School	Teacher Salary 1. Average: \$60,334 2. Range -- Minimum: \$47,500 Maximum: \$65,500									
School	Executive Salaries <table border="1" style="width: 100%;"> <tr> <td>1.</td> <td>Shawn Hardnett Founder/CEO</td> <td>\$182,053</td> </tr> <tr> <td>2</td> <td>Rictor Craig Founding Director of Instruction</td> <td>\$138,370</td> </tr> <tr> <td>3.</td> <td>Sharonda Mann Director of Operations</td> <td>\$106,050</td> </tr> </table>	1.	Shawn Hardnett Founder/CEO	\$182,053	2	Rictor Craig Founding Director of Instruction	\$138,370	3.	Sharonda Mann Director of Operations	\$106,050
1.	Shawn Hardnett Founder/CEO	\$182,053								
2	Rictor Craig Founding Director of Instruction	\$138,370								
3.	Sharonda Mann Director of Operations	\$106,050								

Appendices

Staff Roster

Employee Name	Title
Atwell, Avril	Math Lead- 6th
Bentley, Patrick	Math Lead- 5th
Bethea, Lamar	Kings 101 Lead- 7th

Bloom, Amanda	Instructional Dean
Brown, Tanishia	Kings 101 Instructional Aide- 6th
BuggBey, Jefferson	Math Lead- 4th
Butts, Jessica	ELA Student Support Specialist- 6th/7th
Carswell, Michael	ELA Lead- 7th
Carter, Javan	Reading Specialist
Cook, Trey	ELA Lead- 4th
Craig, Rictor	Director of Instruction/Principal
Dangerfield, Miosha	Math Instructional Aide- 5th
Edwards, John	ELA Instructional Aide- 5th
Felder, Lenora	Math Specialist
Garner, Tonya	Dedicated Aide- 6th
Grant, Jasmine	STEM Instructional Aide- 4th/5th
Hardnett, Shawn	CEO
Harris, Malkolm	ELA Instructional Aide- 6th
Jackson, Curtis	Behavior Tech- 4th/5th
Jackson, Randolph	Dedicated Aide- 5th
Jefferson, Rahdi	STEM Lead- 4th/5th
Johnson, ChaTia	Math Student Support Specialist- 6th/7th
Jones, Darius	Kings Instructional Aide- 4th/5th
Kakulu, Victor	Kings Lead- 6th
King, Janeen	Math Instructional Aide- 7th
Lanier, Andrew	Math Student Support Specialist- 5th
Lucas, Donovan	STEM Instructional Aide- 6th
Mann, Sharonda	Director of Operations
Mayes, Nicole	Director of Student Support
Mills, Carrie	Operations Associate
Miser, Jessica	Parent and Family Engagement Coordinator/ Operations Manager
Murphy, Kayln	Math Instructional Assistant- 6th
Peeler, Sharnelle	Dedicated Aide- 4th
Pettis, Patrick	STEM Lead- 6th
Pratt, Dionte	Dedicated Aide- 6th
Pugh, Trey	Math Instructional Aide- 4th

Shaw, Patrick	Math Student Support Specialist- 4th
Simpson, Romance	ELA Lead- 6th
Small, Zyshonne	Kings Lead- 4th/5th
Smith, Melvin	Behavior Tech- 6th/7th
Stevens, Jai	Dedicated Aide- 7th
Stewart, Kaeden	Math Student Support Specialist- 4th/5th
Traynham, Tony	Instructional Aide- 4th
Wesley, Erik	Math Lead- 7th
Weston, Whitney	HR/EA
White, Kiajuana	STEM Lead- 7th
Williams, Charles	ELA Lead- 5th

Board Roster

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

Unaudited Year-end 2021-2022 Financial Statement

Unaudited Income Statement		
Income Statement		TOTAL
Revenue		
	State and Local Revenue	5,498,358
	Federal Revenue	1,107,959
	Private Grants and Donations	616,333
	Earned Fees	9,442
	Total Revenue	7,284,969
Expenses		
	Salaries	3,025,458
	Benefits and Taxes	889,207
	Contracted Staff	92,700
	Staff-Related Costs	96,569
	Rent	869,040
	Occupancy Service	64,230
	Direct Student Expense	1,071,659
	Office & Business Expense	398,233
	Contingency	0
	Total Expenses	6,507,096
Operating Income		777,873
Extraordinary Expenses		
	Depreciation and Amortization	175,954
	Total Extraordinary Expenses	175,954
Net Income		601,919

Unaudited Balance Sheet				6/30/21
Assets				Year End
Assets				
	Current Assets			
		Cash		3,090,511
		Accounts Receivable		739,314
		Other Current Assets		102,661
		Intercompany Transfers		
		Total Current Assets		3,932,487
	Noncurrent Assets			
		Facilities, Net		0
		Operating Fixed Assets, Net		328,550

		Total Noncurrent Assets		328,550
	Total Assets			4,261,037
Liabilities and Equity				Year End
Liabilities and Equity				
	Current Liabilities			
		Accounts Payable		138,054
		Other Current Liabilities		6,554
		Accrued Salaries and Benefits		198,458
		Total Current Liabilities		343,065
	Equity			
		Net Income		601,919
		Unrestricted Net Assets		3,028,400
		Temporarily Restricted Net Assets		287,653
		Total Equity		3,917,972
	Long-Term Liabilities			
		Senior Debt		
		Total Long-Term Liabilities		
	Total Liabilities and Equity			4,261,037

Approved 2022-2023 Budget

		SY22-23
Revenue		
	State and Local Revenue	7,198,019
	Federal Revenue	1,421,109
	Private Grants and Donations	446,102
	Earned Fees	467
	Revenue Total	9,065,697
Expenses		
	Salaries	3,859,501
	Benefits and Taxes	1,078,691
	Contracted Staff	123,500
	Staff-Related Costs	100,913
	Rent	1,018,958
	Occupancy Service	130,128
	Direct Student Expense	1,764,845

	Office & Business Expense	454,961
	Contingency	88,295
	Expenses Total	8,619,792
NET ORDINARY INCOME		
Extraordinary Expenses		
	Depreciation and Amortization	209,858
	Extraordinary Expenses Total	209,858
TOTAL EXPENSES		8,829,649
NET INCOME		236,048