



(MS)<sup>2</sup>

Howard University Middle School  
of Mathematics and Science



ANNUAL REPORT  
2021-22

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

Mr. Wendell  
Johns Board  
Chair

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# Annual Report Narrative

## School Description



### 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.

## School Program

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. (MS)<sup>2</sup> teachers were charged with customizing the learning environment to adapt to the needs of every learner. (MS)<sup>2</sup> teachers deliver, heterogeneous, cooperative learning, peer-coaching classes that emphasize the importance of relationships, between the teacher and the students, and among the students themselves.

(MS)<sup>2</sup> is a school that has fully integrated technology in the delivery of instruction. (MS)<sup>2</sup> teachers use 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)<sup>2</sup> can manage, personalize, and distribute curriculum easily in person or at a distance. Collaboration among teachers has increased, and students are becoming more engaged in learning through the personalized learning provided by Summit Learning and Google classroom.

### Core Subjects

#### Reading/Language Arts Course Descriptions

##### 6<sup>th</sup> 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.

##### 7<sup>th</sup> 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.

##### 8<sup>th</sup> 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 Read 180*

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 Read 180 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 (e.g. NWEA,) are used to assess student's progress over time.

### *Mathematics Department Course Descriptions*

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#### *6<sup>th</sup> 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.

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#### *Algebra I for 7<sup>th</sup> and 8<sup>th</sup> 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 Integrated Science**

The content emphasis for 6<sup>th</sup> grade begins with an understanding of the scientific method. 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 Integrated Science**

Seventh grade Integrated 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 Integrated Science**

The content emphasis for 8<sup>th</sup> 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. The curriculum also brings in all elements of science taught in grades 6 and 7 in preparation for the PARCC Science assessment. Students will utilize problem solving, critical thinking, time management, and inquiry skills throughout the course.

## *Social Studies Department Course Descriptions*

### **6<sup>th</sup> 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.

### **7<sup>th</sup> 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.

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### 8<sup>th</sup> Grade U.S. History and Geography I: Growth and Conflict

In 8<sup>th</sup> 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.

#### *Spanish Course Descriptions*

##### *Spanish 1*

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.

## **The Extended Day Learning Program**

***Howard University Capstone 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.

***Online Chess Club*** Online Chess4Life Club is an engaging program for any student who wishes to learn the game or improve their knowledge. Each level runs daily and includes a lesson and playing time. Our students competed against other students from other schools

***Black Men in White Coats*** seeks to Increase the Number of Black Men in The Field of Medicine by exposure, inspiration, and mentoring. Our students were mentored by doctors and other medical professionals who shared with them the importance of the medical field. This program was especially important to our students because it helped them understand the pandemic and its effects on the Black community.

***Stock Market Club*** the SMG Afterschool program is a version of The Stock Market Game program specially created for students in afterschool programs. The SMG Afterschool program shows students how the math and reading they learn in school is applied in the real world. The objective of the SMG program is to introduce its participants to the fundamentals of investing - this includes their teachers! Teachers are provided with user and technical guides, related publications, links, and other resources

to help get you comfortable using the SMG with your afterschool students. You may also contact your local SMG Coordinator for information and additional assistance.

**GE Girls STEM** Program involved our girls in technology and engineering activities using the STEM Lingo STEM board. The girls learned to code and create engineering solutions using self-paced activities designed to engage them and develop their interest in STEM

### Summer Bridge and Summer Camp

(MS)<sup>2</sup> hosted two distinct programs in the summer months. From late June through late July, students were enrolled in the *Summer Bridge*, and a variety of *Summer Camp offerings*. Overall, the academic programs were designed to improve student's skills and knowledge in the core academic subjects (mathematics, science, and language arts). These academic activities were provided virtually.

### (MS)<sup>2</sup> 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 8<sup>th</sup> 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 is to provide preventative dental care to all our students. The partnership with the School of Biology provides opportunities for our students to complete experiments with Howard University student

### Parental Involvement

Parents are involved in every aspect of our school's program. The PTA held its virtual 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.



# School Performance

## Meeting the Mission and Vision of our School

This was our first fully in-person school year since the closure because of the COVID-19 pandemic. We had to go back to mathematics fundamentals for all grade levels to address the gaps in learning. We provided support in mathematics courses to students who scored below grade level, focusing on providing support in the fundamentals using one-on-one tutoring, and ST Math. 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 37% of 8<sup>th</sup> grade students accepted into selective high schools. We fully implemented Summit Learning across all grade levels.

## Performance and progress

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

Goal	Met/Not Met	Evidence
Annually, the school will be deemed to have met this goal if at least two of the following three measures are met: 1) The percent of students scoring level 4+ on the Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts (ELA) assessment will meet or exceed the state average for students scoring 4+ in ELA 2) The percent of students scoring level 3+ on the PARCC ELA assessment will meet or exceed the state average for students scoring 3+ in ELA 3) At least 60.0% of all students will achieve at or above the 50 <sup>th</sup> percentile or meet/exceed their spring growth targets in ELA on the NWEA MAP's national norms by the spring test administration each year	Not Met	1) State PARCC % of students scoring 4+: 25.08% Our school: 24.44 2) State PARCC % of students scoring 3+: 49.03% Our school: 53.70% 3) 38% of our students achieved at or above the 50% percentile on NWEA MAP
GOAL 2 Annually, the school will be deemed to have met this goal if at least two of the following three measures are met: 1) The percent of students scoring level 4+ on the PARCC math assessment will meet or exceed the state average for students scoring 4+ in math 2) The percent of students scoring level 3+ on the PARCC math assessment will meet or exceed the state average for students scoring 3+ in math 3) At least 60.0% of all students will achieve at or above the 50 <sup>th</sup> percentile or meet/exceed their spring growth targets in math on the NWEA MAP's national norms by the spring test administration each year	Not met	4) State PARCC % of students scoring 4+: 17.2% Our school: 4.89% 5) State PARCC % of students scoring 3+: 39.72% Our school: 25.56% 6) 20% of our students achieved at or above the 50% percentile on NWEA MAP

GOAL 3 At least 50% of all students in all grade levels will meet or exceed their spring growth targets in science based on NWEA MAP's national norms by the spring test administration each year	Met	7) 50% of our students met or exceeded growth targets in Science based on NWEA MAP .
GOAL 4 Our school will achieve an annual in-seat attendance rate that meets/exceeds the state	Met	The ISA rate for this school year was 92.77%
average for middle school students in the District of Columbia		
GOAL 5 Our school will achieve a re-enrollment rate of at least 75% across the review period	Met	Re-enrollment was 92.4%

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

Data Analysis

(MS)<sup>2</sup> will utilize the data analysis protocol outlined by Uncommon Schools focusing on the following

- Assess: set the roadmap for learning
- Analyze: identify why students struggle
- Act: teach more effectively what students need
- Build the culture: train and develop your staff so that data-driven instruction can thrive

Summit Learning provides student data through content assessments and that data will be analyzed to determine how to provide supports to individual students. Teachers will administer interim assessments in all classes virtually using Edulastic. This data will be reviewed and used to design reteaching and small group activities. Data will be reviewed, and re-teaching will occur in each class. Students will review their individual data and they will analyze and monitor their own progress. Instructional coaches will implement a focused coaching cycle designed to improve instruction.

Attendance

(MS)<sup>2</sup> we will continue to implement a 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)<sup>2</sup> 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 update 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)<sup>2</sup> 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)<sup>2</sup> 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**

- Completed the implementation of a mathematics intervention to improve the affinity for mathematics in Black girls for the Bill and Melinda Gates Foundation
- Began the renovations necessary to move to the Miner Teachers College with the Howard University School of Education
- Partnership with DC Chapter of Links provided scholarships for 8<sup>th</sup> grade students
- Achieved 100% on the IDEA Evaluation
- 30% of 8<sup>th</sup> grade students were accepted into selective high schools
- Students won 1<sup>st</sup> and 2<sup>nd</sup> place in the One World public speaking competition
- First cohort of students participated in the Premier Martial Arts Academy
- Two staff Black male staff members were recognized their contribution to education by the CityBridge Foundation

## List of Donors

### **2022 -2022 Donation List** (July 1, 2021 - June 30, 2022)

#### **Individual Donations:**

**Donor:** Links DC Chapter (\$1000)

**Donor:** Wendell Johns (\$2000)

**Donor:** Wendy Pace Lewis (\$500)

**Donor:** Larry Smith (\$1500)

**Donor:** Frank Ross (\$2000)

#### **Corporate/institutional Grants:**

**Donor:** Howard University (\$500,000)

**Donor:** Bill and Melinda Gates Foundation (\$347,000)

# School Year (SY) 2021-22 Annual Report: Campus Data Report

## School Year (SY) 2021-22 Annual Report: Campus Data Report

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: 282

### 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	97
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	103	82	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

School	<b>Total number of instructional days:181</b>
PCSB	<b>Suspension Rate: 0.00%</b>
PCSB	<b>Expulsion Rate: 0.00%</b>
PCSB	<b>Instructional Time Lost to Out-of-School Suspensions: 0.00%</b>
PCSB	<b>In-Seat Attendance: 91.40%</b>
PCSB	<b>Average Daily Attendance:</b> 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. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: 3.20% (9 students)*</b>
PCSB	<b>Midyear Entries: 0.70% (2 students)*</b>
PCSB	<b>Promotion Rate (LEA): 100.00%</b>



School (SY20-21)	<b>College Acceptance Rate: N/A</b>
School (SY20-21)	<b>College Admission Test Score: N/A</b>
PCSB (SY20-21)	<b>Graduation Rate: N/A</b>

#### Faculty and Staff Data Points

School	<b>Teacher Attrition Rate: 41.9%</b>
School	<b>Number of Teachers:31</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 fellows.
School	<b>Teacher Salary:</b> Average: \$ 67,902 Range -- Minimum: \$ 55,000                      Maximum: \$ 90,000
School	<b>Executive Compensation:</b> <b>Executive Director: \$166,770</b> <b>Principal: \$119,630</b> <b>Dean of Students: \$102,222</b> Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2021-22.

#### \*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE’s SY21-22 Charter Sector Attendance Qlik application as of August 2022. 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 5/31 in SY 2021-22, 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.

## Appendix A Staff Roster

Teacher, Secondary (grades 7-12)	Abbott	Olivia	Bachelor's	Strategic Communications
Teacher, Secondary (grades 7-12)	Bailey	Karla	Bachelor's	Social Science
Teacher, Secondary (grades 7-12)	Baiza	Osmin	Bachelor's	Spanish
Teacher, Secondary (grades 7-12)	Barteau	Benjamin	Master's	Biological Sciences
Teacher, Secondary (grades 7-12)	Caviness	Siri	Master's	Curriculum & Instruction
Teacher, Secondary (grades 7-12)	Drabo	Leon	Bachelor's	Biology
Teacher, Secondary (grades 7-12)	Escobar	Barbara	Master's	Education
Teacher, Secondary (grades 7-12)	Hampton	Elizabeth	Bachelor's	Sociology
Teacher, Secondary (grades 7-12)	Hatcher	Darius	Bachelor's	Mathematics
Teacher, Secondary (grades 7-12)	Horton	Victor	Bachelor's	Business Administration
Teacher, Secondary (grades 7-12)	Hunt	William	Bachelor's	Sociology
Teacher, Secondary (grades 7-12)	Hunt	Yashonti	Master's	Education
Teacher, Secondary (grades 7-12)	Jones	Christina	Master's	Educational Policy
Teacher, Secondary (grades 7-12)	Jordan Jr.	Michael	Master's	Educational Administration
Teacher, Secondary (grades 7-12)	Lockhart	Gary	Master's	Teaching
Teacher, Secondary (grades 7-12)	McCune	Christina	Bachelor's	Educational Policy
Teacher, Secondary (grades 7-12)	Newton	Joyce	Bachelor's	Early Childhood Education
Teacher, Secondary (grades 7-12)	Noel	Patrick	Master's	Mathematics
Teacher, Secondary (grades 7-12)	Perry	Linice	Bachelor's	Mathematics
Teacher, Secondary (grades 7-12)	Reaves	Racquel	Master's	Education/ Special Education
Teacher, Secondary (grades 7-12)	Sanders	Janay	Bachelor's	Health Science
Teacher, Secondary (grades 7-12)	Schaffer	Shayla	Doctorate	Educational Policy
Teacher, Secondary (grades 7-12)	Smith	Vinesha	Bachelor's	Public Admin/ Health Education
Teacher, Secondary (grades 7-12)	Thomas	Camri	Bachelor's	Elementary Education
Teacher, Secondary (grades 7-12)	Walker	Bishop	Master's	Religion
Teacher, Secondary (grades 7-12)	Whitner	James	Bachelor's	Mathematics

Teacher, Secondary (grades 7-12)	Williams	Derrick	Bachelor's	English Literature
Teacher, Secondary (grades 7-12)	Williams	Jauana	Bachelor's	Early Childhood Development
Teacher, Secondary (grades 7-12)	Wilson	JaWana	Master's	Education
School Administrator - Principal/School Leader (designate ONE per school)	Procope	Kathryn	Master's	Educational Leadership
School Administrator - Other	Houston	Corbet	Master's	Educational Leadership
School Administrator - Other	Poole	Shaunique	Master's	Education & Human Dev
Special Education Support Staff, Counselor/Rehabilitation Counselor	Washington	Che'	Master's	Guidance & Counseling
School Administrator - Other	Vason, Jr.Lee	LEE	Master's	Social Work
School Administrator - Other	Collins	Robena	Doctorate	Education Administration
Special Education Support Staff, Counselor/Rehabilitation Counselor	Metts	Natasha	Master's	Social Work
School Administrator - Other	Dangerfiled-Persky	Felicia	Doctorate	Urban Education
Special Education Support Staff, Social Worker	Fuqua	Marcellina	Master's	Social Work
Special Education Support Staff, Social Worker	Clayton	Alycia	Master's	Social Work
Special Education Support Staff, Counselor/Rehabilitation Counselor	Burton	Troy	Master's	Guidance & Counseling
School Administrator - Other	Brown	Ebony	Master's	Film & Video
School Administrator - Other	Robinson	Talia	Bachelor's	Children's Literacy
LEA Administrative Support Staff	Edmonds	Tiffany	High School	
Student Support Staff	Fairclough	Jacqueline	High School	
Student Support Staff	George	Abimbola	Bachelor's	Social Work
Student Support Staff	Goodwin	Christopher	High School	
School Administrative Support Staff	Hardy	Brooke	Bachelor's	Communication
Student Support Staff	Jones	Yevrah	High School	
Paraprofessional – General Education	Matthews	TaKecia	Bachelor's	Special Education
Student Support Staff	Metts	Stephanie	High School	
Student Support Staff	Razor	Christopher	Bachelor's	Psychology
Paraprofessional – General Education	Sherman	Kevin	Bachelor's	Sociology
Student Support Staff	Thomas	Winfred	Some College	

Other Support Staff	Ward	Curtis	High School	
Student Support Staff	Williams	Lorgia	High School	
Student Support Staff	Willis	David	Bachelor's	Sociology

## **Appendix B. Board Roster**

Mr. Wendell L. Johns

(Chair - Finance Committee) – DC Resident

EVP/CFO, The NHP Foundation (Retired)

[wendell.johns@comcast.net](mailto:wendell.johns@comcast.net)

Mr. Frank K. Ross

(Treasurer - Finance Committee, Chair) – DC Resident

Managing Partner, KPMG LLP (Retired)

Distinguished Visiting Professor of

Accounting and Director of

Center for Accounting Education

[fross10130@earthlink.net](mailto:fross10130@earthlink.net)

Larry Smith DC Resident

(Board member)

IBM

[Las\\_smitty@hotmail.com](mailto:Las_smitty@hotmail.com)

Danielle Holley-Walker

(Parliamentarian)

Howard University Dean of Law School

[dhwalker@law.howard.edu](mailto:dhwalker@law.howard.edu)

David Bennett DC Resident

(Secretary)

– Howard University

Annemike Martinez DC Resident

(Board member)

– Howard University

Derrik Nec-Williams DC Resident

(Board member)

– Howard University

Ms. Wendy Pace Lewis

(Vice Chairperson, Finance

Committee) Partner KPMG

LLP [wpace@kpmg.com](mailto:wpace@kpmg.com)

### **Teacher Representative**

Ms. Talia

Robinson

Instructor-Reading

[Talia.robinson@hu-ms2.org](mailto:Talia.robinson@hu-ms2.org)

### **Parent Representatives Patrice**

Thompson – DC Resident

Feleece Mitchell - DC Resident

# Appendix C. Financial Analysis Report

10/26/22, 4:09 PM

Hub - Howard University Middle School of Mathematics and Science PCS (2020-2021)

DC PCSB

DC PCSB Data Management System

Hi, Kathryn Procope

My Apps

Hub

Home

FAR Reports

Howard University Middle Sc...

Return

LEA

Howard University Middle School of Mathematics and Science PCS

Fiscal Year

2020-2021

Score

95.9

LEA Status

Open

Measures

Full Report

More

14 FAR Measure records

Indicator	Measure	Current Year	Prior Year	Sector Median	Floor	Target	Percent Earned	Weight	Points Earned
Financial Performance	Change in Net Assets Margin	13.98043691085	3.5577533456047	12.090613755512	-5	0	100	5	5
Financial Performance	Aggregated Three-Year Margin	8.9751492923573	5.2328866044095	7.7322556372897	-1.5	0	100	5	5
Financial Performance	Enrollment Variance	-3.0405405405405	0.3448275862069	0	-5	0	39.18918918919	6	2.3513513513514
Liquidity	Current Ratio	9.5762356501842	3.3487749678441	6.2407421512665	0.9	1	100	12	12
Liquidity	Cash Flow from Operations Margin	17.05367413951	7.0323930616046	11.780834844634	-2	0	100	5	5
Liquidity	Days of Cash on Hand	227.3307314338	164.09441469887	164.86735819344	30	45	100	12	12
Debt Burden	Debt Ratio	0.102703456765524	0.29303886428799	0.44024385671551	0.9	0.5	100	7	7
Sustainability	Primary Reserve Ratio	0.59417604869245	0.40558917456796	0.62653969150702	0	0.2	100	7	7
Audit Findings	Material Weakness in Internal Control over Financial Reporting (GAS)	0	0	0	1	0	100	12	12
Audit Findings	Qualified/Modified/Adverse Opinion on the Financial Statements	0	0	0	1	0	100	5	5
Audit Findings	Debt-Compliance Issue - Financial Covenant	0	0	0	1	0	100	7	7
Audit Findings	Debt-Compliance Issue - Reporting Covenant	0	0	0	1	0	100	3	3
Audit Findings	Going-Concern Issue	0	0	0					
Audit Findings	Unresolved Prior Year Findings	0	0	0	1	0	100	2	2
TOT							88	84.351351351351	

Tables and Graphics

Full Report

More

21 FAR Table or Graphic Fact records

Indicator	Measure	Current Year	Prior Year	Sector Median
PCS Expenses by Category	Salaries and Benefits	65.48	64.23	63.485208652897
Financial Position	Total Assets	4,523,246.00	4,170,682.00	15,085,015.82
Financial Position	Current Assets	4,448,669.00	4,092,779.00	5,729,970.5
PCS Expenses by Category	Direct Student Costs	8.27	8.86	7.186147031124
PCS Expenses by Category	Occupancy	17.60	16.56	16.939012926357
Financial Position	Total Liabilities	464,553.00	1,222,172.00	4,814,691.5
Financial Position	Current Liabilities	464,553.00	1,222,172.00	1,002,145
PCS Expenses by Category	General Expenses	8.85	10.34	10.67393521741
Financial Position	Net Asset Position	4,058,693.00	2,948,510.00	6,031,694
Financial Activities	Revenues and Support	7,940,375.00	7,537,875.00	11,613,403.26
Financial Activities	Expenses	6,830,792.00	7,269,696.00	10,643,187.5
Financial Activities	Non-Operating Revenues (Expenses)	0.00	0.00	0
Financial Activities	Surplus (Deficit)	1,110,183.00	268,179.00	1,124,937.5
Audit Findings	Opinion on Major Federal Award Programs (Uniform Guidance)	0.00	0.00	0
Audit Findings	Material Weaknesses in Internal Control over Compliance with Major Federal Programs (Uniform Guidance)	0.00	0.00	0
Audit Findings	Findings and Questioned Costs			0
Debt Burden	Balloon Payment	0.00	0.00	0
Revenues/Expenses Per Student	DC Funding Per Student	16,880.06	16,509.68	21,174.77521293
Revenues/Expenses Per Student	Philanthropic Funding Per Student	5788.11	5261.43	274.32279902179
Revenues/Expenses Per Student	Total Revenues Per Student	27,668.90	25,903.35	26,805.396954704
Revenues/Expenses Per Student	Expenses Per Student	23,800.67	24,981.77	23,751.42153181

Observations

Click the "eye" icon to the left of the record to view DC PCSB's associated FAR Observation Document.

Full Report

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1 FAR Observation Document

LEA	Fiscal Year
Howard University Middle School of Mathematics and Science PCS	2020-2021

Full Report

More

1 FAR Observation

Observer	Observation	Date Modified
LEA	Enrollment variance occurred as a result of COVID-19 withdrawals and transfers.	2022-06-30 08:37 PM

Validation

Measures:

Available Date

2022-04-11 08:00 AM

Due Date

2022-05-03 11:59 PM

Validated By

Kathryn Procope

Validated At

2022-05-04 04:03 PM

Observations:

Available Date

2022-06-28 08:00 AM

Due Date

2022-07-13 11:59 PM

Validated By

Kathryn Procope

Validated At

2022-07-06 04:08 PM

https://dcpes.quickbase.com/db/bmsdu66tg?a=dr&r=bqvpz&rl=suj

1/1



## Appendix D. Audited Financials

### HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

#### Statements of Financial Position As of June 30, 2022 and 2021

	2022	2021
<b>ASSETS</b>		
Cash and cash equivalents	\$ 3,053,976	\$ 3,188,811
Investments	1,500,319	1,032,129
Federal grants receivable	556,284	77,938
Other grants and contributions receivable	83,945	126,954
Prepaid expenses and other assets	22,933	22,837
<b>Total Current Assets</b>	<b>5,217,457</b>	<b>4,448,669</b>
Equipment, net	199,102	74,577
<b>Total Assets</b>	<b>\$ 5,416,559</b>	<b>\$ 4,523,246</b>
<b>LIABILITIES AND NET ASSETS</b>		
Accounts payable and accrued expenses	\$ 182,586	\$ 85,594
Accrued compensation and benefits	160,307	378,959
<b>Total Current Liabilities</b>	<b>342,893</b>	<b>464,553</b>
<b>Net Assets</b>		
Without donor restrictions	5,073,666	4,058,693
<b>Total Liabilities and Net Assets</b>	<b>\$ 5,416,559</b>	<b>\$ 4,523,246</b>

# Appendix E. FY22-23 Budget

2022-2023 Annual Budget.xlsx  
6-PCSB Bud Next FY22 Format

Howard University Middle School of Mathematics and Science PCS  
FY23 PCSB Annual Budget

The use of this worksheet is optional and is

	FY22 Budget		FY23 Annual Budget	FY23 - FY22 Budget Change	%
<b>REVENUE</b>					
Per Pupil Charter Payments - General Education	4,061,425		4,290,459	239,034	6%
Per Pupil Charter Payments - Categorical Enhancement	646,370		646,370	-	-
Per Pupil Facilities Allowance	957,648		985,420	27,772	3%
Federal Funding	1,408,244		1,325,845	(82,399)	(6%)
Other Government Funding/Grants	464,352		237,452	(226,900)	(49%)
Private Grants and Donations	872,673		500,000	(372,673)	(43%)
Activity Fees	17,000		17,850	850	5%
In-kind revenue	1,009,000		1,009,000	-	-
Other Income	25,700		25,750	50	0%
<b>TOTAL REVENUES</b>	<b>9,452,412</b>		<b>9,038,146</b>	<b>(414,266)</b>	<b>(4%)</b>
<b>FUNCTIONAL EXPENSES</b>					
<b>Personnel Salaries and Benefits</b>					
Principal/Executive Salary	319,258	No. of Positions: 2	319,260	2	0%
Teachers Salaries	1,835,985	29	1,774,043	(61,942)	(3%)
Special Education Salaries	558,424	11	693,587	135,163	24%
Other Education Professionals Salaries	576,061	12	640,620	64,559	11%
Business/Operations Salaries	291,055	3	331,098	40,043	14%
Administrative/Other Staff Salaries	550,355	11	583,371	33,016	6%
Employee Benefits and Payroll Taxes	1,103,862		1,975,108	871,246	79%
<b>Subtotal: Personnel Expense</b>	<b>5,235,000</b>	<b>68</b>	<b>5,917,087</b>	<b>682,087</b>	<b>13%</b>
<b>Direct Student Expense</b>					
Educational Supplies and Textbooks	774,316		173,000	(601,316)	(78%)
Student Assessment Materials/Program Evaluation	15,000		10,000	(5,000)	(33%)
Contracted Student Services	130,000		150,000	20,000	15%
Food Service	101,284		220,000	118,716	117%
Other Direct Student Expense	71,000		80,000	9,000	13%
<b>Subtotal: Direct Student Expense</b>	<b>1,091,600</b>		<b>633,000</b>	<b>(458,600)</b>	<b>(42%)</b>
<b>Occupancy Expenses</b>					
Rent	1,009,000		1,009,000	-	-
Depreciation (facilities only)	-		-	-	-
Interest (facilities only)	-		-	-	-
Building Maintenance and Repairs	175,000		100,000	(75,000)	(43%)
Contracted Building Services	100,000		50,000	(50,000)	(50%)
Other Occupancy Expenses	60,000		50,000	(10,000)	(17%)
<b>Subtotal: Occupancy Expenses</b>	<b>1,344,000</b>		<b>1,209,000</b>	<b>(135,000)</b>	<b>(10%)</b>
<b>General and Administrative Expenses</b>					
Office Supplies and Materials	30,000		40,000	10,000	33%
Office Equipment Rental and Maintenance	60,000		60,000	-	-
Telephone/Telecommunications	25,000		40,000	15,000	60%
Legal, Accounting and Payroll Services	217,162		320,242	103,080	47%
Insurance	35,000		35,000	-	-
Transportation	-		300	300	-
Professional Development	283,661		138,000	(145,661)	(51%)
PCSB Administrative Fee	74,523		80,000	5,477	7%
Management Fee	-		-	-	-
Interest Expense (non-facility)	-		2,000	2,000	-
Depreciation and Amortization (non-facility)	140,000		50,000	(90,000)	(64%)
Other General Expense	321,861		383,508	61,647	19%
<b>Subtotal: General Expenses</b>	<b>1,187,207</b>		<b>1,149,050</b>	<b>(38,157)</b>	<b>(3%)</b>
<b>TOTAL EXPENSES</b>	<b>8,857,807</b>		<b>8,908,137</b>	<b>50,330</b>	<b>1%</b>
<b>OPERATING INCOME (LOSS)</b>	<b>594,605</b>		<b>130,009</b>	<b>(464,596)</b>	<b>(78%)</b>
<b>CHANGE IN NET ASSETS</b>	<b>594,605</b>		<b>130,009</b>	<b>(464,596)</b>	<b>(78%)</b>