2014-15 Ten-Year Charter Review Report

Howard University Public Charter Middle School of Mathematics and Science

November 17, 2014

DC Public Charter School Board
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STAFF RECOMMENDATION AND KEY FINDINGS

The District of Columbia Public Charter School Board ("PCSB") staff has conducted a charter review of the Howard University Public Charter Middle School of Mathematics and Science ("Howard University PCS") pursuant to the School Reform Act, D.C. Code 38-1802 *et seq.* ("SRA").[1]

PCSB's staff's analysis of the school's goals and academic achievement expectations ("academic achievement expectations") is that Howard University PCS fully met nine goals and substantially met two goals. The school has neither materially violated applicable law nor its charter, and is in strong fiscal health. Based on these findings, the PCSB Board voted 6-0 grant full charter continuance to the school.

CHARTER REVIEW STANDARD

The SRA provides that the PCSB "shall review [a school's] charter at least once every [five] years."[2] As part of this review, PCSB must determine whether:

(1) The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; and/or

(2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.[3]

If PCSB determines that a school has committed a material violation of applicable law, or has not met its goals and expectations, as described above, it may, at its discretion, revoke the school's charter, or grant the school a conditional continuance. Additionally, there is a fiscal component to the charter review. PCSB is required by the SRA to revoke a school's charter if PCSB determines in its review that the school (1) has engaged in a pattern of nonadherence to generally accepted accounting principles; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.

[1] D.C. Code § 38-1802.12(a)(3).
[2] *Id.*
[3] D.C. Code § 38-1802.12(c).

BACKGROUND INFORMATION ABOUT SCHOOL

School Overview

Howard University PCS began operation in 2005 under authorization from PCSB to serve students in grades six through eight.[4] Its mission is:

> *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.*

Howard University PCS is located on the campus of Howard University, and partners with the university to provide professional development activities for teachers and arrange for students from the Howard University's School of Education to assist teachers in the classroom. Beyond this, the school regularly partners with several different academic departments at the university, including medicine, engineering, and physics.[5] All students participate in an "Extended Day Learning Program" four days a week, where students participate in a variety of electives, including architecture, chess, and dance, among other areas.

The school's overall performance data on PCSB's Performance Management Framework (the "PMF", which incorporates many indicators beyond reading and math proficiency, including academic growth, attendance, and reenrollment) are summarized in the table below. The school achieved Tier 1 status in 2010-11 and 2011-12 and then Tier 2 status in the most recent two school years.

Ward	Year Opened	2013-14 Student Enrollment	2010-11 PMF	2011-12 PMF	2012-13 PMF	2013-14 PMF
1	2005	318	71.0% **Tier 1**	69.6% **Tier 1**	62.5% **Tier 2**	62.9% **Tier 2**

Previous Charter Review

In 2010-11, PCSB conducted a five-year charter review of the school, granting it full continuance based on its academic, legal, and fiscal performance.[6] In the review report, it was noted that the school achieved 70.2% proficiency in reading and 65.8% proficiency in math on the 2009-10 DC CAS.[7]

[4] Howard University Math and Science PCS charter agreement, dated July 18, 2005 attached to this report as Appendix A.
[5] See 2013-14 Annual Report, pp. 19-20, attached to this report as Appendix B..
[6] See March 1, 2011 letter from Brian Jones, PCSB Board Chair, to Dr. Hassan Minor, Howard University PCS Board Chair, attached to this report as Appendix C.
[7] This review, however, did not include an assessment of the school's goals and academic achievement expectations.

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS

The SRA requires PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals are specific aims that are measurable and usually related to a school's mission, which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by state or externally validated assessments. Goals and expectations are only considered as part of the renewal analysis if they were included in a school's charter, charter agreement, charter amendment, or accountability plans approved by the PCSB Board (collectively, the "Charter").

The chart below summarizes PCSB's determinations of whether the school met its respective goals and academic expectations. These determinations are based on the school's performance in the 2010-11, 2011-12, 2012-13, and 2013-14 school years, and are further detailed in the body of this report.

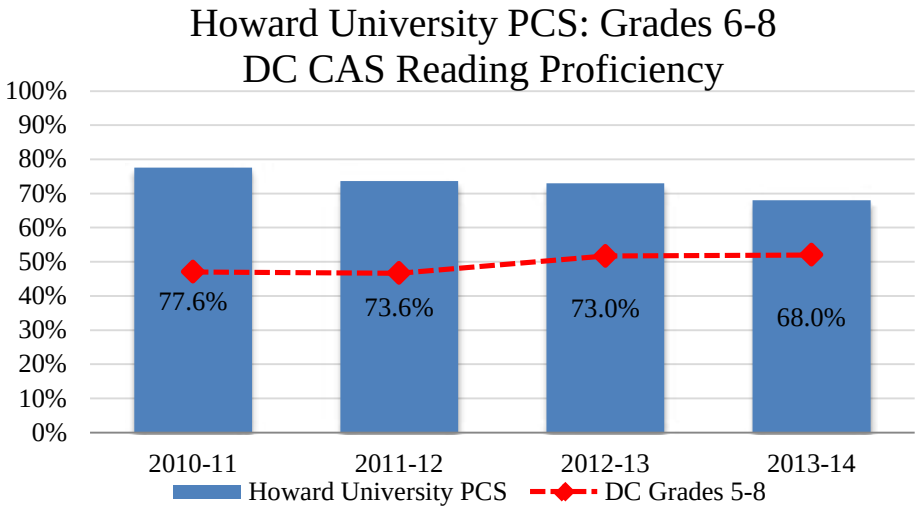
	Goals and Academic Expectations	Met?
1	Students will demonstrate annual improvement in reading.	**Yes**
2	Students will demonstrate annual improvement in mathematics.	**Yes**
3	Students will demonstrate achievement in science	**Yes**
4	Students will demonstrate science mastery through the presentation of a science project.	**Substantially**
5	Special education students will make progress toward attainment of goals as outlined in Individual Education Plans (IEPs).	**Yes**
6	Students will participate in extracurricular activities related to mathematics/science/technology.	**Yes**
7	Full time academic faculty will participate in professional development training based on the Howard University School of Education teacher needs assessment, classroom observations, academic data and best practices.	**Yes**
8	To recruit and retain a highly qualified professional staff of key administrators, teachers, and support personnel.	**Yes**
9	Parents will express satisfaction with the Howard University Mathematics and Science Middle School Program**.**	**Yes**
10	Students will maintain a 90% attendance rate.	**Substantially**
11	To exercise fiscal responsibility with regard to all budgetary matters in ways that ensure the Middle School has adequate funds to support the school and implement all of its programs and services.	**Yes**

1. Goal**: Students will demonstrate annual improvement in reading.**

Assessment: **Howard University PCS met this academic achievement expectation.** The school maintains reading proficiency rates well above the state average. Additionally, each cohort's proficiency rates have increased as they progress through grades at the school.

Reading Proficiency

Since 2010-11, the school's reading proficiency rate has been at 20 percentage points or more above the state average. Since 2010-11, these rates have slightly decreased.



Special Education Reading Proficiency

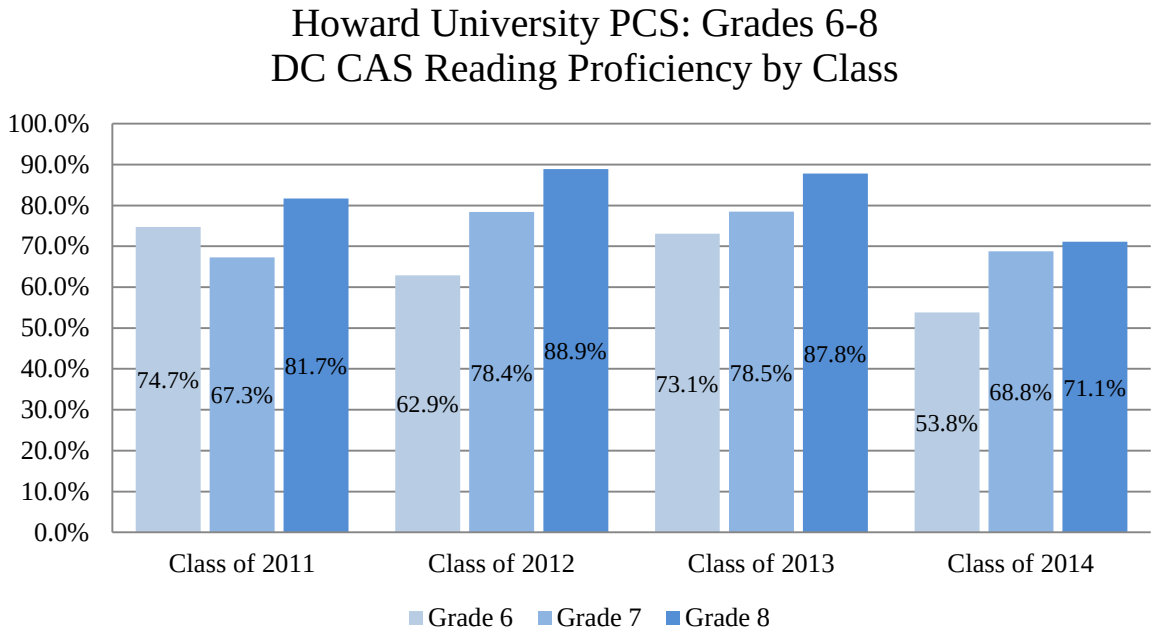
The following table compares the percentage of the school's SWD population at each special education service level to that of the charter sector as a whole.

	% of students identified as SWD	Breakdown of total SWD students by Level of Need			
		Level 1	Level 2	Level 3	Level 4
Howard University PCS	**6.3%**	66.7%	22.2%	11.1%	0.0%
Charter Sector Average	**12.3%**	32.1%	32.3%	14.5%	21.2%

Since 2010-11, the reading proficiency rate of Howard University PCS SWD has been higher than the overall DC proficiency rate for students with disabilities, as detailed in the table below.

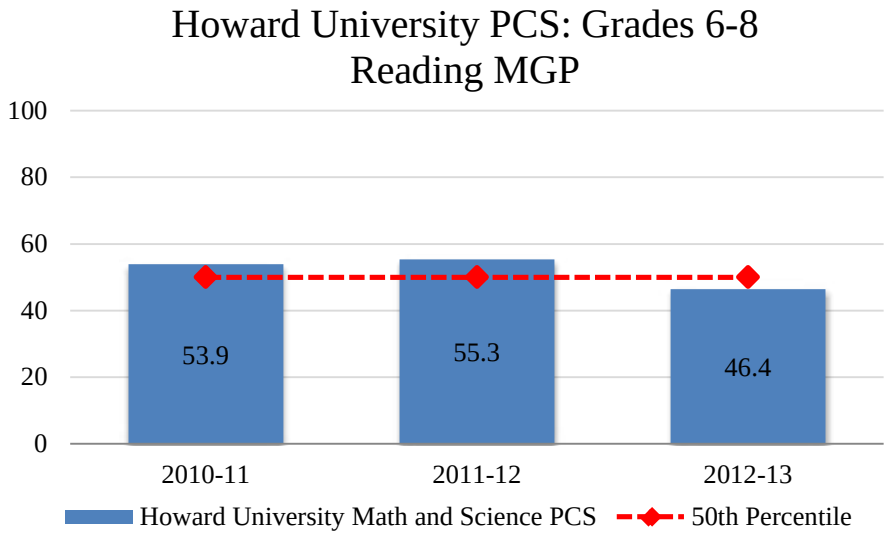
Reading Proficiency Among Students with Disabilities				
	10-11	11-12	12-13	13-14
Howard University PCS	41.7%	30.8%	23.1%	36.4%
State Average (Grades 6-8)	16.8%	16.9%	14.9%	19.4%

The graph below demonstrates Howard University PCS's student performance by cohort, supporting that students make annual improvement in reading.



Reading Growth

The graph below represents Howard University PCS's reading median growth percentile ("MPG"), the median of its individual students' growth percentiles. An MPG of 50 indicates that a school's students have "average" growth in reading proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. In all three years, Howard University PCS' reading MPG was at or around the 50th percentile.



Qualitative Evidence

In February 2014, PCSB conducted a Qualitative Site Review ("QSR") at the school, and observed the school's "efforts to improve reading skills";

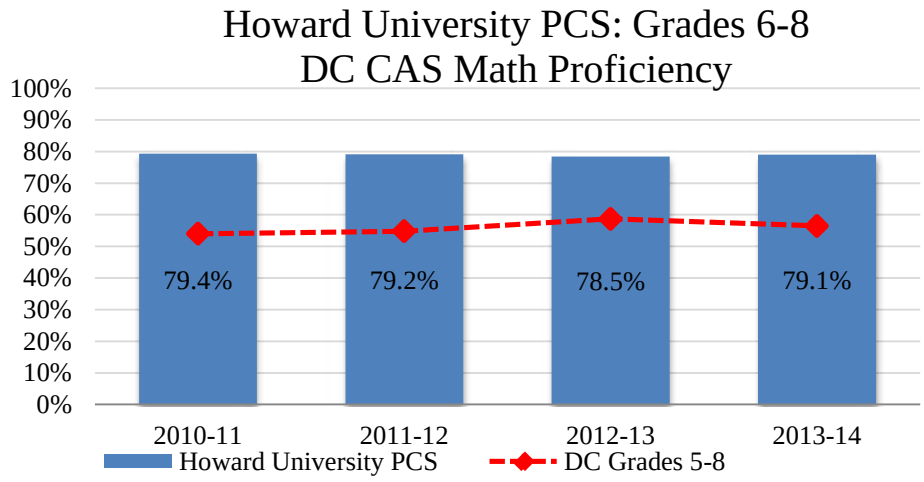
> The Literacy classes are 90-minute blocks each consisting of a daily objective, learning goals, and a Do Now. The students used authentic texts in these classes—such as *A Wrinkle in Time*, or excerpts from a larger book. The teachers integrated technology into the lessons and also focused on teaching explicit reading comprehension strategies and vocabulary instruction. The teachers used data to tier students in need of additional support within their literacy blocks and during a unique intervention block.[8]

2. Goal**: Students will demonstrate annual improvement in mathematics.**

Assessment: **Howard University PCS met this academic achievement expectation.** The school maintains math proficiency rates well above the state average. Additionally, each cohort's proficiency increases as they progress through grades at the school. The school's median growth percentile hovers just below 50, with a drop to 42 in the most recent year, indicating that fewer students at the school are improving at rates greater than peers with similar starting scores than those attending other schools. The school may want to look closely at its math program, ensuring that all students, including those who are proficient, are encouraged to improve.

Math Proficiency

Since 2010-11, the school's math proficiency rate has been at 20 percentage points or more above the state average.

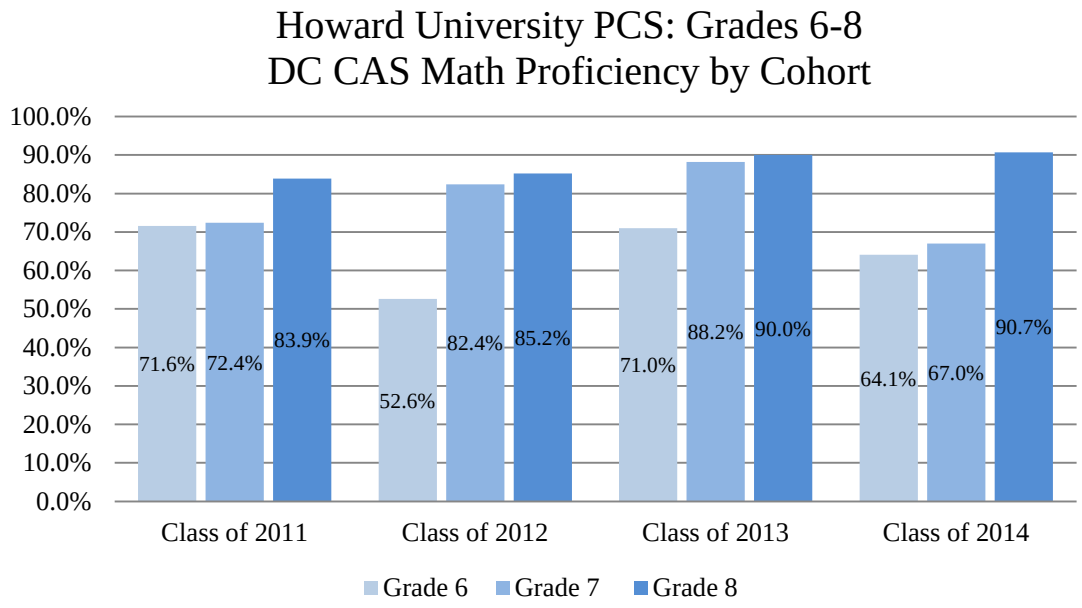


[8] See QSR, P. 4, attached to this report as Appendix D.

Since 2010-11, the math proficiency rate of Howard University PCS's SWD has been higher than the overall DC proficiency rate for students with disabilities, as detailed in the table below.[9]

Math Proficiency Among Students with Disabilities				
	10-11	11-12	12-13	13-14
Howard University PCS	25.0%	38.5%	30.8%	59.1%
State Average (Grades 6-8)	19.4%	22.8%	20.2%	26.1%

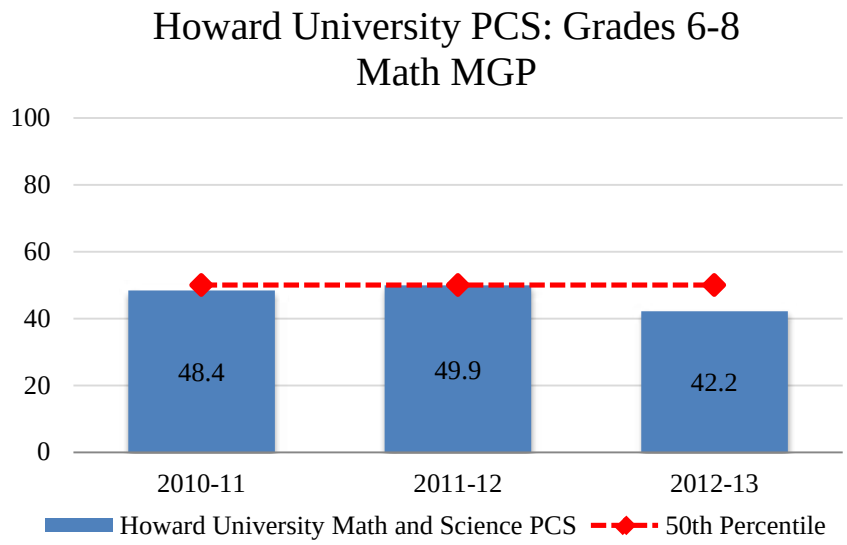
The graph below demonstrates Howard University PCS's student performance by cohort, supporting that students make annual improvement in math.



Math Growth

The graph below represents Howard University PCS's math median growth percentile ("MPG"), the median of its individual students' growth percentiles. An MPG of 50 indicates that a school's students have "average" growth in math proficiency, as compared to other DC students in the same grades and with the same initial DC CAS performance. In all three years, Howard University PCS' math MPG was just below the 50th percentile.

[9] PCSB did not calculate math MGP for students with disabilities because the number of students in this subgroup was less than 25.



Qualitative Evidence

In February 2014, the PCSB QSR team observed "efforts to improve math skills," such as:

> Students learned about computing complimentary angles, evaluating the perimeters and areas of parallelograms, and identifying the perimeter and area of right triangles. Some students worked in small groups on solving word problems while others worked collaboratively with their laptops using an online math program. In several of the math classes, students were not only asked to state answers to problems, but were also asked to defend their thinking. Teachers taught math vocabulary in some of the STEM literacy courses.[10]

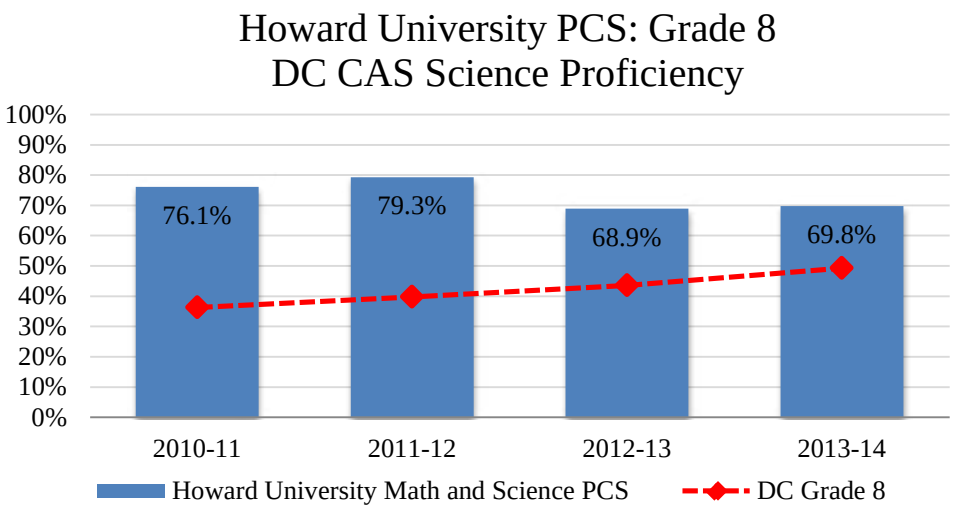
3. Goal**: Students will demonstrate achievement in science.**

Assessment: **Howard University PCS met this academic achievement expectation** based on its strong academic performance. It maintains science proficiency rates well above the state average. PCSB

Science Proficiency

Science Proficiency rates of Howard University PCS decreased from 2011-12 to 2012-13; however, the school's student performance remains above the state average.

[10] See Appendix D, p. 5.



4. Goal**: Students will demonstrate science mastery through the presentation of a science project.**

Assessment: **Howard University PCS substantially met this goal.** Howard University PCS requires all students to participate in an annual science fair, and the school reported in its 2013-14 annual report that 97% and 98% of students participated in a school wide science fair in 2012-13 and 2013-14, respectively.[11] The school provided records of most students participating, as detailed in the table below.

	2010-11	2011-12	2012-13	2013-14
Total student participation (as measured by historical grading data)	217	251	284	268
Total student enrollment	296	304	316	318

Qualitative Evidence

PCSB observed the following regarding this goal.

> There were several posters around the school promoting a science fair on February 19th. The teachers discussed science projects with their students in some of the classes and the team was able to observe a few of the science project presentations. However, students seemed unsure of their understanding of the science concepts while presenting their science projects with the class.[12]

[11] See 13-14 annual report

[12] See Appendix D, p. 5.

5. Goal**: Special education students will make progress toward attainment of goals as outlined in Individualized Education Plans (IEPs).**

Assessment: **Howard University PCS met this goal.** Howard University PCS submitted IEPs and related progress report for a selection of its special education students. These progress reports noted that every student was "progressing" on every goal included on their respective IEPs.

6. Goal**: Students will participate in extracurricular activities related to mathematics, science and technology.**

Assessment: **Howard University PCS met this goal.** The school details in its annual reports that over the past four academic years it has offered numerous extracurricular activities related to math, science, and technology, including the following.[13] The school provided documentation supporting that students who attend Howard University PCS participate in at least one extracurricular activity related to mathematics, science, and technology.

Architecture Club	MathCounts	Science Club
Investment and Stock Market Club	The Mathematics of Dance	Architecture Club
Solar Club Car	Robotics	Design and Technology
Broadcast and Digital Media	Aviation	
Engineering Club	Chess Club	

7. Goal**: Full time academic faculty will participate in professional development training based on the Howard University School of Education teacher needs assessment, classroom observations, academic data, and best practices.**

Assessment: **Howard University PCS met this goal.** The school has met this goal by conducting mandatory monthly professional development meetings for teachers.[14] Topics included differentiating

[13] See Howard University 2010-11, 2011-12, 2012-13, and 2013-14 annual reports, attached to this report as Appendix E.
[14] See Howard University PCS professional development documents, attached to this report as Appendix F.

instruction, content area reading strategies, data driven decision making and creating an ideal school culture.[15] Additionally, the school makes available online professional development for teachers.[16]

8. Goal**: To recruit and retain a highly qualified professional staff of key administrators, teachers, and support staff.**

Assessment: **Howard University PCS met this goal.** The school met this goal based on the number of Highly Qualified Teachers ("HQT") employed and the school's relatively low staff attrition rate. The table below summarizes the data.

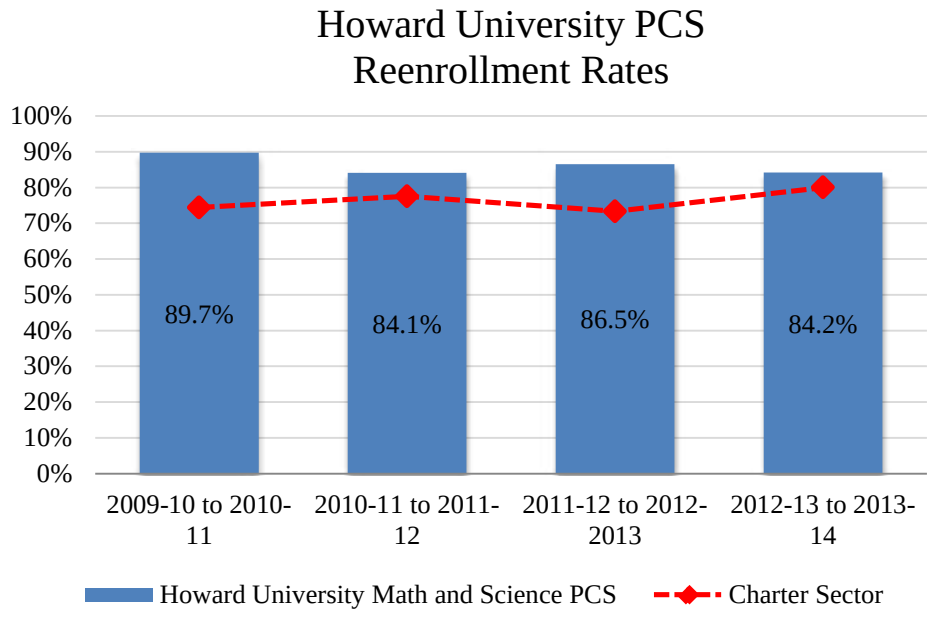
School Year	2010-11	2011-12	2012-13	2013-14
Number of HQT	20 of 20	22 of 22	23 of 23	28 of 30
Staff Attrition Rate	30%	20%	20%	38%

9. Goal**: Parents will express satisfaction with the Howard University Mathematics and Science Middle School Program**.

Assessment: **Howard University PCS has met this goal.** The school met this goal based on the school's reenrollment rates and data gathered from parent surveys.

Reenrollment Rates

Howard University PCS has maintained a reenrollment rate above the charter sector average since the 2010-11 school year.



[15] See Appendix F.
[16] See December 3, 2011 email from Annette Hardeman to teachers, attached to this report as Appendix G.

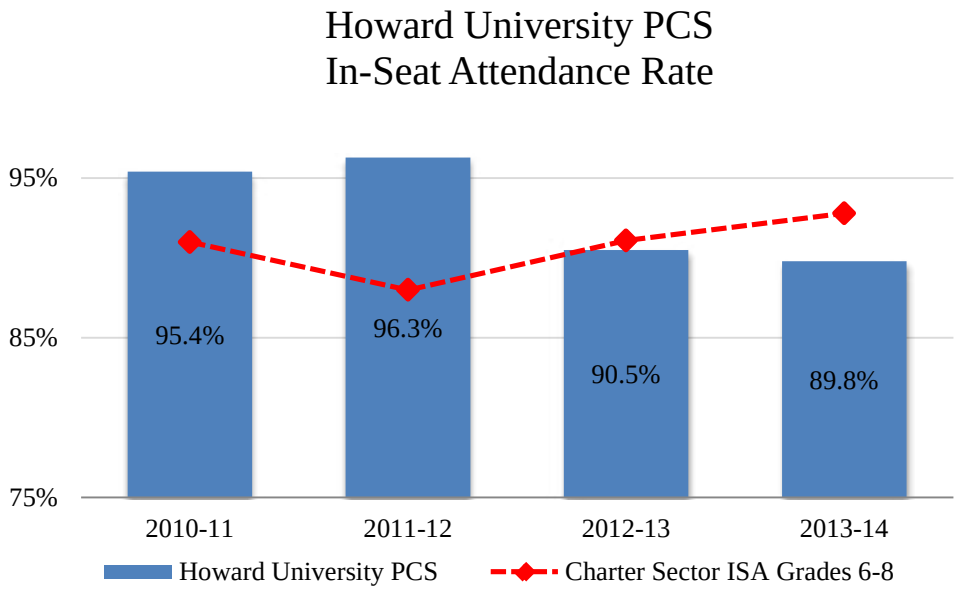
Parent Surveys

Howard University PCS provided parent surveys from 2011-12 and 2012-13 that were completed by roughly one third of the school's parents (105 for 307 students, and 126 parents for 316 students, respectively) in support of this goal. In both school years, the majority of parents indicated satisfaction with the school.[17] Select findings from both surveys are:

- Over 80% of surveyed parents believed that the administrative staff is responsible and fair;
- Approximately 80% of surveyed parents reported having good relationships with their child's teachers;
- Over 90% of surveyed parents believed that their child's teachers are skilled in their respective field; and
- Over 90% of surveyed parents would recommend Howard University PCS to others.

10. Goal**: Students will maintain a 90% attendance rate.**

Assessment: **Howard University PCS substantially met this goal.** The school's in-seat attendance rate was over 90% for three years of this review, and was 89.8% in 2013-14.



11. Goal**: To exercise fiscal responsibility with regard to all budgetary matters in ways that ensure the Middle School has adequate funds to support the school and implement all of its programs and services.**

[17] See 2012-13 Howard University PCS survey, attached to this document as Appendix H.

Assessment: **Howard University PCS met this goal.** For three of the past four years, the school has had positive operating results, and its net asset position has been strong since 2010-11. The school's auditor has expressed unqualified opinions on the school's financial statements in each of the past four years, with no material weaknesses or significant deficiencies identified.

COMPLIANCE WITH CHARTER AND APPLICABLE LAWS

The SRA requires PCSB to determine at least every five years whether a school has "committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities."[18] The SRA contains a non-exhaustive list of applicable laws, and PCSB monitors charter schools for compliance with additional laws in annual compliance reviews. Since 2010-11, Howard University PCS has been in substantial compliance with all applicable laws detailed in the table below.[19]

Compliance Item	Description	School's Compliance Status 2010-11 to present
Fair enrollment process D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since 2010-11
Notice and due process for suspensions and expulsions D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process[20] and the school must distribute such policies to students and parents.	Compliant since 2010-11
Student health and safety D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students.[21] To ensure that schools adhere to this clause, PCSB monitors schools for various indicators, including but not limited to whether schools: - have qualified staff members that can administer medications; - conduct background checks for all school employees and volunteers; and - have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.	Compliant since 2010-11
Equal employment D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since 2010-11

[18] D.C. Code § 38.1802.12(c).
[19] See Howard University PCS Compliance Reports, attached to this report as Appendix I.
[20] See *Goss v. Lopez*, 419 U.S. 565 (1975).
[21] D.C. Code § 38.1802.04 (c)(4)(A).

Compliance Item	Description	School's Compliance Status 2010-11 to present
Insurance As required by the school's charter	A DC charter school must be adequately insured.	Compliant since 2010-11
Facility licenses D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since 2010-11
Highly Qualified Teachers Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §§ 6601 *et seq.*	DC charter schools receiving Title I funding must employ "Highly Qualified Teachers" as defined by ESEA.	Compliant since 2010-11
Proper composition of board of trustees D.C. Code § 38-1802.05	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since 2010-11
Accreditation Status D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	The school is currently undergoing the accreditation process.

Procurement Contracts

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract valued at $25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed. Howard University PCS has not entered into any qualifying contracts since 2010-11, based on a review of their submitted fiscal schedules.

Year	Qualifying contracts executed by school	Corresponding documentation submitted to PCSB
2010-11	0	-
2011-12	0	0
2012-13	0	0
2013-14	Data not available at time report was published	-

Special Education Compliance

Charter schools are required to comply with all federal and local special education laws, including, among others, the Individuals with Disabilities Education Act ("IDEA") [22] and the Rehabilitation Act of 1973.[23] The following section summarizes Howard University PCS' special education compliance from 2010-11 to the present.

OSSE Special Education Compliance Reviews

OSSE monitors charter schools' special education compliance and publishes three types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Quarterly Findings (also called Special Conditions Reports). OSSE's findings of Howard University PCS's special education compliance are summarized below.

Annual Determinations

As required by a federal regulation, OSSE annually analyzes each LEA's compliance with 29 special education compliance indicators, and publishes these findings in an Annual Determination report.[24] Each year's report is based on compliance data collected several years earlier. As such, OSSE does not require schools to cure any compliance issues detailed in these reports.

Year	Percent compliant with audited special education federal requirements	Determination Level
2010	58%	Needs Intervention[25]
2011	73%	Needs Assistance[26]

On-Site Monitoring Report

OSSE periodically conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators, and publishes its findings in an On-Site Monitoring Report. At the time, if a school was less than 80% compliant with a student-level and/or LEA-level indicator, it was required to implement corrections and report these corrections to OSSE. (Beginning in 2013, LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.) [27]

[22] 20 U.S.C. §1413(a)(5).
[23] 29 U.S.C. § 794a *et seq.*
[24] As required by federal regulation, 34 C.F.R. § 300.600(c).
[25] See FFY 2010 IDEA Part B LEA Performance Determination, attached to this report as Appendix J.
[26] See FFY 2011 IDEA Part B LEA Performance Determination, attached to this report as Appendix K.
[27] If the school was found to be less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation.

In 2011, OSSE published an on-site Compliance Monitoring Report of Howard University PCS based on the school's performance in 2010-11.[28] The school was required to implement corrections in the following areas.

Student-Level Compliance	
Compliance Area	**Number of indicators where corrections were required**
Initial Evaluations and Reevaluations	5 out of 8
IEP Development	4 out of 14
Least Restrictive Environment	1 out of 4
Data Verification	0 of 7
Total indicators where corrections were required	**10 out of 33**

LEA-Level Compliance	
Compliance Area	**Number of indicators where corrections were required**
Fiscal Requirements	5 out of 8
Total indicators where corrections were required	**5 out of 8**

Special Conditions Quarterly Reports

OSSE submits quarterly reports to the U.S. Department of Education's Office of Special Education Programs detailing District of Columbia LEAs' compliance in three areas: (1) Initial and Reevaluation Timelines; (2) Early Childhood Transition Timelines; and (3) Secondary Transition Requirements.

As of October 2014, Howard University PCS has no special conditions noted in OSSE's DC Corrective Action Tracking System Database.

[28] See 2013-14 On-Site Monitoring Report Attachments, attached to this report as Appendix L.

Blackman Jones Implementation Review

With compliance requirements pursuant to the Individuals with Disabilities Education Act (IDEA) and the 2006 Blackman Jones Consent Decree, OSSE manages and oversees the Blackman Jones database that tracks each LEA's timely implementation of Hearing Officer Determinations (HODs) and Settlement Agreements (SAs).

As of October 2014, the Blackman Jones Database shows that Howard University PCS has no HODs or SAs.

FISCAL ANALYSIS

STANDARD OF REVIEW

The SRA requires PCSB to revoke a school's charter if PCSB determines that the school:

- Has engaged in a pattern of non-adherence to generally accepted accounting principles ("GAAP");
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.[29]

SUMMARY OF FINDINGS

Howard University PCS was identified as an adequate fiscal-performing school in PCSB's FY2013 Financial and Audit Review. The school has a related party relationship with Howard University – the university's board of trustees founded the charter school, and the university contributes to the school at its discretion. Additionally, the school does not pay rent for its use of the university facility. School enrollment has been stable, with marginal increases each year. The School is economically viable, has no pattern of fiscal mismanagement, and no pattern of non-adherence to GAAP.

FINANCIAL OVERVIEW

The following table provides an overview of the school's financial information over the last four fiscal years. The School reported an operating deficit of $554,000 in FY2012, the first loss in its history. The deficit was primarily due to pledged multi-year grants that were significantly reduced shortly before the close of the fiscal year. The largest of these was a reduction in a grant from Howard University.

	Audit Year			
	2010	2011	2012	2013
Audited Enrollment	285	296	307	316
Total DC Funding Allocation	$3,521,384	$3,795,535	$4,164,755	$4,316,225
Total Federal Entitlements and Funding	$734,837	$365,054	$381,399	$338,499
Unrestricted Cash and Cash Equivalents on 6/30/14	$686,948	$431,635	$506,597	$692,768
Total Assets	$1,972,597	$1,841,400	$1,432,282	$1,505,899
Total Current Assets	$1,818,049	$1,504,381	$1,000,896	$1,045,241
Total Liabilities	$543,375	$371,465	$516,387	$496,189
Total Current Liabilities	$533,740	$362,451	$516,387	$496,189
Net Asset Position	$1,429,222	$1,469,935	$915,895	$1,009,710
Total Revenues	$6,110,447	$6,561,103	$6,401,392	$6,821,148
Total Expenses	$5,997,710	$6,520,390	$6,955,432	$6,727,333
Change in Net Assets	$112,737	$40,713	$(554,040)	$93,815

[29] D.C. Code § 38-1802.13(b).

SPENDING DECISIONS

The following table provides an overview of the School's spending decisions over the past four fiscal years. As described above, the school had a deficit in FY2012, but had surpluses in all other years.

	Audit Year			
	2010	2011	2012	2013
Total Personnel Salaries and Benefits	$ 3,645,491	$ 4,250,808	$ 4,547,519	$ 4,426,533
Total Direct Student Costs	(not detailed)	$ 462,499	$ 643,019	$ 477,076
Total Occupancy Expenses	$ 1,129,270	$ 1,303,896	$ 1,090,037	$ 1,102,903
Total Office Expenses	(not detailed)	$ 106,878	$ 78,707	$ 101,819
Total General Expenses	$ 1,222,949	$ 396,309	$ 596,150	$ 619,002
Operating Surplus/(Deficit)	$ 112,737	$ 40,713	$ (554,040)	$ 93,815
	as a percent of revenue			
Total Personnel Salaries and Benefits	60%	65%	71%	65%
Total Direct Student Costs	0%	7%	10%	7%
Total Occupancy Expenses	18%	20%	17%	16%
Total Office Expenses	0%	2%	1%	1%
Total General Expenses	20%	6%	9%	9%
Operating Surplus/(Deficit)	2%	1%	-9%	1%

ADHERENCE TO GENERALLY ACCEPTED ACCOUNTING PRINCIPLES

Audits of Howard University PCS establish that it has adhered to GAAP. The auditor expressed unqualified opinions on the financial statements in each of the past four years, with no material weaknesses or significant deficiencies identified.

The following table provides a summary of Audit results for each of the past four fiscal years. The School was exempt from Single Audit Act reporting requirements under OMB Circular A-133 in each fiscal year since FY2010 as the School expended less than $500,000 in federal awards each year.

	FY2010	FY2011	FY2012	FY2013
Statement Opinion. Required when auditor finds areas of doubt/questionable matters.	Unqualified	Unqualified	Unqualified	Unqualified
Statement Material Weakness. A deficiency in internal control, indicating a reasonable possibility that a material financial misstatement will not be prevented.	No	No	No	No
Statement Non-Compliance. Auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements.	No	No	No	No
Program Opinion (A133). Review of compliance with federal requirements conducted when school receives $500K+ in federal funds.	Unqualified	N/A	N/A	N/A
Program Material Weakness (A133). Lack of internal control over compliance with applicable laws, regulations, etc.	No	N/A	N/A	N/A
Findings & Questioned Costs. Findings important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.	0	0	0	0
Unresolved Prior Year Findings. Disclosure of prior audit findings that have not been corrected.	0	0	0	0
Going-Concern Issue. Indicates the financial strength of the school is questioned.	N/A	N/A	No	No
Debt-Compliance Issue. School was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	N/A	N/A	No	No

FISCAL MANAGEMENT

PCSB's FY2013 FAR study indicates that Howard University PCS manages its finances effectively. The school relies on contributions from Howard University to meet cash flow and net income requirements. Howard University contributed to the school $768,000, $500,000, and $763,000 in fiscal years 2011, 2012, and 2013, respectively.

ECONOMIC VIABILITY

Howard University PCS is economically viable. Its indicators of economic viability were all within the norms for DC charter schools.

The following tables provide a summary of financial results related to economic viability for the past four fiscal years. Areas of Concern (where the school falls outside the norm among DC charter schools) are highlighted where applicable.

Financial Performance

The school's financial performance has been satisfactory, except for FY2012, in which a decrease in a grant at the end of the fiscal year resulted in the school running a deficit.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Operating Surplus/(Deficit)	< 0	$112,737	$40,713	($554,040)	$93,815
Earnings Before Depreciation	< 0	$112,737	$203,872	($425,611)	$297,763
Aggregated 3-Year Total Margin	< -1.5	(not measured)	1.0%	-2.1%	-2.1%

Liquidity

The school's liquidity is satisfactory, although the school's days of cash on hand has fluctuated since FY2010. The school's cash flow from operations has been positive the last two fiscal years.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Current Ratio	< 0.5	3.4	4.2	1.9	2.1
Days of Cash On Hand	< 30	41	24	26	37
Cash Flow from Operations	< 0	$1,111,206	($588,957)	$139,371	$226,588
Multi-Year Cumulative Cash Flow	< 0	(not measured)	$419,224	($180,351)	$261,133

Debt Burden

The School's debt burden reflects no reliance on borrowed funds to finance operations.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Debt Ratio	> 0.92	0.28	0.20	0.36	0.33
Debt Service Ratio	> 10.0%	0.0%	0.0%	0.0%	0.0%

Sustainability

The School's sustainability is positive, with a donated facility from Howard University and consistent enrollment in each of the past four fiscal years.

	Indicator of Concern	Audit Year 2010	2011	2012	2013
Net Asset Position	< 0	$1,429,222	$1,469,935	$915,895	$1,009,710
Primary Reserve Ratio	< 0.00	0.24	0.23	0.13	0.15

Appendix A

CHARTER SCHOOL AGREEMENT

DATED AS OF 18 DAY OF July, 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

HOWARD UNIVERSITY PUBLIC CHARTER

MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE'S (MS)²

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of July 18, 2005 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE'S (MS)², a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the

School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 2400 6th St., NW Suite 302 Washington, D.C. 20059 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grade six only. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades six through eight. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in the and set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred twenty-six (126) pupils in its first academic year and no more than five hundred (500) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2009 and April 1, 2014, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial

educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

(i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this

Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of $25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a "**Material Contract**." Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "**School Management Contract**") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers' compensation insurance as required by applicable Law. "**Law**" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of $2,500 per occurrence and aggregate limits of liability of at least $2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a $5,000,000 minimum limit per occurrence and (b) otherwise, a $3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than $2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than $50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a $1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a $1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance with a $1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2005 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**Affiliate**"

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. **Annual Reports**: no later than November 1 of each year, beginning November 1, 2005, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2005, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2005 on October 15, 2005;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2005 to June 30, 2007 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2005 a revised operating budget for the period from July 1, 2005 to June 30, 2007; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. **Authorizations**: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2006, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. **Board of Trustees Meeting Minutes**: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. **Other Information**: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 38-1802.13 of the Act; or

(ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety,

health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2004; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2005.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or

otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the full allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management

of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

Howard University Public Charter Middle School of Mathematics and Science's $(MS)^2$
2400 6th St., NW
Suite 302
Washington, D.C. 20059
Telephone: (202) 806-7725
Telecopier: (202) 667-4340

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and

remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS & SCIENCE'S (MS)²

By: Marie C. Johns
Title: Board Chair

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By:
Title:

Appendix B

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

2013 - 14 Annual Report

Mr. Wendell Johns
Board Chair
(202) 806-7725

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

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Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

Mission Statement and Vision Statement

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

Mission Statement

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science, $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven, and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery, and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social, and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel and the community.

Vision Statement

To graduate 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.

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

Curriculum Design and Instructional Approach

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

Curriculum Design and Instructional Approach

The Howard University Public Charter Middle School of Mathematics and Science is committed to academic excellence or all students. The inquiry- and standards-based curriculum offered is designed to excel students in the areas of mathematics and science and to connect and integrate these disciplines into all core subjects. The educational framework is build on a curriculum supported by problem-solving, critical thinking, and scientific inquiry. Further, commitment to developing the "whole" student that balances intellectual development with psychological, social, and emotional growth is a priority and evident within the learning environment.

This approach has two purposes. First, it is intended to actively engage students in hands-on and minds-on activities that develop their critical problem-solving skills, creativity, and academic confidence. Teachers paint an intellectual picture throughout the school year that promotes in-depth and enduring knowledge and understanding of mathematics and science. This momentous goal is achieved through an interdisciplinary, pedagogical approach that is vastly different from the traditional dichotomous approach to teaching. Our teachers intuitively make connections to the mathematics and/or science concepts that are inherent in their units. Additionally, cross curricular planning allows for the science and/or mathematical theme to flow naturally throughout the day as students move from course to course, which in essence makes the connections, helps students gain deeper understanding and often addresses the importance of why they are learning the content.

Secondly, the curriculum is intended to reach all students regardless of skill levels, epistemological styles, personalities and cultures, to prepare them to meet and exceed the *learning standards* requirements for the District of Columbia. To encourage students to accept more rigorous academic challenges through advanced coursework, individual projects, activities, games, competitions and computer-assisted technologies, $(MS)^2$ teachers were charged with customizing the learning environment to accommodate the individual learner. $(MS)^2$ teachers facilitate multi-level, heterogeneous, cooperative learning, peer-coaching classrooms that emphasize the importance of relationships between the teacher and the students, and among the students themselves.

In an effort to become a school that has fully integrated technology in the delivery of instruction, $(MS)^2$ teachers continue to expand their utilization of StudyWiz Spark. StudyWiz is a tool used to manage, personalize, and distribute curriculum within a multimedia setting. StudyWiz Spark, a web-based program developed by the Etech Group, facilitates learning through the use of the internet. The multimedia capabilities include online testing, e-chats, and allows students to store completed assignments for ready access by themselves and their teachers. Collaboration among teachers has greatly increased, and students are becoming more engaged in learning through the multimedia rich content that has been made available through StudyWiz Spark. Not only can $(MS)^2$ teachers communicate with students, but $(MS)^2$ students can also access StudyWiz Spark both in and out of the classroom. Even parents can access StudyWiz Spark to stay up-to-date on their children's activity. What started as an effort to connect teachers has evolved into a school-wide process of engagement. StudyWiz Spark simplifies the complex interactions between technology and educational curricula, and makes existing curricula more dynamic by enabling personalized learning, active communication and real-time assessment and results. With its roots in the K-12 education industry, StudyWiz Spark tailors itself to the current issues and trends that impact K-12 students and the key stakeholders--teachers, parents, and administrators.

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

Core Subjects in Detail

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

Core Subjects

Reading/Language Arts Course Descriptions

Creative Writing

This course is designed to explore various writing genres including: narrative writing, expository/informational writing, persuasive writing, creative non-fiction, and poetry. This class follows a workshop-style format. Students also critique the works of established authors and peers as a means of evaluating writer's craft and cultivating community. Experimentation and creativity are encouraged. Each student is expected to submit work for at least one writing competition and contribute to the creation and development of the $(MS)^2$ creative writing literary blog.

Reading Resource Laboratory

This course is an interactive and cooperative learning experience, in which students learn to develop and strengthen self-regulating reading behaviors. Instruction for the course is driven by student interest and their background knowledge. Many different reading strategies are introduced and students adopt those that meet their needs. 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, portfolios, Gates-MacGinitie) are used to assess student's progress over time.

6th Grade English/Language Arts

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

7th Grade English/Language Arts

In this course students explore various genres of literature, with special emphasis being placed on world literature texts from ancient to modern times. Emphasis is placed on analyzing literature from a cultural and historical context. Students read

imaginative, expository, persuasive, and informational texts of increasing complexity, and gain an understanding of the elements and structure of different genres.

8th Grade English/Language Arts

In this course, students explore works of literature through various literary genres. Eights 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.

Mathematics Department Course Descriptions

6th Grade Mathematics

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. Proportion, on e of the most important concepts students need to grasp in the 6th grade, takes center stage during a later advisory. 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.

7th Grade Mathematics

Seventh grade students are introduced to fundamental algebraic principles while bolstering their computational and problem solving skills. Concepts are implemented in exercises related to real world applications to obtain an in-depth and comprehensive understanding of the concept application. Technology is imbedded into the course as virtual manipulatives and real time assessments, in an effort to allow students to regulate their growth, progress, and understanding.

8th Grade Pre-Algebra

The major emphases of the Grade 8/Pre-Algebra course are rational numbers, proportionality, measurement, data collection and analysis, probability, and beginning algebra concepts that serve as a transition into the formal study of algebra and geometry. Students develop a deep understanding of rational number concepts, become proficient in rational number computation, and learn to think flexibly about relationships among fractions, decimals, and percentages. Rational number concepts are developed through problem situations covering a range of topics.

Proportionality concepts are developed through extensive applications of ratio and proportion, percentage, similarity, scaling, and slope of linear equations. Students learn to recognize and generate equivalent expressions as well as solve one or two-step single-variable equations and inequalities. Students investigate geometric relationships by drawing, measuring, visualizing, comparing, transforming, and classifying geometric objects. Important aspects of measurement include selecting and using appropriate units and scales. Students formulate questions, design studies, and collect, organize and interpret data. Students develop simple probabilities by using experimentation and analysis of possible outcomes.

Algebra I for 7th and 8th Grade

Algebra I 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.

Geometry

This course introduces students to the basic geometry concepts using an inductive approach. Students investigate the concepts of points, lines, planes, and properties of triangles.

Science Department Course Descriptions

Grade 6 Earth and Space Science

The content emphasis for 6th grade science focuses on Earth and Space Science. Students are actively engaged in space science, the earth's atmosphere, the changing earth, earth's waters, and the earth's surface. In addition to these core elements, the curriculum also stresses laboratory safety, the scientific method, and experimental

designs. Students utilize problem solving, critical thinking, time management, and inquiry skills throughout the course.

Grade 7 Life Science

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

Grade 8 Chemistry and Physics

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

Social Studies Department Course Descriptions

6th Grade World Cultures and Geography

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

7th Grade World History and Geography: Ancient World

In grade 7, students explore the world outside the United States and North America. They study the origins of human beings in Africa and learn how early societies formed in the Middle East (Mesopotamia), India, and China. These students consider how geography affects the human story, and how societies in different places developed in different ways. Students gain a sense of how people lived long ago, their problems, accomplishments, tools, technology, work, and homes. Grade 7

students also explore the religions, governments, trade, philosophies, and art of these first civilizations, as well as their ideas, which shaped the history of the world.

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

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

Spanish Course Descriptions

Grade 6 and 7 Introduction to Spanish

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

Grade 8 Spanish

Cooperative learning, dialogues, projects and web-based activities are some of the tools utilized in addressing the DC Foreign Language Standards and those of the National Foreign Language Standards. Students explore basic grammar concepts more extensively using the following themes: The Spanish culture and geography, family and home vocabulary, information, travel and transportation, professions, and leisure activities.

Music Course Descriptions

Grade 6 and 7 Music Appreciation

Students develop an appreciation for music through the introduction of various aspects, including singing, performing on classroom instruments such as the recorder

and fretted instruments, reading and notating music, composing, arranging, improvising, listening, and evaluating music and music performances. Students explore the relationship of music to disciplines outside the arts, as well as history and culture.

Grade 8 Music

This course is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. Instruction includes a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course explores sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing, and mastering. There is also an examination of current legal and ethical issues regarding digital music and the recording industry.

Physical Education/Health

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

Howard University Public Charter Middle School of Mathematics and Science
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Key Mission-Related Programs

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

Brief Description of Key Mission-Related Programs

The Extended Day Learning Program

The Extended Day Learning Program continues to provide students with the opportunity to engage in exciting and unique activities and clubs designed to target personal interests, learning styles, and/or talents. We offered students a plethora of diverse activities to enhance and support their formal academic education. Since some of the activities and clubs are not specifically mathematics and science based, all teachers and advisors were charged with integrating science and mathematics when feasible. For example, this year, we offered a *hand dancing* class that highlighted the role that mathematics plays in the choreography and synchronization of dancing with a partner. In addition to extracurricular activities and school clubs, the Extended Day Program also provided several supervised study halls, called Scholars' Hall. Scholars' Hall provided both individual and small group tutoring sessions for students in need of intense academic assistance. Also it provided a perfect (in school) environment for students who just wanted a quiet place to study and/or begin their home assignments.

The availability and focus of the Academic Electives in the Extended Day Program will continue to be expanded in the 2014/15 academic year to include more aeronautics and aerospace literary, expressive, and creative arts; student inventions; and other clubs and activities consistent with the school's focus on mathematics, science and technology.

During the 2013/14 academic year, students were engaged in the following extended day activities:

- ***Architecture Club:*** *To introduce students to the field of architecture and planning by relating architecture to their lives in the District of Columbia.* The curriculum is designed to educate students on the use of architecture while applying the lessons they have learned in mathematics and science. Students learned the importance of design, programming of spaces and design presentation. They are introduced to building materials and how these materials are put together to form structures. The end result provides students the opportunity to think and act like professional architects. Club activities and exercises will include designing projects that will allow students to creatively program spaces to make buildings functional just as professional architects do. Students will learn the use of building codes and how to apply graphical legends to create architectural plans that are compliant with building codes. Students will be able to graphically put a building together from the lessons of building materials (concrete, brick, and wood). Students will visit Howard University's School of Architecture and tour the department. They will experience the undergraduate training on a collegiate level and witness a design presentation from one of the design studios. They will also learn the history of architecture in DC through class trips in which reports will display their learning experience. Finally they will redesign and build the 14th Street Bridge, adding residential, office, and retail space, along with the necessary pedestrian access.

- ***Band & Chorus***: *To provide students an overview of the basics of music through voice and various instruments.* Students were instructed in reading music and interpreting the notes appropriately using instruments and/or voice. The club promoted students working cooperatively in groups while supporting the advancement of their musical talents.

- ***Broadcast & Digital Media****: To provide students the opportunity to learn the various aspects of video production.* Students learned skills needed to produce a video including, but not limited to, the use of equipment, lighting, positioning, recording, and the writing of scripts. The activity addressed creative thinking skills, encouraged teamwork, and provided students with an enriched learning experience in the world of digital media.

- ***Chess Club:*** *To provide students the opportunity to learn the strategic game of chess.* Students learned the object of the game and the movement of the pieces. They then began to learn how to plan and strategize to keep their opponent on the defensive through opening moves, middle game moves and end of the game moves. The students engaged in competitions at both the school level and among teams from other schools.

- ***Drama Club***: *To provide students the opportunity to participate in supervised creative dramatic activities culminating in a final production.* Students were exposed to different aspects of theatre production including skits, costume design, set design, and props. The club worked on creative thinking skills, encouraged teamwork, and provided students with enriching learning experiences in the area of performing arts. In addition, the students were exposed to various dramatic works. The club encouraged creativity and also supported discourse around *life* as presented within the content of some of the dramatic works introduced.

- ***Intramural Sports*****:** *To provide students the opportunity to experience a variety of athletic activities including, but not limited to, flag football, bowling, soccer, badminton, and kickball.* The activities promoted skills, such as teamwork, warm-up techniques, appropriate exercise, and understanding of rules for various sports. In addition, students were mandated to always maintain good sportsmanship, a transferable life skill.

- ***Investment and Stock Market Club:*** *To provide students the underpinnings of investment in general and investment in the stock market, in particular through education and real-time game simulation.* After developing a solid understanding of investment, why it is important and the terminology, students engaged in comprehensive educational activities that enable them to manipulate imaginary funds in a real-time simulated stock market online game. Students learn about balancing risk-taking with profit making. Also, students must learn how to work in teams to reach a consensus, based on research on how their collective funds should be invested.

- ***MathCounts:*** *To provide students the opportunity to engage in high level problem solving in preparation for the local and national MathCounts Middle School Competition.* Students studied problems in algebra, geometry, probability, measurement and data analysis. The problems are designed so that middle school students can build on the mathematics

that they have mastered to solve strategies in creative ways through reasoning and representation. Students worked both in teams and as individuals in preparation for the competition.

- ***Scholars Hall***: *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 safe haven for students who just wanted to study on their own.

- ***Science Club***: *To provide students the opportunity to explore different areas of science and participate in various competitions.* Science Club consisted of two separate challenges, Solar Car, and Destination ImagiNation. The activities promoted teamwork, creativity, and critical thinking.

- ***Solar Car Club:*** *To provide students the knowledge, importance of, and need for alternative energy sources and to use this knowledge to design and build a solar power car according to specifications*. Students learn how to work on teams to analyze and solve problems related to the car and its capabilities. These cars are entered into the local solar car competition with anticipation of being qualified for the regional and national competitions.

- ***Spanish Hall***: *To provide students the opportunity to meet in small groups with the Spanish teachers and interns to advance their conversational Spanish*. Students were also immersed in the Spanish culture through historical resources and literary works in both English and Spanish.

- ***Spelling Bee Club****: To provide students with the skills and etymological understanding of words to support their personal desire to become excellent spellers*. Students engage in the $(MS)^2$ Spelling Bee with the goal of being able to compete at the national Spelling Bee competitions.

- ***The Mathematics of Dance***: *To provide students the opportunity to express themselves through rhythmic body movement.* This activity exposed students to several different aspects of dance, including the history of dance and the projected future of dance. Students utilized skills that are useful in everyday life, such as exercise and stretching techniques.

- ***Toy Challenge***: *To provide students the opportunity to develop and apply team building skills, planning skills and engineering design skills to create a game or toy from conception to prototype. In addition, students learn how to document as well as articulate all of the critical points of the process.* The activity allowed students to focus their everyday skills, such as creativity, teamwork, and critical thinking to position themselves to compete at a recognized level in the national Toy Challenge competition.

- ***Yearbook***: *To provide students with the framework and the skills to create a pictorial reflection of the school year.* Students learned all the aspects of composing a yearbook and the skills required to complete these tasks. The yearbook provides a glimpse into the 2008-

2009 school year including all Extended Day activities, Parent-Teacher Conferences, daily classroom activities, award ceremonies, and much more.

Saturday Academy (Regular and Enrichment)

The Saturday Academy is a special educational program that provided instruction in mathematics, English/language arts, reading, and special sessions in science, study skills and oral expression. Sessions were held bi-weekly from October to May. Participation in the Saturday Academic Enrichment Program was mandatory for students who were on *academic probation* and voluntary, but strongly encouraged, for students in good academic standing. Sessions were held from 9:00 a.m. – 12:00 p.m.

In March and April, the Saturday Academic Enrichment Program's instructional focus was preparing students for the District of Columbia Comprehensive Assessment System (DC CAS) standardized tests in mathematics, reading and science. Analysis of students' pre-performance on internally generated standardized testing materials, the DC BAS, as well as the work the students completed on BrainChild™ helped to isolate individual student deficiencies. Teachers were then able to specifically address students' deficiencies in these targeted areas.

The program will continue to emphasize fundamental study skills and academic enrichment activities that focus on reading, mathematics and science during the 2014/15 academic year.

Summer Academy (Recovery and Enrichment)

$(MS)^2$ hosted three distinct programs under the **Summer Academies**. From late June through late July, about two hundred students were enrolled in the *Academic Credit Recovery* program, the *Academic Enrichment Program and the Extended Day Extra-curricular Program.* Overall the academic programs were designed to improve student's skills and knowledge in the core academic subjects (mathematics, science, and language arts). The extended day component was an added bonus. The course offerings included: *Introduction to Biology, Nature of Science, Introduction to Mathematics/Technology using the MAC, Reading I, Pre-Algebra, Grammar & Composition I & II, Introduction to Swimming* and *Introduction to Tennis, and Architect Club.*

Students were required to attend the credit recovery program if they were on academic probation (had an overall grade point average less that 2.0 and/or failed mathematics, English/language arts or reading). Also, incoming students deficient in mathematics and/or reading were required to attend. Students enrolled in the credit recovery program attended school a six-week program from 9:00 a.m. to 2:00 p.m. Each day they attended two-120 minute sessions of Mathematics, English/Language Arts and/or Reading and Science.

The remaining incoming students were encouraged to attend the Academic Enrichment Program. These students were enrolled in Mathematics and Technology Explorations or Beginning Italian. They attended a four-week session from June 22nd to July17th. In addition, some continuing students voluntarily enrolled in the enrichment program.

The Extended Day extra-curricular program operated from 12:00 p.m. to 2:00 p.m. and from 2:00 pm. to 4:00 p.m. Participating students could enroll in swimming, tennis or architect club.

Sustained Silent Reading

During the 2013/14 academic year, $(MS)^2$ implemented a highly successful model of the Sustained Silent Reading Program. Our goal was to reintroduce the notion that reading can be fun and that the more *one* reads, the better reader he/she becomes. Thus, during our extended advisory period on every Monday, Wednesday, and Friday, from 8:10 to 8:40 a.m., our entire student body was reading. Students could read anything of their choosing during this time, as long as they were reading. Occasionally, advisory teachers would read to the students and sometimes, students would do a "round robin" and read to each other.

Initially, some of the students would delay in getting started or would try to complete writing assignments instead. However, it became very clear to them that there were no exceptions to this activity and very soon reading became the routine on these days. Students became excited about some of the selections of their reading materials and would often share some of the newly learned facts. They would pose questions to teachers about some of the things they read and did not understand. Students could be found reading novels, *how to* books, a book of facts, National Geographic Magazines, the *new* comic books, newspapers and even the calculator guide, without the calculator. Teachers and other staff members were diligent in assisting students in selecting reading materials that were on their level and of interest to them.

We attribute, in part, the gains in our DC-CAS reading performance to this school-wide initiative. Also, teachers used this time to catch up on their reading interests.

$(MS)^2$ and Howard University Liaison Programs

The Howard University Middle School of Mathematics and Science is actively engaged in partnering with numerous schools on the campus of Howard University. These partnerships are based, in part on pre-surveys that were distributed to the all three grades at $(MS)^2$ and analyzed in house. The preliminary data were used to determine where students are to be placed based on their career interest and science fair projects throughout the university.

$(MS)^2$ representatives were invited to share their liaison experiences with numerous deans as well as the Provost of Howard University at the annual Dean retreat, and the deans were invited to meet with the $(MS)^2$ parents on a monthly basis. Other meetings with DC public schools, included the Mentoring in Medicine program and the recruitment of middle school students to attend the INTEL bootcamp (developed by the HU Intelligence Community Center of Academic Excellence, were held throughout the year and summer months.

Schools and departments at Howard University included in the surveys and partnerships included physics, medicine, psychology, medicine, engineering, chemistry, education, dentistry, biology, law, and others.

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Parent Involvement Efforts

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

HOWARD UNIVERSITY | Middle School of Mathematics and Science (MS)²

Parents in Action

PARTNERSHIP + INTEGRITY = ACHIEVEMENT

(PiA)

BOARD OF DIRECTORS MEETING
Thursday, October 17, 2013
MS² Auditorium
6:30pm – 8:00pm

AGENDA

1) Opening by the President.
2) Reading/approval of the minutes of the last meeting (September 19, 2013
3) Financial Report
4) Committee Reports
   a) Membership
   b) Fundraising
   c) Activity
   d) 8th Grade Committee Chair
5) New Business
6) Presentation from Crystal Gabriel, Public Relations major at Howard University
7) Presentation from **Dean Fenwick, from the Howard University School of Education, on "Steps to Success: College Readiness"**
8) Adjourn

Executive Board Officers
President
Rosa Singletary
1st Vice President
Lonell Johnson
2nd Vice President
VACANT
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Rocelia Johnson
Assistant Treasurer
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Budget: Parents in Action

2013 - 2014 PiA Budget		
Activities:		
Winter Dance (Costume Party)	$1,000.00	
Spring Dance (Sneaker Ball)	$1,000.00	
Bowling (Family Night)	$1,000.00	
½ Day Activities	$1,000.00	
Total Activities		$4,000.00
STEM	$1,000.00	
Total Stem		$1,000.00
General Operating		
Web Hosting	$175.00	
Office Supplies	$575.00	
Non-Profit Filing	$900.00	
Advertising and Marketing	$250.00	
Total General Operating		$1,900.00
Hospitality and Events		
Meetings and Events	$500.00	
Teacher and Faculty Appreciation	$2,000.00	
Intern Appreciation	$1,000.00	
Miscellaneous	$600	
Total Hospitality and Events		$4,100.00
Total Expenses		$11,000.00

HOWARD UNIVERSITY | Middle School of Mathematics and Science (MS)²

Parents in Action (PiA)

PARTNERSHIP + INTEGRITY = ACHIEVEMENT

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Elections
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School Year 2013-2014 End of the Year Report

August 27, 2014

The MS² PiA had a less than productive 2013-2014 school year. We had a calendar full of activities for the students and parents and were not able to implement many of the activities planned due to limited parental support.

The PiA operated with only 4 elected officers for the entire school year which made it nearly impossible to do many of the things that we wanted to do to include parent workshops and after school events for the students.

The PiA, with the assistance of MS² faculty, was able to incorporated discussions with the Deans of various colleges of Howard University into monthly meetings as a way of engaging the parents and building the bridge between the Middle School and the University. The Deans of the Schools of Education, Pharmacy, and Engineering came out and discussed the importance of a STEM education, provided tips on how to deal with middle school aged children, and offered to set up some mentoring programs for both the boys and the girls at the Middle School. The Dean's recognized the importance of engaging the children at this stage in their academic development and the parents were receptive to their words of wisdom and desire to assist.

The PiA was successful in hosting several fundraisers and activities:

- 3 – Dress Down Days
- 8th Grade Trip: Supported by the PiA but organized and implemented by the 8th grade parent committee
- Spring Fair on Howard University's campus

The PiA Board of Directors worked closely with the Faculty and Staff of the Middle School along with the Board of Directors to make sure we were in synch with the vision for the school year at all levels of the organizational structure. The PiA Board of Directors also worked with the parents to ensure that their needs to academic support for their students as well as informational to help them in the support of their student was adequately provided

The 2013-2014 school year, PiA Board of Directors all moved on from the Middle School and with only two elected officers for the 2014-2015 school year, it is our hope

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that they are able to solicit more support and continue to work closely with the faculty and staff of the Middle School along with the Board of Directors in providing much needed support for the students and parents of MS²

Submitted By:

Rosa A. Singletary

Rosa A. Singletary
MS2 PiA Presidents 2015-2015

August 27, 2014

PiA Welcoming Letter

HOWARD UNIVERSITY | Middle School of Mathematics and Science (MS)²

Parents in Action (PiA)

PARTNERSHIP + INTEGRITY = ACHIEVEMENT

September 5, 2013

Welcome to the 2013-2014 school year for Howard University Middle School of Mathematics and Science (MS²)!

Executive Board Officers

President
Rosa Singletary

1st Vice President
Lopell Johnson

2nd Vice President
VACANT

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Malikah Carpenter

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The MS² PiA would like to welcome everyone to a new year as we are excited about what this school year will bring. The purpose of the MS² PiA is to establish and maintain mutually beneficial relationships between MS² parents, teachers, and the larger community in order to provide an effective and holistic educational experience for MS² students.

This year, the MS² PiA will strive to achieve this mission through various activities throughout the school year. We will also be working very closely with the MS² school community at large (faculty, staff, parents, HU faculty, and community members) to build lasting relationships that are in the best interest of MS² students. We are in the process of planning a school year full of wonderful school-wide activities to achieve our mission. Some of these plans include scheduled activities on the various half-days of school day each month; fundraising events such as car washes, Rita's Ice sales, and an art show; fall and spring dances; and educational workshops to support parent and students as we all navigate our way through the middle school experience at MS².

We welcome suggestions and participation from the entire MS² community. Anyone is able to be a part of and participate in any sponsored MS² PiA organized and sponsored activities, but there is a great benefit to joining this organization. MS² PiA raises funds to support the STEM programs, provide supplemental supplies for the teachers, support the Intern program, and support the overall needs of the school. By joining MS² PiA, you will be contributing to the financial and educational success of the MS² body.

We will be providing additional information on MS² PiA meetings and events as the school year progresses. In the meantime, please visit the MS² PiA website, http://www.ms2pia.info, which is updated regularly with all upcoming events and meetings or email us at ms2pia@universitymiddleschool.org. We have several committee and board officer positions available; please do not hesitate to contact us if you are able to serve in some capacity.

With all of the planned activities, the 2013-2014 school year is going to be an exciting one for the MS² Community as a whole.

AGAIN WELCOME!!!
The MS² PiA Board of Directors

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PiA Membership Form

Parents in Action (PiA)

PARTNERSHIP • INTEGRITY • ACHIEVEMENT

2013-2014 PiA Membership Form $35.00 per family

Member Information	Member 1	Member 2
Name of Person Joining PiA		
Relationship to Child (Please check one.)	☐ Parent ☐ Grandparent ☐ Teacher ☐ Friend/Neighbor ☐ Staff ☐ Other: _____	☐ Parent ☐ Grandparent ☐ Teacher ☐ Friend/Neighbor ☐ Staff ☐ Other: _____
Street Address		
City, State, Zip		
Phone Number		
Email Address		

Child's Name:	Grade
1.	
2.	
3.	
4.	

Membership Levels	Amount
Regular: $35.00	$
Please make checks payable to PiA/ Total Enclosed	$

"Be A Team Player" by joining HU (MS)2 PiA!

PiA Use Only: Date _____ ☐ Cash ☐ Check # _____ Membership No(s): (1) _____ (2) _____ Completed by _____

☐ Membership Card Issued ☐ Bylaws Issued ☐ Added to Email Distribution

Howard University Public Charter Middle School of Mathematics and Science
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Student Characteristics

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

Student Characteristics
(MS)^2 2013/14

Enrollment	318
Grades/Ages Served	6 - 8, 10 - 14 years old
Race/Ethnicity (Percent)	
Black	95
Hispanic	03
Multiple	01
Other	01
Low Income (Percent)	68
Special Education Students	19
LEP and NEP Students	14
Students by Gender (Percent)	
Male	46
Female	54
Average Class Size	18
Student to Teacher Ratio	10:1
Average Daily Membership	289
Re-enrollment Rate (Percent)	88
Student Attrition	
Students Transferring Out	6
Grade Advancement	
Promotion Rate (Percent)	93
Graduation Rate (Percent)	98

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Lessons Learned

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

LESSONS LEARNED AND ACTIONS TAKEN BASED ON PERFORMANCE MANAGEMENT DATA AND REVIEW FINDINGS

What issues, if any, were encountered in collecting and reporting data for applicable performance management framework(s)? In light of the new frameworks, what changes or improvements will be made in order to remedy these data collection issues?

As in past years, the implementation of the Northwest Evaluation Association (NWEA) assessment tool and the level of performance of the $(MS)^2$ students. The NWEA tool provided the school with the basis for monitoring student growth and provided us with a basis for comparing our students' performance with a set of NWEA-generated national norms. These norms are periodically revised (last revision was 2012) and were published at that time. $(MS)^2$ regularly administers the NWEA battery of tests (5 in total) three times each school year. The test includes reading, language arts, mathematics, science concepts, and general science portions. These tests were scheduled to be administered to the students at the beginning of the school year, mid-way through the school year in the winter, and in the spring (shortly before the end of the school year.) Students were reminded of the importance that tests such as NWEA have in the educational society and the effect that high and low scores can have on their placement and acceptance into high schools, colleges and universities, and employment. In addition, rising 6th graders were asked to likewise take the NWEA test during the summer prior to entering our school. Unfortunately, due to technological failings, students were limited to taking on only the Fall NWEA tests during this past year.

In addition to NWEA, students also took two standardized tests during the year from Discovery Education, increasing total number of standardized tests taken prior to the DC-CAS to three.

The Academic Affairs Committee of the Board of Directors of $(MS)^2$ continues to feel that taking these tests positively impacts the results of the DC-CAS test typically administered in April. The faculty and staff of the school likewise believe that this is true. However, one of the major takeaways for this school year is that due to the technical issues that limited the NWEA, is that the school must spend the necessary time and resources to properly update its IT infrastructure, and always be prepared with a backup paper option of the assessment.

What student-related issues were identified as a result of the evaluation of the school's performance framework? What program changes or continuances will be implemented as a result of the evaluation of the school's performance?

Test Preparation Instruction

All classroom teachers will continue to provide such preparation instruction. $(MS)^2$ students will be placed in appropriate test-preparation groups, which will begin at the start of the school year and continue until the end of the year. All students will use software programs for reading and mathematics.

Saturday Academy

Saturday Academy will be required for all students whose reading and/or mathematics performance is deemed to be below grade level. Further, the proper integration of the Saturday Academy program with the regular program will be a priority.

Extended Day Activities

Students who perform below grade level in either reading or mathematics will have additional afternoon-focused study time. Most of the STEM classes, however, will continue as a vital activity and an important part of the school day.

Parents

Parents will be required to sign a contract with the school that highlights workshops for mathematics, reading, academic software and the use of school-provided technology.

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 Review

$(MS)^2$ will continue to use the curriculum purchased from the Montgomery County Public Schools that serves as a coherent framework to guide teachers as they execute their curriculum mapping to the DC standards and, or course, Common Core. Among the many resources available to the $(MS)^2$ faculty are "*A Guide to Curriculum Mapping, Planning, implementing, and Sustaining the Process,*" by Janet Hale.

Differentiation of Instruction

It is the continued objective of $(MS)^2$ to include strategies in the classrooms for differentiation throughout their instructional plans in the mapping and in the lesson plans.

Planning Time

Additional planning time has now been built into the schedule for teachers to plan. In addition to department-level meetings, weekly grade-level meetings have been implemented to allow for horizontal planning.

Data Analysis

Faculty and staff will continue to keep data and other testing results in the forefront of all aspects of the academic program. The Data Manager will

provide professional development for faculty members on the effective use of data to improve student achievement.

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

Unique Accomplishments

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

Summary of Unique Accomplishments

The following is a presentation of the Howard University Middle School of Mathematics and Science's unique accomplishments and special commendations over the course of the 2013-2014 school year. At $(MS)^2$, first and foremost we are committed to providing all of our students with a top-flight 21st Century educational experience. To honor this commitment, we provide our students with an abundance of meaningful experiences, exposures, competitive opportunities, trips, mentoring relationships, and connections. By combining academic rigor with varied real-world experiences and exposures, we are educating the "whole child". The accomplishments noted here, provide just a glimpse of the variety of activities and opportunities afforded to $(MS)^2$ students.

New Programs

- Working in partnership with Microsoft Academy and the District's Office of the State Superintendent of Education, we offered the class, Microsoft Academy, to 100 of our students in the 7th and 8th grade. Through this program, students not only learned the complete utilization of the Microsoft Office Suite of programs, but they also were also able to become certified in the Suite at the conclusion of the school year.

- Working with a former senior engineer from Howard University, we added a course in 3D/4D Video Virtualization to our STEM Connections program. The course employs the platform from the popular video game Minecraft to have students create their own virtual world and their own avatars. They then are given various challenges that they have to work collectively to program solutions. As this program is part of a larger international research project, over the course of the school year, our students also had to interact with a research group at the Massachusetts Institute of Technology and a group in India.

- In the Spring of 2013, $(MS)^2$ received funding from Microsoft, Comcast, and Donald Graham to launch a pilot program that combined computer science and entrepreneurial studies. Over the course of a six-week period, the participating students learned about mobile application development, business formation, venture capital, and marketing, and then worked in small groups to develop business concepts designed around a unique mobile application design. The program ended with a pitch competition, judged by industry professionals, where the student groups competed for prizes. With the success of the pilot program, for the 2013-2014 school year, this program emerged into a yearlong course called Startup Middle School, for some of our 7th and 8th grade students. Over the course of the year, the students not only studied business theory, but also had regular interactions with business leaders about the future of the STEM economy. Representatives from such groups as the World Economic Forum, Google Glass, and the National Institute of Health visited and presented to the classes. For the second semester, the students worked in teams to create a unique business idea, and we worked hand-in-hand with engineers from the mobile solutions firm, Clearly Innovative, to teach students how to design and create their own mobile applications on multiple platforms. Like the previous year, the course concluded with a pitch competition, however all groups had to at least have a working demo of their app.

- Under the direction of our Academic Liaison, Dr. Kethurah Williams, for the 2013-2014 school year we partnered with the non-profit organization, Mentoring In Medicine, to offer a new offering under our STEM Connections program. Founded by nationally renowned physician, Dr. Lynne Holden, Mentoring In Medicine, is an educational program initially designed for high school students to promote diversity in the medical fields. Due to our commitment to academic excellence, our middle school students were allowed to participate in the program. In implementing the day-to-day instruction, $(MS)^2$ partnered with the Howard University College of Medicine to provide graduate student instructors.

Competitions

- In January of 2014, a group comprised of all female students from $(MS)^2$, won Best in State for the Verizon Innovative App Challenge. The team's winning app, is called Build Central, and it helps users construct various items on their mobile devices.'

- On February 8, 2014, $(MS)^2$ hosted the Department of Energy's Washington DC's Regional Science Bowl Competition. This was $(MS)^2$'s second year of competing in this competition, and the team was extremely proud to finish in 2nd place, after competing against other top middle schools in the region.

- On the evening of March 12th, five $(MS)^2$ students competed in the Chemical Education Fund's, "You Be the Chemist" competition. This was the first time that students from the Middle School competed in this competition, however, three of our school's participants finished in the top 10.

- As with years past, lead by the school's Science Department faculty, $(MS)^2$ students had another impressive showing at the 2014 DC Citywide STEM Fair, the district's largest STEM competition. On March 22nd, four $(MS)^2$ students won a total of seven awards at the fair, one of our students being a finalist for the Grand Prize Award.

- For the seventh consecutive year, $(MS)^2$ students placed in the Sprint Junior Solar Car Regional finals. This year, $(MS)^2$ students placed 1st and 3rd in car design. With their success, the team once again won a trip to the competition's national finals, where $(MS)^2$ has placed as high as fourth in past years.

- At the beginning of June, a two-person team from $(MS)^2$ won the Clearly Mobile Innovation Challenge, sponsored by Comcast. The winning group created a fully functional mobile application that focused on giving music and culture fans direct access to the five elements of Hip Hop. The winning team, beat out nine other groups, and had to both present and defend their "company" before a panel of judges from industry. For their success, in addition to receiving trophies, the first place team also received an all expense paid trip to Philadelphia to visit Comcast's national headquarters.

Notable Honors

- For the 2013-2014 school year, $(MS)^2$ STEM Project Learning teacher, Ms. Florentia Spires, served as one of only 23 Department of Energy Einstein Fellows nationally. The Einstein Fellowship is one of the most coveted programs in the country for mathematics and science teachers, as it allows them the opportunity to work in a STEM related government agency for a full year. Ms. Spires was assigned to the National Science Foundation.

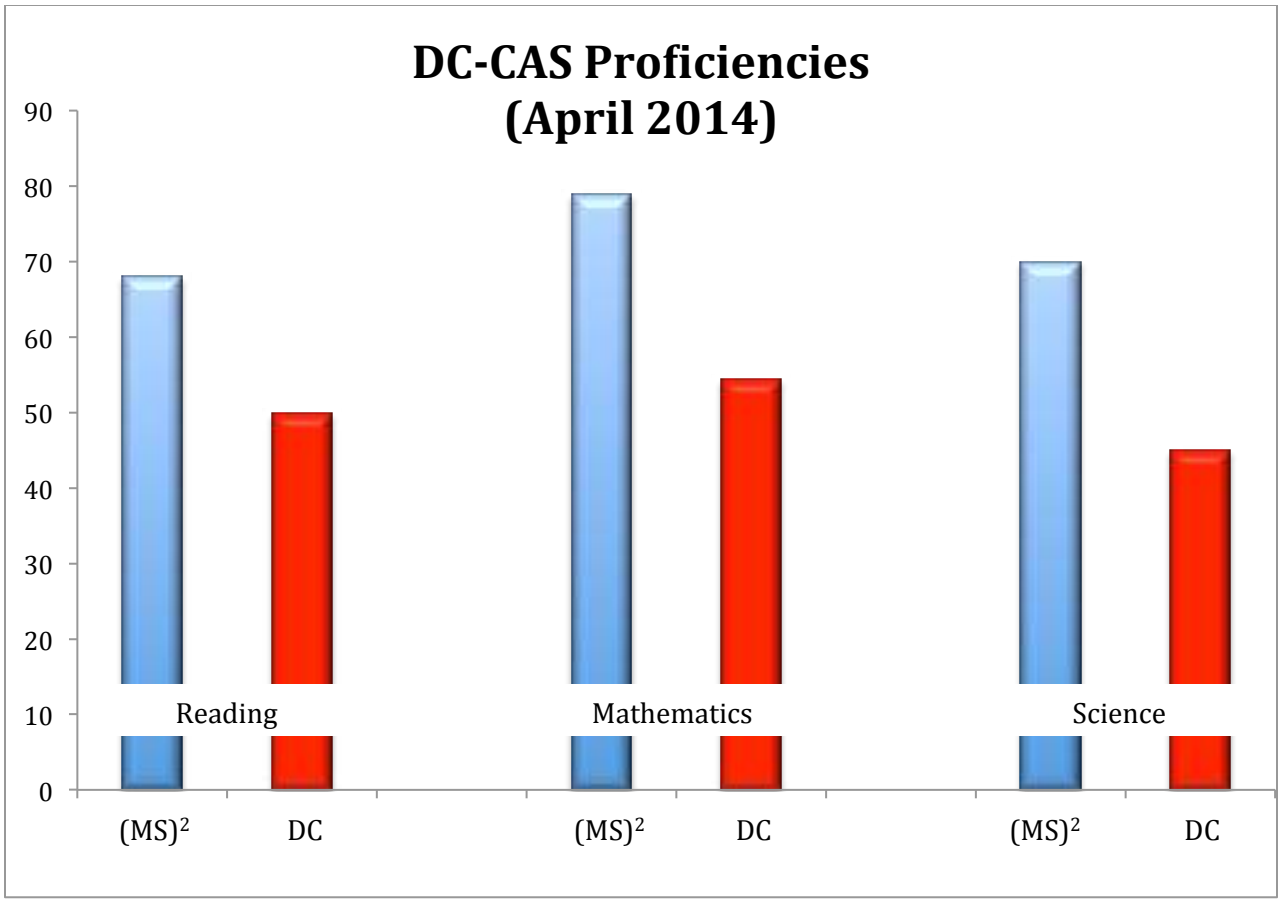
- On three separate occasions over the course of the school year, $(MS)^2$ students appeared on the program, "Tell Me More", with national television and radio news personality, Michel Martin.

- On March 24th, Mayor Vincent Gray visited $(MS)^2$ to attend the "Striving for STEM Excellence" awards presentation. The ceremony acknowledged middle school students who have received local, regional, or national honors for their work in any of the STEM fields. In total, over 50 $(MS)^2$ students, from all three grade levels, received an award.

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

Summary of DC-CAS Results, April 2014

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell



From its inception in August 2005, the Howard University Middle School of Mathematics and Science has scored higher than the District of Columbia schools in reading, mathematics, and science. Data for the final year of the DC-CAS end-of-year test are shown above.

Longer-term data for core subjects are shown individually on the following pages. Additional materials, as requested by the DC Public Charter School Board for the $(MS)^2$ 10-year charter review are included.

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

10-Year Charter Review Goals

Mathematics and Nature: The Fibonacci Sequence and the Nautilus Shell

List of all 10-Year Charter Review Goals, 2014 for $(MS)^2$

In preparation for the 10-year charter review by the DC Public Charter School Board, the Howard University Middle School of Mathematics and Science, $(MS)^2$, was asked to provide evidence of the school's successes in each of the following:

Goal #1: Students will demonstrate annual improvements in reading.

Goal #2: Students will demonstrate annual improvements in mathematics.

Goal #3: Students will demonstrate annual improvements in science.

Goal #4: Students will demonstrate science mastery through the presentation of a science project.

Goal #5: Evidence of attainment of the objectives contained in students' individual educational plans.

Goal #6: Students will participate in extracurricular activities related to mathematics, science, and technology.

Goal #7: Full-time academic faculty will participate in professional development training based on the Howard University School of Education teacher needs assessment, classroom observations, academic data, and best practices.

Goal #8: (The school) will recruit and retain a highly qualified professional staff of key administrators, teachers, and support personnel.

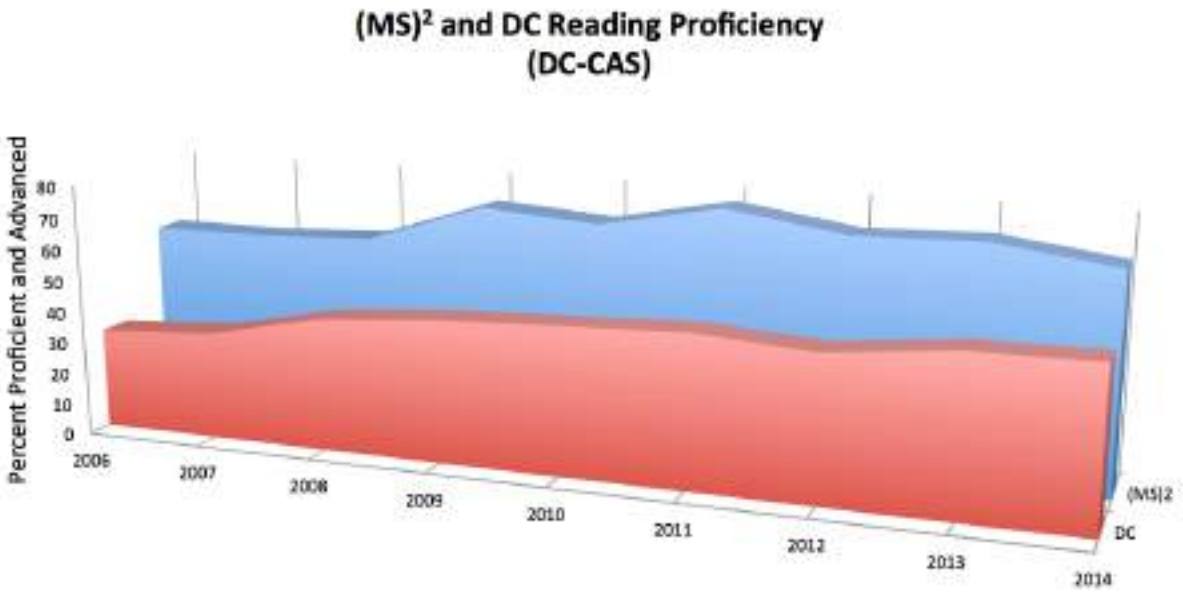
Goal #9: Parents will express satisfaction with the Howard University Middle School of Mathematics and Science programs.

Goal #10: Students will maintain a minimum of 90 percent attendance rate.

Goal #11: To exercise fiscal responsibility with regard to all budgetary matters in ways that ensure the Middle School has adequate funds to support the school and implement all of its programs and services.

The evidence of our attainment of each of the above outlined goals is presented individually on one or more of the following pages.

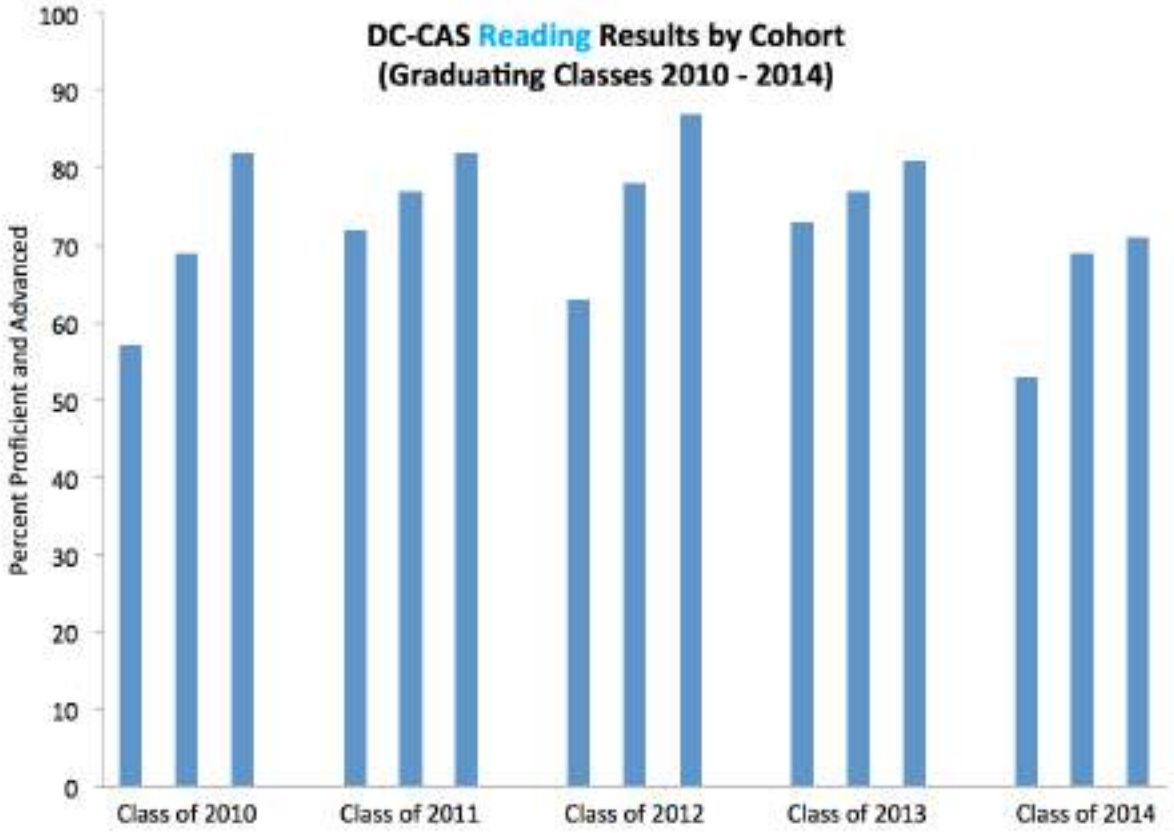
Goal #1: Students will Demonstrate Annual Improvements in Reading



From 2006 - 2014, $(MS)^2$ reading scores (proficient and advanced combined) have been in the 70 -75 percent range. DC-CAS reading scores for the Howard University Middle School of Mathematics and Science, $(MS)^2$ are above those of the District of Columbia, and regression analysis indicates $(MS)^2$ results growing at a rate higher than that of DC students as a whole.

Throughout the school year, $(MS)^2$ administers assessments from the Northwest Evaluation Association and Discovery Education. By the time our 8th graders graduate many are reading at or above the 11th-grade level.

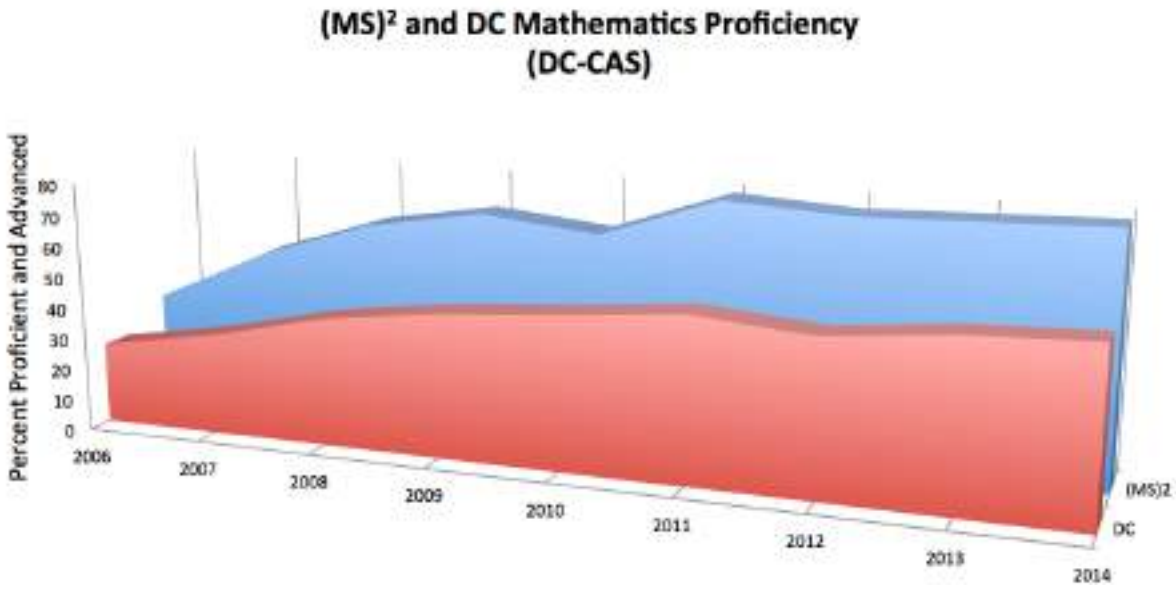
Goal #1, continued: Students will Demonstrate Annual Improvements in Reading



Middle-school students at $(MS)^2$ have taken the DC-CAS reading test three times by the time they graduate; those scores are shown above. As evidenced by analysis of cohort-level data for reading, students show a great deal of improvement (using this test as a surrogate) for each year of attendance at $(MS)^2$.

Middle-school students at $(MS)^2$ have taken the DC-CAS reading test three times by the time they graduate; those three scores are shown above by cohort. As evidenced by analysis of cohort-level data for reading, students show a great deal of improvement (using this test as a surrogate) for each year of attendance at $(MS)^2$.

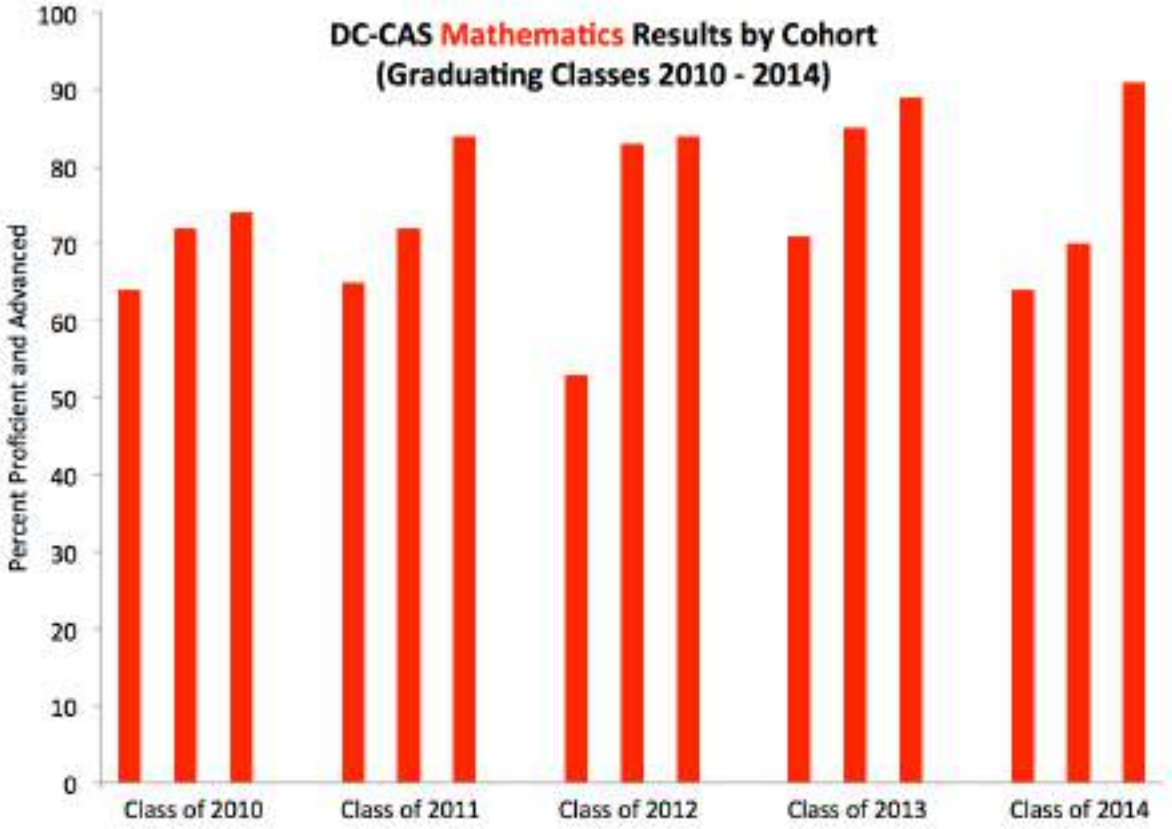
Goal #2: Students will Demonstrate Annual Improvements in Mathematics



DC-CAS mathematics scores for the Howard University Middle School of Mathematics and Science, $(MS)^2$ are likewise above those of the District of Columbia, and regression analysis would illustrate that $(MS)^2$ results growing at a rate higher than that of DC Students.

Throughout the school year, $(MS)^2$ administers assessments from the Northwest Evaluation association and Discovery Education. By the time our 8th graders graduate from the school, it is not uncommon for them to score at or above the 10th-grade level in mathematics.

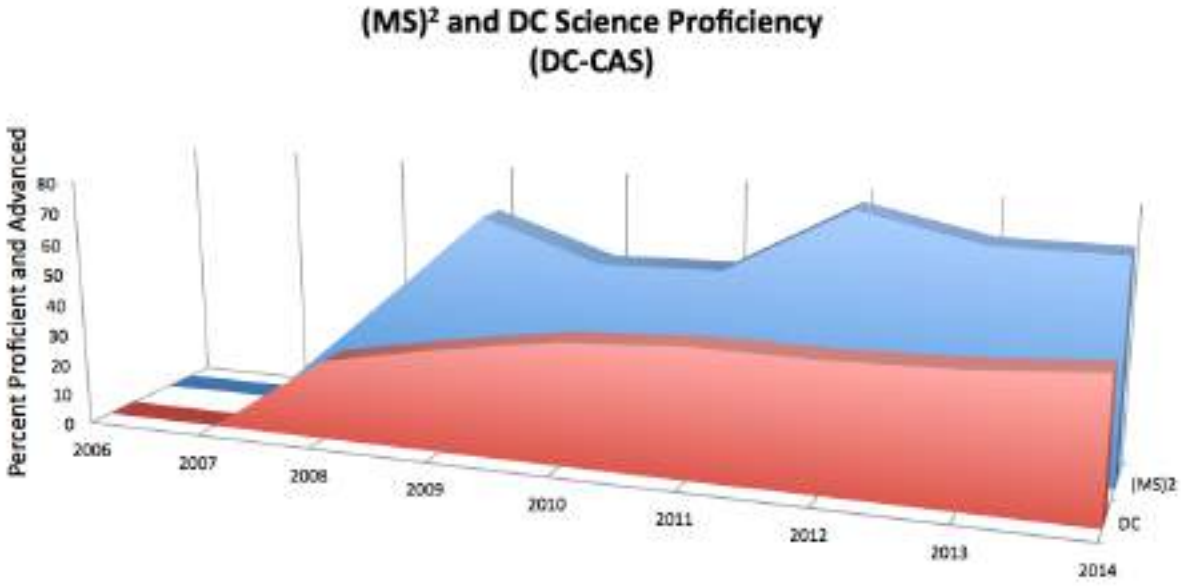
Goal #2 continued: Students will Demonstrate Annual Improvements in Mathematics



As evidenced by analysis of cohort-level data for reading, students show a great deal of improvement (using DC-CAS as a surrogate) for each year of attendance at $(MS)^2$. The 9th-grade mathematics scores (91 percent proficient and advanced) are the highest in school history.

Middle-school students at $(MS)^2$ have taken the DC-CAS mathematics test three times by the time they graduate; those three scores are shown above by cohort. As evidenced by analysis of cohort-level data for reading, students show a great deal of improvement (using this test as a surrogate) for each year of attendance at $(MS)^2$.

Goal #3: Students will Demonstrate Annual Improvements in Science



DC-CAS science tests are administered only to the 8th graders at the middle0school level. Data show that for the Howard University Middle School of Mathematics and Science, $(MS)^2$ have always been above those of the District of Columbia, and regression analysis shows $(MS)^2$ results growing at a rate higher than that of DC students, whose scores have remained largely flat or shown limited growth over time.

Goal #4: Students will Demonstrate Science Mastery Through the Presentation of a Science Project.

In SY2013/14, teachers were asked to have all students propose and present science fair projects to their classmates. Approximately 98 percent of the $(MS)^2$ students presented science experiments at the school level, up marginally from 97 percent one year earlier. Post-presentation, teachers, with the aid of a rubric, selected students to submit their projects to the Annual DC Science Fair Competition. Two of our 6th graders were chosen to participate in the DC-wide science competition; seven 7-graders and three 8-grade students were likewise chosen for the District-level competition

$(MS)^2$ students also participated in other STEM-related competitions held throughout the year. These competitions included:

- MathCounts--a competition for about 40 of our middle school scholars who love mathematics and the challenge of quite difficult problem solving.

- Science Bowl--a competition that includes all science content areas. $(MS)^2$ students placed second in the DC-wide competition.

- You Be the Chemist Challenge--an academic competition that engages students in learning important chemistry concepts, scientific discoveries, and laboratory safety.

- Pi-Day--a celebration of all things Pi. Students were challenged to memorize as many digits of Pi as possible and recite them to their classmates in an assembly.

- Spelling Bee--students engaged in spelling competitions with the goal of being able to compete in the national Spelling Bee competition.

Goal #5: Evidence of Attainment of the Objectives Contained in Students' Individual Educational Plans

During the course of the 2013- 2014 school year, there were 19 students who were eligible and designated as special needs students. Of the special needs students six (31.6%) were designated as other health impaired (attention deficit hyperactive disorder); 10 students (52.6%) were designated as specific learning disability; one student (5.3%) was designated as emotionally disturbed; one student (5.3%) was designated as speech language impaired and one student (5.3%) with dual disabilities of specific learning disability and other health impairment. Additionally, there were five student referred for the initial eligibility process. Seven of the existing special needs students were re-evaluated due to their triennial date due. Thus far, all students met continued eligibility for special educational services with two eligibility determinations still in process.

Additionally, there were six (students who received accommodations under a 504 Plan. There were 15 students (or 4.9% of the student body population) designated as an English Language Learners (ELL).

Of the special education students, one (5.3%) will exit special education services. One student was not invited to return to the school (as a result of extensive interventions and services, as well as several manifestation meetings over a period of time which ruled out the disability as the causation, and excessive truancy). Twelve students (63.1%) were recommended for Extended School Year (ESY); in which students (or 91.6%) are anticipated to attend ESY here at Howard University Middle School of Mathematics and Science (due to parent/guardian opting for senior students to attend at their new high school, relocation, or parent/ guardian opting for student not to attend despite previous agreement).

DCMR Title 5, Chapter 30, Section 3007 states that students who are eligible for special education must have individual educational goals established, reviewed, and, if appropriate revised periodically. At Howard University Middle School, annual IEP meetings as well as other periodic meetings/discussions are held with parents/guardians to review student progress and discuss student performance toward meeting IEP goals and overall educational achievement. Additionally, collaborations with teachers, related service providers, and students are continuous in order to ensure that accommodations, modifications, and best practices are employed. IEP goals written during the school year were written based on student data (both summative and formative) and student needs in conjunction with performance standards set forth by the Office of the State Superintendent of Education in the various content areas, grade levels, and related services. Most students made some progress toward their goals in their respective areas of concern as measured by the school benchmark assessments, grades, observations, work samples, intervention programs, and/or other formative assessments. Only one student did not make adequate progress toward his goals despite many interventions, team meetings, strategies, incentives, additional academic support during and after the school day, and other such measures

utilized. The student's excessive truancies and refusal to complete assignments related to goals caused him not to progress in his goals.

In serving our special education student population during the 2013-2014 school year, there were some successes and challenges. Some successes include: usages of data (formative and summative) and standards in establishing goals and monitoring progress; teacher collaborations; administrative support; parent accessibility and collaborations; and establishment of further intervention and inclusionary services. Some challenges included: space (square footage - due to growth in school programs) and at times parent accountability (which at some point ultimately influences student cooperation).

Goal #6: Students will Participate in Extracurricular Activities Related to Mathematics, Science, and Technology.

The following represents a few of the extracurricular activities involving STEM concepts and practices continue to be available to all students at the Howard University Middle School of Mathematics and Science.

Activity	Explanation
Architecture Club	The Architecture Club introduces students to the field of architecture and planning by relating STEM practices to the field of architecture and their everyday lives, including mathematics and science.
Band and Chorus	Music is all mathematics, and students in this activity are provided an overview of the basics of music via mathematics and science, in particular, tempo and tones are studied as students work cooperatively in groups.
Broadcast Media	While enjoying their work, students are able to learn the various aspects of video production, including the skills needed to produce a video including, but not limited to the use of equipment, lighting, positioning, shadows, recording, and writing. Thinking skills are encouraged.
Who Wants to be a Millionaire?	This club provides students with an understanding of the underpinnings of investment through education and real-time game simulation. The students gain an understanding of investment and its terminology and how to balance risk-taking with profit making.
Design and Technology	These students are introduced to the knowledge and importance of alternative energy sources and how they might use this knowledge to design and build a solar powered car according to specifications. Students learn to analyze and solve problems related to the car and to its capabilities.
Saturday Academy	The Saturday Academy is a special educational program that provides instruction in STEM including study skills and oral expression.
Summer Academy	Summer Academy involves three programs held during the summer months. 1. Recovery, provided for students doing poorly in STEM classes. 2. Bridge, a STEM program for incoming students with low grades on the DC-CAS test. 3. Enrichment, a STEM program for students who were not required to attend either of the above programs.

Goal #6 continued: Students will Participate in Extracurricular Activities Related to Mathematics, Science, and Technology.

Activity	Explanation
3D and 4D Virtualization	Students learn the limits of technology in the absence of hardware and software that meets the needs of both students and teachers. The STEM impact is obvious across all core and non-core classes.
Video Gaming	Students learn the STEM relationships between gaming and their core classes.
Startup Middle School Summer Institute	A collaboration of $(MS)^2$ Social Sector Innovations, and a leading mobile solutions firm, Clearly Innovative. The institute helps students to dream of success in the Global Innovation Economy in the 21st Century. The focus is on problem solving, innovation, and entrepreneurship.

Goal #7: Full-Time Academic Faculty Will Participate in Professional Development Training Based on the Howard University School of Education Teacher Needs Assessment, Classroom Observations, Academic Data, and Best Practices.

Professional development sessions were held daily in the week prior to the opening of the 2013/14 school year, focusing on grade-level orientation, department-level meetings, classroom setup, grade books, and use of $(MS)^2$ software.

From February 2014 through June 2014, $(MS)^2$ faculty attended seven professional development meetings headed by Sheron M. Brown, author of "The Core Deconstructed." These sessions were devoted to how to deconstruct the common core state standards and make them applicable to your teaching in specific classrooms.

The topics of the seven sessions included:

- Contrasting perspectives of the cognitive and knowledge dimensions using definitions and examples in order to generate instructional process maps.
- Compare elements of the levels of learning and distinguish aspects od disciplinary thinking in order to generalize how to advance a learner from novice to expert within a specific standard.
- Analyze and extract the concepts embedded within a standard in order to generate conceptual understanding statements.
- Apply phases of the deconstruction process in order to generate a conceptual understanding and novice/apprentice discipline specific objective stems.
- Apply phases of the deconstruction process in order to fully deconstruct a standard and identify differentiation opportunities using the stems for the various learning levels.
- Evaluate the elements and process of a lesson using previously acquired knowledge and the concepts of the deconstruction process in order to design discipline-specific lessons that move students from the novice to expert learner level within a standard.

At the end of the school year, professional development sessions were held to specifically address two pieces of software including:

- Discovery Education Testing software used extensively by $(MS)^2$ to provide comprehensive standards-based content, professional development, formative assessment, and community engagement proven to positively impact student achievement.
- Achieve3000 software designed to provide differentiated on-line instruction for students and to improve their reading and writing and additionally prepare them for high-school and college.

All classrooms were observed by the principal of $(MS)^2$ a minimum of two times during the school year.

Goal #8: To Recruit and Retain a Highly Qualified Professional Staff of Key Administrators, Teachers, and Support Personnel.

The Howard University Middle School of Mathematics and Science has always maintained a core of highly-qualified professionals inside and outside the classroom. For school year 2013/14, 91 percent of $(MS)^2$ faculty were highly qualified, down from 100 percent in the 2012/13 school year.

To be rated as highly-qualified, faculty at DC secondary schools, including $(MS)^2$, must have a bachelor's degree, as have all $(MS)^2$ faculty members. In addition, DC regulations require that highly-qualified teachers have at least one of the following:

- Pass the Praxis II test in their content area;
- Have an undergraduate college degree in their specific content area;
- Have an advanced degree in the content area;
- Have 30 semester hours (undergraduate and graduate combined) in their content area;
- Have National Board Certification in the content area; or
- Achieve HQ status via a High Objective Uniform State Standard Evaluation (HOUSSE) process and at least 1 year of classroom experience.

For the 2013/14 school year, 91% of the $(MS)^2$ faculty were HQ. $(MS)^2$ faculty who are not currently rated as highly-qualified in the 2013/14 will be encouraged to move as quickly as possible to achieve highly-qualified status, largely through successfully passing the Praxis II test in their specific content area.

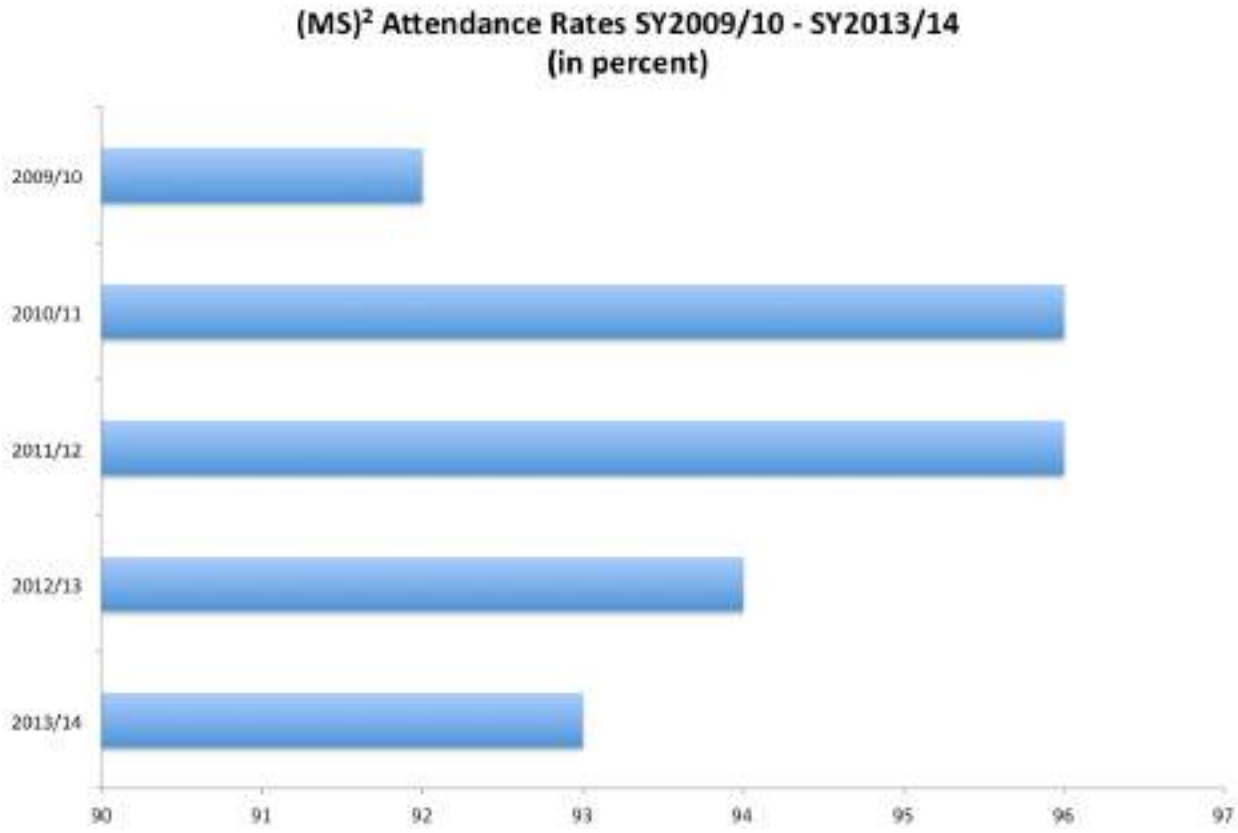
Goal #9: Parents will Express Satisfaction with the Howard University Mathematics and Science Middle School Program.

The Howard University Middle School of Mathematics and Science, $(MS)^2$, administers surveys to parents, students, faculty, and administrators. The most recent results of the survey, shown below, of parents indicate overwhelming satisfaction with school leadership and administrative staff, faculty, classroom management, the school meeting the needs of their children, homework, and preparing their children for high school.

In SY2012/13, 105 parents responded to the survey. Last year, SY2013/14, 126 parents responded.

Survey Indicator	Percent of Respondents in Top Two Categories as Indicated
My relationship with $(MS)^2$ leadership is…	77 percent excellent or good, 3 percent poor
My relationship with $(MS)^2$ faculty is…	79 percent excellent or good, 2 percent poor
The $(MS)^2$ administrative staff is responsible and fair.	81 percent strongly agree or agree, 1 percent disagree
$(MS)^2$ classroom management is good.	79 percent strongly agree or agree, 2 percent disagree
Teachers at $(MS)^2$ are skilled in their respective fields.	90 percent strongly agree or agree, 2 percent disagree
$(MS)^2$ faculty and staff meet my child's needs on a timely basis.	65 percent strongly agree or agree, 4 percent disagree
My child receives the appropriate amount of homework necessary to achieve academic success.	76 percent strongly agree or agree, 1 percent disagree
$(MS)^2$ is doing a good job of preparing my child for high school.	80 percent strongly agree or agree, 0 percent disagree
The grades my child receives from $(MS)^2$ are fair.	68 percent strongly agree or agree, 5 percent disagree
$(MS)^2$ faculty and staff are willing to meet with my child at any time during the day or after school.	76 percent strongly agree or agree, 1 percent disagree
Would you recommend $(MS)^2$ to other parents?	78 percent responded "yes," 5 percent responded "no"

Goal #10: Students will Maintain a 90 Percent Attendance Rate.



The $(MS)^2$ attendance rate has surpassed the minimum expected rate proscribed by the DC Public Charter School Board annually for many years. Data from the graphic above indicate that attendance rates over the past 5 years have exceeded 94 percent.

Goal #11: To Exercise Fiscal Responsibility with Regard to All Budgetary in Ways that Ensure the Middle School has Adequate Funds to Support the School and Implement All of its Programs and Services.

As documented by the annual financial audit report submissions, the Howard University Middle School of Mathematics and Science, $(MS)^2$ has had an impartial opinion every year of operations without any significant deficiencies. For detailed information, see Appendix C and Appendix D of this report.

Appendix C

March 1, 2011

Dr. Hassan Minor
Interim Board Chair
Howard University Middle School of Mathematics and Science
2400 Sixth Street, NW
#302
Washington, DC 20059

Dear Dr. Minor:

This letter serves to inform you that at its public meeting held on February 28, 2011, the District of Columbia Public Charter School Board (PCSB) granted full continuance to Howard University Middle School of Mathematics and Science Public Charter School based on its charter review performance pursuant to the School Reform Act, §38-1802.13 (a)(b).

The PCSB takes seriously its role in providing oversight of the schools under its authority, and sees the charter review process as one that assesses a school's ability to meet high standards for providing quality education. We appreciate the efforts of your Board of Trustees, teachers, administrators and staff in serving students of Washington, D.C.

Sincerely,

Brian W. Jones
Chair

cc: Sue White, Head of School

Appendix D

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

April 2, 2014

Dr. Aprille Ericson
Board Chair
Howard University Middle School of Math and Science PCS
405 Howard Place
Washington, DC 20059

Dear Dr. Ericson:

The Public Charter School Board (PCSB) conducts Qualitative Site Reviews (QSR) to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a QSR during the 2013-14 school year for the following reason:

- School is eligible for a 10-year Charter Review during 2014-15 school year

Qualitative Site Review Report

A QSR team conducted on-site review visits of the Howard University Middle School of Math and Science Public Charter School (Howard University PCS) between February 3 and February 21, 2014. The review window was extended one week beyond the normal two-week window due to inclement weather. The purpose of the site review is for PCSB to gauge the extent to which the school's goals and student academic achievement expectations were evident in the everyday operations of the public charter school. To ascertain this PCSB staff and consultants evaluated your classroom teaching by using an abridged version of the Charlotte Danielson *Framework for Teaching* observation rubric. Members of the QSR team conducted 30 to 45 minute observations in classrooms. The QSR team scored each observation based on the critical attributes outlined in the *Framework for Teaching*. The team also visited a board meeting in order to observe the school's governance as it relates to fulfilling its mission, and charter goals.

The QSR team's report is attached. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at Howard University PCS. Thank you for your continued cooperation as PCSB makes every effort to ensure that Howard University PCS is in compliance with its charter.

Sincerely,

Naomi DeVeaux
Deputy Director

Enclosures
cc: School Leader

EXECUTIVE SUMMARY

The Howard University Middle School of Math and Science Public Charter School (Howard University PCS) serves 316 sixth through eighth grade students on the campus of Howard University in Ward 1. Through collaborative efforts with the school community, the mission of the Howard University Middle School of Mathematics and Science 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 for all individuals will be encouraged in an enriched educational environment that will prepare students to succeed in high school and beyond. The DC Public Charter School Board (PCSB) conducted a Qualitative Site Review (QSR) in February 2014 because Howard University PCS is eligible for 10-year Charter Review during the 2014-15 school year.

PCSB conducted observations over the course of a three-week window, from February 13 to February 21. A team of two PCSB staff members and three consultants (including a consultant with a background in special education) conducted 19 observations of classrooms. The spirit of the QSR process is to identify the educational experience for all students, inclusive of students with disabilities, at a particular school. The results of this QSR are thus reflective of what the QSR teams observed in all learning environments within the school, including where students with disabilities are being serviced. This includes two Special Education teachers observed pushing into classrooms and pulling students out of the classroom for additional support. In some instances the QSR team may have observed a classroom twice. The QSR team used Charlotte Danielson's *Framework for Teaching* Rubric throughout the observations and observed classrooms in mornings and afternoons. In addition to this three-week observation window, PCSB also attended a Board of Trustees meeting to observe the school's governance as it relates to fulfilling its mission and charter goals.

On average the QSR team scored 83% of the observations as proficient or exemplary for the Classroom Environment domain. In nearly all of the observations the students and teachers were respectful to one another. Students were focused on their learning and teachers maintained high expectations for behavior and work completion. There were very few instances of student misbehavior and nearly all were dealt with fairly and maintained the students' dignity. In a majority of the observations classroom routines and procedures functioned smoothly with little to no loss of instructional time.

On average the QSR team scored just 51% of the observations as proficient or exemplary for the Instructional Delivery domain. This is a low overall percentage, considering the school is entering its 10th year of operation. Seventy-four percent of the observations were scored as proficient with Communicating with Students, the highest rated element in this domain. Most teachers communicated directions and presented content clearly to students. They used age-appropriate vocabulary and at times modeled the learning tasks for students. However fewer than 50% of the observations received a rating of proficient or exemplary in three domains: Using Questioning & Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction. There was inconsistency school wide regarding the level of questioning posed to

students and differentiation of learning tasks. The QSR team saw few examples of student discussion in classrooms and many teachers posed questions simply requiring one-word answers. There was also inconsistency school wide with the quality of assessment used in instruction. Some teachers were constantly taking the pulse of student learning and providing feedback in a timely manner. Other teachers provided little feedback to students. Checks for understanding were often global and did not provide teachers with individual student understanding.

CHARTER MISSION, GOALS, ACADEMIC ACHIEVEMENT EXPECTATIONS, AND BOARD GOVERNANCE

This table summarizes Howard University's goals and academic achievement expectations as detailed in its charter and subsequent Accountability Plans, and the evidence that the Qualitative Site Review (QSR) team observed of the school meeting those goals during the Qualitative Site Review Visit.

Mission and Goals	Evidence
Mission: Through collaborative efforts with the school community, the mission of the Howard University Middle School of Mathematics and Science 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 for all individuals will be encouraged in an enriched educational environment that will prepare students to succeed in high school and beyond.	The QSR team observed evidence toward the school meeting its mission. *Collaborative efforts with the school community* The QSR team observed one of the math teachers supporting other math and science teachers during multiple class periods. Several college students enrolled in Howard University are student tutors. The team saw the student tutors assisting with administrative duties and supporting teachers and students. *Concentration in Mathematics and Science* The school offers a variety of science and mathematics courses to its students in 6th through 8th grade. Students take a standard science course as well as STEM courses and STEM Literacy courses, in which they completed hands-on projects and learned math and science vocabulary. Students used laptop computers, calculators and other manipulatives to enhance their learning and worked in small groups to complete problems during the math observations. *Intellectual, Social and Emotional growth; Appreciation for diversity and sensitivity* The students were polite and courteous to one another in nearly all of the observations. In several observations students praised each other without prompting from the teacher, giving each other winks, thumbs up or even cheers. Most of the teachers used encouraging words when speaking to students and maintained high expectations for learning and

Mission and Goals	Evidence
	communicating with other students. There were posters around the school with positive inspirational messages and anti-bullying messages created by the students. While the QSR team did not observe any evidence of students being taught or appreciating diversity, this does not indicate that the school is failing to meet this aspect of the mission. *Enriched educational environment preparing students for high school and beyond* Teachers used Promethean Boards to project information and to promote student interaction with content. Students used laptops and iPads to research information in social studies classes or get additional support with their math work. The teachers were often overheard discussing college with their students, were knowledgeable about their content, and made outside connections to history and social justice. The school held a science fair during the observation window where students shared presentations within their science classes. However, only half of the classrooms scored proficient or exemplary in using questioning/prompts and discussion techniques which are skills necessary to compete in high school and beyond.
Students will demonstrate annual improvement in reading.	The QSR team observed evidence of efforts to improve reading skills. The Literacy classes are 90-minute blocks each consisting of a daily objective, learning goals, and a Do Now. The students used authentic texts in these classes – such as *A Wrinkle in Time*, or excerpts from a larger book. The teachers integrated technology into the lessons and also focused on teaching explicit reading comprehension strategies and vocabulary instruction. The teachers used data to tier students in need of additional support within their literacy blocks and during a unique intervention block.
Students will demonstrate annual improvement in mathematics.	The QSR team observed evidence of efforts to improve math skills. Students learned about computing complementary angles, evaluating

Mission and Goals	Evidence
	the perimeters and areas of parallelograms, and identifying the perimeter and area of right triangles. Some students worked in small groups on solving word problems while others worked collaboratively with their laptops using an online math program. In several of the math classes, students were not only asked to state answers to problems, but were also asked to defend their thinking. Teachers taught math vocabulary in some of the STEM literacy courses. In one of the math observations, there was a content error made by the teacher that left students confused. One of the classes was extremely challenged with one and two-digit division problems, a concept typically mastered in elementary school.
Students will demonstrate achievement in science.	The QSR team observed evidence that students are demonstrating achievement in science. For information about science instruction, please see the Mission section of this report.
Students will demonstrate science mastery through the presentation of a science project.	There were several posters around the school promoting a science fair on February 19th. The teachers discussed science projects with their students in some of the classes and the team was able to observe a few of the science project presentations. However, students seemed unsure of their understanding of the science concepts while presenting their science projects with the class.
Special education students will make progress toward attainment of goals as outlined in Individual Education Plans (IEPs).	The QSR team did not review IEPs and cannot comment on progress towards attainment of students' goals. The team observed the two Special Education teachers providing support to students while pushing into classrooms and during pull-outs.

Mission and Goals	Evidence
Students will participate in extracurricular activities related to mathematics/science/technology.	The master schedule provided to PCSB includes time for students to attend extended enrichment from 3:30 – 4:30 PM, but there are no classes listed. The QSR Team did not observe any classes held during this time of day.
Full time academic faculty will participate in professional development training based on the Howard University School of Education teacher needs assessment, classroom observations, academic data and best practices.	The QSR team neither looked for nor observed any evidence related to this goal. Please see the Board Governance section of this report for discussions about upcoming professional development for teacher.
To recruit and retain a highly qualified professional staff of key administrators, teachers, and support personnel.	The QSR team neither looked for nor observed any evidence related to this goal. However, the QSR team scored 83% of the observations as proficient or exemplary for the Classroom Environment domain and just over half (51%) of the observations as proficient or exemplary for the Instructional Delivery domain.
Parents will express satisfaction with the Howard University Mathematics and Science Middle School Program.	The QSR team neither looked for nor observed any evidence related to this goal.
Students will maintain a 90% attendance rate.	Most of the classrooms seemed full, with many seemingly at capacity. Very few students arrived late to school or to any classes.
To exercise fiscal responsibility with regard to all budgetary matters in ways that ensure the Middle School has adequate funds to support the school and implement all of its programs and services.	The QSR team neither looked for nor observed any evidence related to this goal.

Mission and Goals	Evidence
Board Governance	A PCSB staff member also attended the Howard University PCS Board Meeting, which occurred on January 24th at 1:00pm. Eight board members were present at the meeting. The Board has an effective committee structure in place with the academic, data, and finance committees sharing their work to the whole board. Board members discussed an upcoming professional development focused on the Common Core State Standards, the students' performance on the most recent interim assessment, student grades during Quarter 1, the search for a new Principal and the status of the current budget. The school also reported on two open parent board positions, preparation for the upcoming charter review and a possible amendment to their charter.

CLASSROOM ENVIRONMENT[1]

This table summarizes the school's performance on the Classroom Environment domain of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored 83% of the observations as proficient or exemplary for the Classroom Environment domain.

Classroom Environment	Evidence Observed	School Wide Rating	
Creating an Environment of Respect and Rapport	Approximately 90% of observations were proficient or exemplary in Creating an Environment of Respect and Rapport. The teacher and student interactions were very respectful, reflecting warmth and caring. The teachers often referred to students as "sir" or "ma'am." Students were respectful to their peers even when they disagreed with their answers. The teachers often displayed excitement for students' responses to questions and made personal connections with students during the lesson.	Exemplary	16%
		Proficient	74%
	Only 10% of the observations were below proficient in Creating an Environment of Respect and Rapport.	Satisfactory	5%
		Limited	5%
Establishing a Culture for Learning	79% of observations were proficient or exemplary in Establishing a Culture for Learning. Students were eager to complete tasks and often recognized the efforts of their classmates. Teachers used language to help students identify ways to improve their responses such as, "Think about it from this perspective." Some teachers created opportunities for students to turn-and-talk and/or work collaboratively in small groups. Teachers shared expectations with students for small group collaboration prior to the transition to small group work.	Exemplary	16%
		Proficient	53%

[1] Teachers may be observed more than once by different review team members.

Classroom Environment	Evidence Observed	School Wide Rating	
	21% of observations were below proficient in Establishing a Culture for Learning. Several of the teachers only referenced scoring high on the DC CAS as the reason for learning the material. Some teachers did not recognize student effort, and a few of the students exhibited little to no pride in their work.	Satisfactory	21%
		Limited	0%
Managing Classroom Procedures	79% of observations were proficient or exemplary in Managing Classroom Procedures. There was little to no loss of instructional time in most of the observations. Students followed classroom expectations with minimal to no prompting. There were some attention-getters used school wide to garner student attention, such as "Ago….Amay." The students in most classes used technology with ease and there was little time lost when students transitioned from one activity to another.	Exemplary	16%
		Proficient	63%
	21% of observations were below proficient in Managing Classroom Procedures. Examples include instructional time lost due to inefficient systems and directions when transitioning activities and handing out laptops and/or materials and small groups that were only partially engaged when not working with the teacher,	Satisfactory	11%
		Limited	11%
Managing Student Behavior	84% of observations were proficient or exemplary in Managing Student Behavior. Several teachers paused the lessons to globally address misbehaviors with positive results. The standards of conduct were posted in many hallways and classrooms. In these observations teachers rarely needed to redirect students and, did so respectfully. Teachers were mobile, circulating the room to ensure that students were on task.	Exemplary	11%
		Proficient	74%
	Only 16% of observations were below proficient in Managing Student Behavior. During a few of the observations, the team saw teachers who were unable to find	Satisfactory	16%

Classroom Environment	Evidence Observed	School Wide Rating	
	the students' classwork, not responding respectfully to students needing help, unresponsive to misbehaviors, and not effectively establishing rules and expectations for students to follow in advance of activities.	Limited	0%

INSTRUCTIONAL DELIVERY

This table summarizes the school's performance on the Instructional Delivery elements of the rubric during the unannounced visits. PCSB considers any rating below proficient to be under the standard of quality expected of DC charter schools. The QSR team scored just over half (51%) of the observations as proficient or exemplary for the Instructional Delivery domain.

Instructional Delivery	Evidence Observed	School Wide Rating	
Communicating with Students	74% of observations were proficient or exemplary in Communicating with Students. These teachers posted the learning outcomes on the Smart Board or on whiteboards and referred to them throughout the lesson. Teachers communicated their expectations for each learning task and students appeared to be clear on their work. Teachers used rich vocabulary appropriate for middle school students and nearly all delivered content was free of error.	Exemplary	21%
		Proficient	53%
	26% of observations were below proficient in Communicating with Students. In these observations the objective was not stated or posted and the focus of the lesson was unclear to the observer and the students causing teachers to restate directions multiple times. This caused misunderstanding, confusion, and valuable instructional time to be lost.	Satisfactory	16%
		Limited	11%
Using Questioning and Discussion Techniques	Only 39% of observations were proficient or exemplary in Using Questioning and Discussion Techniques. These proficient and exemplary teachers primarily used questions to check for understanding to large groups of students and they built on student responses to probe deeper. A few teachers used open-ended questions to push students to make inferences and use evidence from the text to support their responses.	Exemplary	6%
		Proficient	33%
	The majority of observations (61%) were below proficient in Using Questioning and Discussion Techniques. There was limited conversation or	Satisfactory	50%

Instructional Delivery	Evidence Observed	School Wide Rating	
	discussion among students about academic matter in these observations. Some of the teacher-student dialogue was not productive and at times got off task. Most of the questioning required one-word answers and did not push student thinking or challenge them to evaluate or synthesize information.	Limited	11%
Engaging Students in Learning	Fewer than half (47%) of observations were proficient or exemplary in Engaging Students in Learning. Most of the teachers' assignments were aligned with the goals and objectives of the lesson. The students were engaged using a variety of technology mediums and tasks. Student motivation was high in most of the observations. Some students were engaged in turn-and-talk activities and worked in small groups. Students often entered the classroom immediately and got to work with little direction from the teacher.	Exemplary	5%
		Proficient	42%
	53% of observations were below proficient in Engaging Students in Learning. All of the students worked on the same task with the QSR team only noting a few examples of differentiation. The pacing of lessons were often ineffective because teachers went off topic during class discussions or the length of warm-ups went on longer than twenty minutes. During observations where student presentations were taking place, other students were doing other work and responded minimally to their classmates' work.	Satisfactory	53%
		Limited	0%
Using Assessment in Instruction	Fewer than half (42%) of observations were proficient in Using Assessment in Instruction. In these observations teachers used questioning to check for understanding and adjusted instruction accordingly. The teachers circulated	Exemplary	0%

Instructional Delivery	Evidence Observed	School Wide Rating	
	around the classrooms to offer feedback and in some cases provided specific feedback to students. Several teachers used exit tickets or another type of end of class review to assess their students.	Proficient	42%
	58% of observations were below proficient in Using Assessment in Instruction. In several observations the teachers relied primarily on global student feedback. There was no evidence of rubrics or criteria for how student work should be assessed in some observations. A majority of the feedback given to students was not specific or substantive.	Satisfactory	42%
		Limited	16%

APPENDIX I: CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.

Classroom Environment	Limited	Below Proficient	Proficient	Exemplary
Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

APPENDIX II: INSTRUCTIONAL DELIVERY OBSERVATION RUBRIC

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Communicating with Students	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate may of the high-level questions and assume responsibility for the participation of all students in the discussion.
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.

Instructional Delivery	Limited	Below Proficient	Proficient	Exemplary
Using Assessment in Instruction	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.

Appendix E

Howard University Public Charter Middle School of Mathematics and Science

405 Howard Place, Washington DC 20059

2010 - 2011 Annual Report

Dr. Aprille Ericsson

Board Chair

(202) 494-9090

Mathematics does matter in the real world.

On the cover: A popular snack food and the roof of the Capital Center (former home of the Washington Bullets and Wizards) are both in the shape of a hyperbolic paraboloid. This shape, which follows the equation, $z = \frac{x^2}{a^2} - \frac{y^2}{b^2}$, has surprising strength that permits shipping without breakage and can support heavy snowfall as well.

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE
ANNUAL REPORT
ACADEMIC YEAR V - 2010-2011

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I. SCHOOL DESCRIPTION

I.1 MISSION STATEMENT

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science (MS)² provides an educational experience of exceptional quality for a diverse population of students in grades six, seven and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. (MS)² encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

I.2 SCHOOL PROGRAM

A. GRADE AND AGE LEVELS SERVED

In academic year 2010-11, its sixth year of operation, the Howard University Middle School of Mathematics and Science served two hundred eighty-four (284) sixth, seventh and eighth grade students. These students ranged in age from ten to fourteen years. ***(See Appendix I – Data Worksheet.)***

B. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

1. **Academic Learning Program**
   a. 8:10 a.m. – 3:30 p.m. • (73-minute classroom periods on alternate day block schedule)

2. **STEM Connections**
   a. 3:30 p.m. – 4:30 p.m. (Applied Mathematics, Science and Technology Extension Classes)

3. **Saturday Academy**
   a. 9:00 a.m. 12:00 p.m. (Bi-weekly Saturdays)

4. **Summer Academy**
   a. 8:00 a.m. – 12:30 p.m. (June 27th –August 6th)

5. **Core Subjects**
   a. Mathematics
   b. Science
   c. English Language Arts
   d. Reading
   e. Social Studies
   f. Spanish
   g. Music
   h. Health/Physical Education

C. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The Howard University Public Charter Middle School of Mathematics and Science is committed to academic excellence for all students. The inquiry- and standards-based curriculum offered is designed to excel students in the areas of mathematics and science and to connect and integrate these disciplines into all core subjects. The educational framework is built on a curriculum supported by problem-solving, critical thinking, and scientific inquiry. Further, commitment to developing the "whole" student that balances intellectual development with psychological, social and emotional growth is a priority and evident within the learning environment.

This approach has two purposes. First, it is intended to actively engage students in hands-on and minds-on activities that develop their critical problem-solving skills, creativity and academic confidence. Teachers paint an intellectual picture throughout the school year that promotes in-depth and enduring knowledge and understanding of mathematics and science. This momentous goal is achieved through an interdisciplinary, pedagogical approach that is vastly different from the traditional dichotomous approach to teaching. Our teachers intuitively make connections to the mathematics and/or science concepts that are inherent in their units. Additionally, cross curricular planning allows for the science and/or mathematical theme to flow naturally throughout the day as students move from course to course, which in essence makes the connections, helps students gain deeper understanding and often addresses the importance of why they are learning the content.

Secondly, the curriculum is intended to reach all students regardless of skill levels, epistemological styles, personalities and cultures, to prepare them to meet and exceed the *learning standards* requirements for the District of Columbia. To encourage students to accept more rigorous academic challenges through advanced coursework, individual projects, activities, games, competitions and computer-assisted technologies, (MS)^2 teachers were charged with customizing the learning environment to accommodate the individual learner. (MS)^2 teachers facilitate multi-level, heterogeneous, cooperative learning, peer-coaching classrooms that emphasized the importance of relationships between the teacher and the student(s), and among the students themselves.

In an effort to become a school that has fully integrated technology in the delivery of instruction, (MS)^2 teachers continue to expand their utilization of StudyWiz Spark. StudyWiz is a tool used to manage, personalize and distribute curriculum within a multimedia setting. StudyWiz Spark, a web-based program developed by the Etech Group, facilitates learning through the use of the internet. The multimedia capabilities include online testing, e-chats and allows students to store completed assignments for ready access by themselves and their teachers. Collaboration among teachers has greatly increased, and students are becoming more engaged in learning through the multimedia rich content that has been made available through StudyWiz Spark. Not only can (MS)^2 teachers communicate with students, but (MS)^2 students can also access StudyWiz Spark both in and out of the classroom. Even parents can access StudyWiz Spark to stay up-to-date on their children's classroom activity. What started as an effort to connect teachers has evolved into a school-wide process of engagement. StudyWiz Spark simplifies the complex interactions between technology and educational curricula, and makes existing curricula more dynamic by enabling personalized learning, active communication and real-time assessment and results. With its roots in the K-12 education industry, StudyWiz Spark tailors itself to the current issues and trends that impact K-12 students and the key stakeholders – teachers, parents, and administrators. ***(See Appendix 18)***

D. PROVISIONS MADE FOR STUDENTS WITH DISABILITIES AND LIMITED OR NON-ENGLISH PROFICIENT STUDENTS

During the 2010-2011 academic school year the Special Education Coordinator and the Student Support Team provided the support required for all newly enrolled and continuing students with Individual Educational Plans (IEPs), there were no students enrolled with limited or non-English proficiency. Service for students requiring related services were identified and such services were provided. In addition, any other students identified as needing special services during matriculation at (MS)² were also provided with the appropriate services.

The (MS)² facility meets federal requirements for persons with disabilities.

E. CORE SUBJECTS

1. Reading / Language Arts Course Descriptions

1.1 Creative Writing

This course is designed to explore various writing genres including: narrative writing, expository/informational writing, persuasive writing, creative non-fiction, and poetry. This class follows a workshop-style format. Students also critique the works of established authors and peers as a means of evaluating writer's craft and cultivating community. Experimentation and creativity are encouraged. Each student is expected to submit work for at least one writing competition and contribute to the creation and development of (MS)²'s first creative writing literary blog.

1.2 Reading Resource Laboratory

This course is an interactive and cooperative learning experience, in which students learn to develop and strengthen self-regulating reading behaviors. Instruction for the course is driven by student interest and their background knowledge. Many different reading strategies are introduced and students adopt those that meet their needs. 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 of all subjects. Multiple assessments (e.g. NWEA, portfolios, Gates-MacGinitie) are used to assess students' progress over time.

1.3 6th Grade - English/Language Arts

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

1.4 7th Grade - English/Language Arts

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

1.5 8th Grade - English/Language Arts

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

2. Mathematics Department Course Descriptions

2.1 6th Grade – Investigations in Mathematics I

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 Advisory 2 and Advisory 3. Proportion, one of the most important concepts students need to grasp in the 6th grade, takes center stage during Advisory 4. 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.

2.2 7th Grade - Investigations in Mathematics II

Seventh grade students are introduced to fundamental algebraic principles while bolstering their computational and problem solving skills. Concepts are implemented in exercises related to real world applications to obtain an in-depth and comprehensive understanding of the concept application. Technology is imbedded into the course as virtual manipulatives and real time assessments, in an effort to allow students to regulate their growth, progress and understanding.

2.3 8th Grade - Pre Algebra

The major emphases of the Grade 8/Pre-Algebra course are rational numbers, proportionality, measurement, data collection and analysis, probability, and beginning algebra concepts that serve as a transition into the formal study of algebra and geometry. Students develop a deep understanding of rational number concepts, become proficient in rational number computation, and learn to think flexibly about relationships among fractions, decimals, and percents. Rational number concepts are developed through problem situations covering a range of topics. Proportionality concepts are developed through extensive applications of ratio and proportion, percent, similarity, scaling, and slope of linear equations. Students learn to recognize and generate equivalent expressions as well as solve one- or two-step single-variable equations and inequalities. Students investigate geometric relationships by drawing, measuring, visualizing, comparing, transforming, and classifying geometric objects. Important aspects of measurement include selecting and using appropriate units and scales. Students formulate questions; design studies; and collect, organize, and interpret data. Students develop simple probabilities by using experimentation and analysis of possible outcomes.

2.4 Algebra I

Algebra I 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.

2.5 Informal Geometry

This course introduces students to the basic geometry concepts using an inductive approach. Students investigate the concepts of points, lines and planes and properties of triangles.

3. Science Department Course Descriptions

3.1 Grade 6 - Earth and Space Science

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

3.2 Grade 7 - Life Science

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

3.3 Grade 8 - Chemistry and Physics

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

4. Social Studies Department Course Descriptions

4.1 6th Grade - World Cultures and Geography

In grade 6, students use maps, globes, graphs, and information technologies, such as global positioning systems, to study geography and patterns of land use and culture around the world. They learn to think geographically, and they become aware of the locations and special features of different places. Grade 6 students learn how people and their activities affect the earth's surface. They identify how living in cities or rural areas affects 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.

4.2 7th Grade - World History and Geography: Ancient World

In grade 7, students explore the world outside the United States and North America. They study the origins of human beings in Africa and learn how early societies formed in the Middle East (Mesopotamia), India, and China. Grade 7 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.

4.8 *8th Grade - U.S. History and Geography I: Growth and Conflict*

In grade 8, 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 Northern and Southern states 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.

5. Spanish Course Descriptions

5.1 *Grade 7 - Introduction to Spanish*

Using cooperative learning, dialogues, projects and web-based activities, the course addresses the D.C. Foreign Language Standards as well as the National Foreign Language Standards of "The 5 C's": **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.

5.2 *Grade 8 - Spanish 1*

Cooperative learning, dialogues, projects and web-based activities are some of the tools utilized in addressing the D.C. Foreign Language Standards and the National Foreign Language Standards of "The 5 C's": **communication, cultures, connections, comparisons,** and **communities.** Students explore basic grammar concepts more extensively using the following themes: the Spanish culture and geography; family/home vocabulary; information; travel and transportation; professions; and leisure activities.

6. Music Course Descriptions

6.1 *Grade 7 - Music Appreciation*

Students develop an appreciation for music through the introduction of various aspects, including: singing; performing on classroom instruments such as the recorder and fretted instruments; reading and notating music; composing, arranging, improvising, and listening; and evaluating music and music performances. Students explore the relationship of music to disciplines outside the arts, as well as to history and culture.

6.2 *Grade 8 – Music Technology*

The *Music Technology* course is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. Instruction includes a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course explores sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering. There is also an examination of current legal and ethical issues regarding digital music and the recording industry.

7. *Physical Education/Health*

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

F. BRIEF DESCRIPTION OF KEY MISSION-RELATED PROGRAMS

1. Department of Specialized Programs

The **Department of Specialized Programs** provides the administrative structure for the extended academic component of (MS)². This department oversees (1) **Internship Program**, (2) **Science, Technology, Engineering, and Mathematics (S.T.E.M.) Connections** (3) **Saturday Academy** and the (4). **Summer Academy.** All of these programs support the core academic program of (MS)².

1.1. Internship Program

The **Howard University Internship Program** has become an integral part of the (MS)² academic community. During this year our instructional program was complemented with the assistance of thirty-eight (38) interns. These young people represented some of the premier students who have matriculated at Howard University. They brought love for children, concern for their education and future, and their expertise in their field of study. Interns are assigned to provide hands-on assistance in the classroom. Some facilitate STEM activities while others assist with the meals program and administrative assignments *(See Appendix B)*

2.1. STEM Connections: Applied Mathematics, Science and Technology Extension Classes

STEM Connections: Applied Mathematics, Science and Technology Extension Classes continue to provide students with the opportunity to engage in exciting and unique activities and clubs designed to target personal interests, learning styles, and/or talents. STEM activities convene daily from 3:30 to 4:30 p.m. All students are required to participate, as this is an integral part of the (MS)² school day. Students were offered a plethora of diverse activities to enhance and support their formal academic education. Although some of the activities and clubs are not specifically mathematics and science based, therefore all teachers and advisors were charged with integrating science and mathematics whenever and wherever feasible. In addition to extracurricular activities and school clubs, the program also provided several supervised study halls, called Scholars' Hall. Scholars' Hall provided both individual and small group tutoring sessions for students in need of intense academic assistance. Also it provided a perfect (in school) environment for students who just wanted a quiet place to study, read, and/or begin their homework assignments.

The availability and focus of the Academic Electives in the program will continue to be expanded in the 2011-2012 academic year to include more: aeronautics and aerospace literary, expressive, and creative arts; student inventions; and other clubs and activities consistent with the school's focus on mathematics, science and technology.

During the 2010-2011 academic year, students were engaged in the following STEM-related activities:

a) ***Architecture Club***
Introduced students to the field of architecture and planning by relating architecture to their lives in the District of Columbia. The curriculum is designed to educate students on the use of architecture while applying the lessons they have learned in mathematics

and science. Students learned the importance of design, programming of spaces and design presentation. They were introduced to building materials and how these materials are put together to form structures. The end result provided students the opportunity to think and act like professional architects. Club activities and exercises included designing projects that allowed students to creatively program spaces to make buildings functional just as professional architects do. Students learned the use of building codes and how to apply graphical legends to create architectural plans that are compliant with building codes. Students were able to graphically put a building together from the lessons on building materials (concrete, brick, and wood). Students visited Howard University's School of Architecture and toured the department. They experienced the undergraduate training on a collegiate level and witnessed a design presentation from one of the design studios. They also learned the history of architecture in DC through class trips in which reports displayed their learning experience. Finally they redesigned and built the 14th Street Bridge, adding residential, office, and retail space, along with the necessary pedestrian access.

b) ***Band & Chorus***

Gave students an overview of the basics of music through voice and various instruments. Students were instructed in reading music and interpreting the notes appropriately using instruments and/or voice. The club promoted students working cooperatively in groups while supporting the advancement of their musical talents.

c) ***Broadcast Media***

Enabled students to learn the various aspects of video production. Students learned skills needed to produce a video including, but not limited to, the use of equipment, lighting, positioning, recording, and the writing of scripts. The activity addressed creative thinking skills, encouraged teamwork, and provided students with an enriched learning experience in the world of digital media.

d) ***Performing Arts Club***

Allowed students the opportunity to participate in supervised creative dramatic activities culminating in a final production. Students were exposed to different aspects of theatre production including skits, costume design, set design, and props. The club worked on creative thinking skills, encouraged teamwork, and provided students with enriching learning experiences in the area of performing arts. In addition, the students were exposed to various dramatic works. The club encouraged creativity and also supported discourse around life as presented within the content of some of the dramatic works introduced.

e) ***Team Sports***

Offered students the opportunity to experience a variety of athletic activities including, but not limited to, flag football, bowling, soccer, badminton, and kickball. The activities promoted skills, such as teamwork, warm-up techniques, appropriate exercise, and understanding of rules for various sports. In addition, students were mandated to always maintain good sportsmanship, a transferable life skill.

f) ***Who wants to be a Millionaire?***

Provided students an understanding of the underpinnings of investment through education and real-time game simulation. After developing a solid understanding of investment, its' importance and its terminology, students engaged in comprehensive educational activities that enabled them to manipulate imaginary funds in a real-time simulated stock market online game. Students learned about balancing risk-taking with

profit making. Students also learned how to work in teams to reach a consensus on how their collective funds should be invested.

g) Man Training

Gave male students the opportunity to address specific issues, concerns and facts of life from the male perspective. The boys were engaged in a variety of activities, seminars, discussions, lectures, and video presentations that promote team building, healthy living, self-esteem, self-respect, compromise, optimism, and much more. Additionally, students were provided information on appropriate hygiene and other useful life skills.

h) MathCounts

Encouraged students to engage in high-level problem solving in preparation for the local and National MathCounts Middle School Competition. Students studied problems in algebra, geometry, probability, measurement and data analysis. The problems were designed so that middle school students could build on the mathematics that they have mastered to solve problems in creative ways through reasoning and representation. Students worked both in teams and as individuals in preparation for the competition.

i) Academic Reinforcement

Gave students the opportunities to receive direct instruction, both one-on-one and in small groups with content-based tutors and teachers. Students were able to address specific problems and receive extra assistance on concepts, skills and specific assignments. Academic Reinforcement also provided a safe haven for students who just wanted to study independently.

j) Robotics (Girls Inc.)

Provided a combination all-female robotics club coupled with a club that focused on just girls and their interests both academic and non-academic. This club provided the framework for working as a cohesive team to solve a complicated technical problem, (like programming a robot to perform prescribed tasks), presenting the problem and being on one accord in the presentation. In addition, this club provided the girls with role models in STEM fields.

k) Design & Technology

Introduced students to the knowledge, importance of, and need for alternative energy sources and how they might use this knowledge to design and build a solar power car according to specifications. Students learned how to work in teams to analyze and solve problems related to the car and its capabilities. These cars were entered into the local solar car competition in anticipation of being qualified for the regional and national competitions.

l) Spelling Bee Club

Strengthened students' skills and etymological understanding of words to support their personal desire to become excellent spellers. Students engage in the (MS)² Spelling Bee with the goal of being able to compete in the national Spelling Bee competitions.

m) Johnny Quest

This engineering club taught students fundamental engineering processes. Using a 1960's animation program (Johnny Quest), students learned the basics about engineering by analyzing the various story elements. They learned how to apply the four fundamentals of Observation, Analysis, Determination, and Verification.

e) ***Yearbook***
Provided students with the framework and the skills to create a pictorial reflection of the school year. Students learned all the aspects of composing a yearbook and the skills required to complete these tasks. The yearbook provides a glimpse into the 2010-2011 school year including all Extended Day activities, Parent-Teacher Conferences, daily classroom activities, award ceremonies, and other images that reveal the school's culture.

3.1. Saturday Academy

The **Saturday Academy** is a special educational program that provides instruction in Mathematics, English / Language Arts, Reading, and special sessions in Science, study skills and oral expression. Sessions were held bi-weekly from October to May. Participation in the Saturday Academic Enrichment Program was mandatory for students who were on *academic probation* and was voluntary, but strongly encouraged, for students in good academic standing. Sessions were held from 9:00 a.m. – 12:00 p.m.

In March and April, the Saturday Academic Enrichment Program's instructional focus was on preparing students for the District of Columbia Comprehensive Assessment System (DC CAS) standardized tests in mathematics, reading and science. Analysis of students' pre-performance on internally generated standardized testing materials, the DC BAS practice materials, as well as the work the students completed on BrainChild™ helped to isolate individual student deficiencies. Teachers were then able to specifically address students' deficiencies in these targeted areas.

The program will continue to emphasize fundamental study skills and academic enrichment activities that focus on reading, mathematics and science during the 2011-2012 academic year.

4.1. Summer Academy

The Summer Academy was held from Monday, June 27, 2011 to Friday, August 5, 2011. The hours of operation were from 7:30 AM to 2:00 PM. During the academy Three (3) distinct programs were offered: *(See Appendix 7)*

During the academy three distinct programs were offered:

a) **Recovery:** The Recovery Program was provided for current $(MS)^2$ students who earned a grade of 65 or below in Mathematics, Reading, English/Language Arts Social Studies or Science. Students falling into this category were required to attend the Recovery Program. Students were enrolled in two of the following six-week courses: **Reading, English/Language Arts; Pre-Algebra 6 and 7; World History and Ancient Civilization, Foundations of Biology and Intro to Environmental Science.**

b) **Bridge**: The Bridge program was provided for **incoming students** who scored at or below grade level in mathematics and reading on the NWEA test. Students had to score below in both subjects to be considered for the program. Students falling into this category were required to attend the Bridge Program. Four five-week courses were provided: **Introduction to Mathematics, Introduction to Reading, Reading Lab and Math Lab.**

c) **Enrichment:** The Enrichment Program was provided to $(MS)^2$ students who were not required to attend the Recovery or Bridge Programs. Students elected to participate in this program. One two-week course and four one-week courses offered:

i. **ExxonMobil Bernard-Harris Summer Science Camp** – The ExxonMobil Bernard Harris Summer Camp is a two-week residential camp sponsored by the Harris Foundation in partnership with ExxonMobil Foundation that is hosted at colleges and universities across the nation. For the summer of 2011 the camps provided 48-54 promising middle school grade level students with the opportunity to enhance their proficiency in science, technology, engineering and mathematics (STEM) education. The core curriculum was integrated with field excursions and other educational experiences that enriched students understanding of the practical relationships between classroom work and the real world. Communication and teamwork were integral parts of the students' educational experience. Evening counseling sessions provided opportunities for discussion of student academic, career, and social issues. Students also participated in field trips such as Media Day at University of Virginia, Air and Space Museum and Washington Nationals Baseball game.

ii. **CSI Camp** - Students involved in this camp learned the entry-level basics of Forensic Science. Students conducted experiments using blood and powdery substances in addition to analyzing fingerprints. They were also detectives for a day in which their job was to analyze a crime scene using all of the physical evidence present to determine who committed the crime.

iii. **Weather Camp (Elementary)** – This was a one-day outreach camp for students in elementary school. The camp was designed to get them excited about science through brief exposure and training in weather forecasting, environmental science and measurements.

iv. **Weather Camp (Middle School)** – Students in this camp were exposed to weather forecasting, environmental science and measurements. In conjunction with the National Oceanic and Atmospheric Association, students gained a rich background for Environmental Science. They also participated in experiments from water erosion to rock formation as a basis to build their knowledge of how the environment is affected by weather. In conclusion, on the last day of camp students launched hot air-balloons that they built themselves from raw materials.

v. **Weather Camp (High School)** – This advanced camp was for high school students who were in pursuit of becoming meteorologists. Students came from all over the country to participate in this one-week residential camp. In addition to meteorology, students were exposed to multiple elements of atmospheric and environmental science.

2. Howard University School of Education (SOE) and (MS)² Educational Partnership

During the 2010-2011 academic year, the (MS)² Leadership Team and the Board of Directors revitalized an established partnership with the Howard University School of Education, led by SOE Dean, Leslie Fenwick. This partnership was being coordinated by the former Dean (SOE), Vinetta Jones and Dr. Wilma F. Bonner, Director of Teacher Education, who has consulted with the Board on crafting policy and procedures and in the 2011 – 2012 school year Dr. Bonner will be the sole coordinator for the partnership. The SOE faculty members have continued to provide professional development for the teachers and consultation services for identified students throughout the year, including mentoring for science fair projects.

G. SCHOOL YEAR AND HOURS OF OPERATION:

The 2010-11 academic year began on August 30, 2010 and ended on June 14, 2011. The school hours of operation were 7:30 a.m. until 5:30 p.m. Direct student service hours were from 7:30 a.m. to 4:30 p.m.

1.3. SCHOOL STAFF

A. Names and Titles of those in Key Leadership Positions in School

a. Head of School ..... Sue P. White
b. Chief Academic Officer ..... John Goudeaux
c. Chief Operating Officer ..... Yohance Maqubela
d. Data Manager ..... James Cole
e. Dean of Students ..... Allison Artis
f. Chief Technology Officer ..... Delmar Williams
g. Director of Instructional Technology ..... Kofi Handon
h. Director of Specialized Programs ..... Lee Vason
i. Director of Human Resources ..... Leslie Boler-Flack

B. Number of teachers

a. Twenty (20)

C. Number of Teacher Aides (Interns)

a. Thirty-eight (38)

D. Average Class Size

a. Nineteen (19)

E. Qualifications and Assignments of School Staff

a. *(See Appendix 1 - Data Worksheet)*

F. Staff Attrition Rate

a. Twenty-seven percent (27%)

G. SALARY RANGE AND AVERAGE SALARY FOR TEACHERS AND ADMINISTRATORS

a. *(See Appendix 1 - Data Worksheet)*

1.4. STUDENT CHARACTERISTICS

A. *(See Appendix 2 - Data Worksheet)*

1.5. GOVERNANCE

A. Board of Trustees Members (names, addresses and affiliations), officers and committee assignments

Dr. Hassan Minor
(Interim Chair/ Founding Director)
Senior Vice President
Howard University
2400 Sixth Street, N.W., Room 302
Washington, D.C. 20059

Dr. Floretta McKenzie (Director Emerita)
Senior Advisor
The American Institute for Research
1025 W. Thomas Jefferson St, NW
Suite 308
Washington, D.C. 20007

Mr. Frank K. Ross (Treasurer)
Managing Partner, KPMG LLP (Retired)
Distinguished Visiting Professor of
Accounting and Director of the
Center for Accounting Education
Howard University School of Business
2600 Sixth Street NW
Washington, DC 20059

Dr. Jesse Nicholson (Asst. Treasurer)
Chair, Department of Chemistry (Ret)
Howard University
11706 Carol Ann Court
Upper Marlboro, MD 20772

Ms. Maybelle Taylor Bennett
Director, Howard University Community Association
2731 Georgia Avenue, NW
Washington, D.C. 20001

Spencer H. Boyer, Esq. (Parent Representative)
Professor of Law
Howard University School of Law
2900 Van Ness Street, N.W.
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Dr. Aprille Ericsson
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Instrument Systems Branch
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Dr. Vinetta Jones
Professor, and Former Dean School of Education
Howard University
2441 Fourth Street, NW
Washington, D.C. 20059

Ms. Roberta Willis Sims
Vice President - Regulatory Affairs & Energy Acquisition
Washington Gas
101 Constitution Avenue, NW
Third Floor
Washington, DC 20080

*** Mr. Dialio Sumbry**
(Parent Representative)
5523 13th Street, NW
Washington, DC 20011
*Parent Members of the (MS)² Board

B. COMMITTEE LISTS

Finance Committee
Mr. Frank K. Ross (Board Treasurer and Committee Chair)
Mr. David Huie
Dr. Jesse Nicholson

Academic Affairs Committee
Dr. Vinetta Jones (Committee Chair)
Ms. Maybelle Taylor Bennett
Dr. Aprille Ericsson
Dr. Jesse Nicholson

Development Committee
Dr. Hassan Minor (Committee Chair)
Dr. Jesse Nicholson
Dr. Aprille Ericsson

Board Operations Committee
Dr. Gerunda Hughes (Committee Chair)
Dr. Hassan Minor

Advisory Committees (Member names and affiliations)
Vinetta Jones, Ph.D.* - HU SOE Mathematics Education
Gerunda Hughes, Ph.D* - HU SOE Mathematics Education
Marilyn Irving, Ed.D. - HU SOE Science Education
Blanche Brownley, Ed.D. - HU SOE Mathematics Education
Dawn Williams, Ph.D. - HU SOE Educational Administration and Policy
Kim Freeman, Ph.D. - HU SOE Research
Cynthia Winston, Ph D. - HU COAS Research

*(MS)² Board Members

C. Description of any training received by members of the Board of Trustees, including workshops, retreats, facilitated work sessions, attendance at conferences, etc.

Targeted board members attended a variety of activities related to board governance including:

- Effective Charter School Governance
- Charter School Finance
- Performing Academic Oversight as a Board Accountability Plan
- Prospective Board Candidate and New Member Workshop
- Annual Staff Professional Development
- Head of School Evaluation

1.5. FINANCE

(See Appendix 3 – (MS)² 2010-11 Budget)

II. SCHOOL PERFORMANCE

2.1. EVIDENCE OF PERFORMANCE AND PROGRESS

2.1.1. To attain the annual target for AYP in Reading

77.62% of students scored proficient or advanced in the 2011 DC-CAS reading test (MS)² once again exceeded the DC average and the OSSE requirement. From SY06 - SY11, reading proficiency increased from 58.77% to 77.62%. ***(See Appendix 6)***

2.1.2. To attain the annual target for AYP in Mathematics

79.37% of (MS)² students scored proficient or advance in the 2011 DC mathematics test, exceeding the DC average and the OSSE requirement. The (MS)² mathematics proficiency rate has more than doubled since 2006. ***(See Appendix 6)***

2.1.3. To attain an annual increase in students performing at or above the grade level in mathematics on the spring NWEA standardized test.

Comparisons are difficult to make because NWEA significantly revised their norms in June 2011. However, using the non-revised norms, the percent of students at or above grade level in mathematics rose by 3 percentage points

2.1.4. To attain an annual increase in the number of students achieving a grade of C or better.

In the 2010-11 academic year, 84.14% of (MS)² students finished the year with an overall grade of 2.0 or higher, compared with 69.8% in the previous year.

2.1.5. To attain an annual increase in the number of students submitting science fair projects.

These are all the percentages for the individual grades that completed a science fair project in the 2010-2011 school year.

The 6th grade results are 101 students out of a total of 103 students completed a science fair project. The completion percentage is 98%.

The 7th grade results are 87 students out of a total of 103 students completed a science fair project. The completion percentage is 84.4%.

The 8th grade results are 84 students out of a total of 92 students completed a science fair project. The percentage is 91.3%

The overall results for the whole school are 272 students completed a science fair project out of a total of 298 students. The overall completion percentage is 91.3%.

2.1.6. To attain an annual increase in the number of Special Education students who made progress toward attainment of goals as outlined in Individual Education Plans (IEPs).

Both annual and five-year targets were met. (MS)² is continuing to meet all its special education goals including state targets, IEP identified students and inclusion.

2.1.7. Attendance

In SY2010/11, the average daily attendance rate was 93%, exceeding the target of 90%.

2.1.8. Enrollment levels are sufficient to sustain economic viability of the school. (Re-enrollment of eligible students must average 75% or higher for the past three years.)

Re-enrollment rates for SY2008/09, SY2009/10, and SY2010/11 averaged 87.33%, about 12 percentage points higher than the requirement. Annual re-enrollment rates for the past three years are shown below:

School Year	Re-enrollment Rate (%)
2008/09	84
2009/10	90
2010/11	88

2.1. Student Achievement

2.1.1. In total, 286 students out of the 290 eligible students took the DC-CAS test in 2011. At 98.28%, (MS)² far exceeded the minimum required percentage.

2.1.2. In the reading portion, 61.54% scored "proficient," while an additional 16.08% were rated "advanced." The total number of students ranked "proficient" or "advanced" was 77.62% or 222 students.

2.1.3. (MS)² mathematics scores were similar, with 60.49% scoring "proficient," and another 18.88% scored "advanced." This equates to a total of proficient and advanced students in mathematics to 79.37% of the total or 227 students.

2.1.2. Gateway

DC-CAS mathematics results for eighth graders are known as "Gateway." The (MS)² Gateway results for school year 2010/11 were excellent. Ninety-nine percent (99%) of the 92 (MS)² eighth grade students took the mathematics portion of the DC-CAS test. Of that total, 66.30% or 61 students scored "proficient," and 17.39% or 16 students scored "advanced." These percentages both show an increase from the previous year. The total ranked as proficient *and* advanced is therefore 83.69%, or 77 students.

2.1.3. Leading Indicators

For the 2010/11 school year, the average daily attendance rate was 93%, exceeding the minimum required for achieving AYP or 90%.

2.1.4. Evidence of Attainment of the Objectives Contained in Students' Individual Educational Plans

During the course of the 2010- 2011 school year, there were ten students who were designated as special needs students. Out of these students, zero exited special education services at the conclusion of the year; one student (or 10%) withdrew at the parent's discretion. All ten were recommended for Extended School Year (ESY_ (or 100%); and eight (or 80%) actually attended ESY here at Howard University Middle School of Mathematics and Science, (due to one graduating and the other student's guardian opted for the student not to attend at the beginning of ESY despite previous agreement).

Of all of the special education students, one (or 10%) was designated as emotionally disturbed, one (or 10%) was designated as hearing impaired, one (or 10%) was designated as other health impairment (attention deficit hyperactive disorder), and seven (or 70%) were designated with a specific learning disability. Additionally, three students were referred for the evaluation/eligibility process for special education. Of the three, two students did not meet the eligibility requirements, and the LEA due to the parent's failure to respond to the school's attempts, withdrew one student request for evaluation.

Additionally, there were five students who received accommodations and modifications under 504 Plans.

For the 2010-2011 school year, there were no students designated as an English Language Learn (ELL).

DCMR Title 5, Chapter 30, Section 3007 states that students who are eligible for special education must have individual educational goals established, reviewed, and, if appropriate revised periodically. At Howard University Middle School of Mathematics and Science, annual IEP meetings as well as other periodic meetings/discussions are held with parents/guardians to review student progress and discuss student performance toward meeting IEP goals and overall educational achievement. IEP goals written during the school year were written based on student data (both summative and formative) and student needs in conjunction with performance standards set fourth by the Office of the State Superintendent of Education (OSSE) in the various content areas, grade levels, and related services. All students made some progress toward their goals in their respective areas of concern as measured by the school benchmark assessments, grades, observations, work samples, and/or formative assessments.

In serving our special education student population during the 2010-2011 school year, there were some successes and challenges. Some successes include: usages of data (formative and summative) and standards in establishing goals and monitoring progress; teacher collaborations; administrative support; parent accessibility and collaborations; creation of a child find process readily communicable to stakeholders, and implementation of additional interventions programs. Some challenges included, lack of staffing to fully implement intervention programs further, and at times parent accountability after the school has done more than it is required to do.

2.2. UNIQUE ACCOMPLISHMENTS

Following is a presentation of the Howard University Middle School of Mathematics and Science "unique accomplishments." We provide our students with as many meaningful experiences, exposures, competitive opportunities, trips, mentoring relationships, and connections as we can. We are committed to the education of the *whole child.* These accomplishments provide a glimpse of the variety of activities and opportunities afforded the (MS)^2 student. We are very proud of the accomplishments of our students and staff. ***(See Appendix 10)***

We publicize this information to the (MS)^2 school community throughout the school year via our newsletter, website and phone messenger and StudyWiz.

2.2.1. Fab Lab

In December 2010, the Howard University Middle School of Mathematics and Science (MS)², received a grant from the Tides Foundation, on the recommendation of the Google Community Grants Fund, to build a Computer-Automated Design and Manufacturing Laboratory (CADML), patteerned after the world renown Fab Lab, created by the Center for Bits and Atoms (CBA) at the Massachusetts Institute of Technology (M.I.T). Students will use the new Fab Lab to construct prototypes of their own inventions. Additionally, the lab will be connected with the nearly 100 Fab Labs around the world through the Global Fab Lab Network. This will further allow them to work in tandem with their international peers in both designing and constructing solutions to the world's many challenges.

In March of 2011, the school held a STEM Expo event to formally announce the grant and the project. At this event, representatives from Google, (MS)², Howard University, the DC Deputy Mayor's Office for Education, the DC Office of the State Superintendent of Education, the DC Public Charter School Board, and Rep. Eddie Bernice Johnson's Office, addressed a group of 130 middle school students from six different schools. At the conclusion of the formal remarks, all of the participants ventured into the School's Expo Hall where (MS)² students engaged in demonstrations of the various educational programs that will be supported by the CADML. Such demonstrations included Robotics, Computer Application Development, Engineering Design and Technology, Architecture, and Solar Car Design. As a result of this event, several schools (including many that did not participate directly, but heard about it secondhand) requested formal partnerships with (MS)² to aide in exposing their student bodies to such opportunities for advanced learning.

2.2.2. Visitors and Guest Speakers:

This past Spring we invited two guest speakers to present to the school. The first was Mr. Mark Branch, an Aerospace Engineer at NASA, who is also one of the nation's leading Hip Hop disc jockeys. Our students were equally amazed to hear Mr. Branch lecture about the finer points of electromagnetic interference, as they were to hear him speak about his personal technical innovations with his music.

Mr. Branch's visit was followed a month later by one from Dr. Kevin Teichman, Deputy Assistant Administrator for Science in the Office of Research and Development at the Environmental Protection Agency. Through his presentation, students learned that many of the very innovations that they will be studying, and developing in the laboratory can actually be used to help save the planet, by reducing our collective carbon footprint. By demonstrating the huge role that research, development, and innovation all play in environmental programs, Dr. Teichman helped to unveil to our students the depth of the value the CADML will provide the school and the community at-large.

Michael Gove, Secretary of State for Education for the United Kingdom, visited (MS)² on March 18th, to review its programs as a possible model for science, technology, engineering and mathematics education in public schools in his country. Sec. Gove was in the U.S. for meetings at the United Nations in New York, but he made a special stop in Washington to meet with the school's students and staff after hearing about the program from British education experts.

In April legendary screen actress Ms. Cicely Tyson visited (MS)² to meet with students and staff. For over a decade, Ms. Tyson has been actively involved in the operations of a K-12 school in East Orange, NJ named in her honor. As such, she regularly travels the country visiting other programs of proven academic excellence. In addition to touring the entire school, during her visit, Ms. Tyson met at length with the School's performing arts club, and conducted a lengthy interview with the Broadcast Media Club.

2.2.3. (MS)² Reading Lab

Using summative and formative assessments (i.e. NWEA, DC CAS, TeenBiz 3000, STAR Reader, Reading Counts, and Riverdeep), the (MS)2 Reading Lab develops Learning Contracts to meet the needs of its diverse learners. Through the establishment of base-line student achievement levels, ongoing measurable academic benchmarks are developed to determine student progress. Teacher instruction is reflective and uses assessment data to provide rigorous instruction for all learners.

Following the disaggregation of NWEA and DCCAS data, students are provided instruction in the areas of need as determined by the data. The data collected is used in a variety of resources (i.e. *TeenBiz3000, Riverdeep, Accelerated Reader, Reading Counts, Open Court, Action magazine, Storyworks, and Scholastic Science magazine*) students use Learning Contracts that match each reader with specific reading resources to foster reading improvement. Assignments are aligned with the Reading/ English Language Arts content standards and are designed to address reading deficiencies; students use a variety of reading strategies to foster self-regulating reading behaviors as well. Literary genres both self-selected and assigned, written at the student's appropriate instructional level are used to help students gain greater understanding of text structure, build comprehension, vocabulary and writing skills. Student assignments are either teacher-led, independent (extension activities) or small group assignments. In addition, the integration of cooperative learning activities is utilized to promote positive learner self-efficacy and build a sense of community.

The adaptive reading computer program, TeenBiz 3000, is used to improve comprehension of informational text. Students who utilize this program at least twice a week and achieve at least a 75% score on the comprehension activities have been shown to have increased reading levels of one year or more on post TeenBiz reading assessments.

Riverdeep is an interactive reading program that allows the instructor to assign specific literature and English Language Arts related topics to an individual student, a small group, class, or school-wide population. This program provides students individualized tutorials on a specific concept as well as practice and assessment. It also permits the instructor to target academic deficiencies that may be present in an individual student, class or school-wide poulation. The data gleaned from this program is used to inform classroom instruction.

The *Open Court Reading Program* is used to facilitate small reading group instruction. The practice of flexible grouping is also implemented to allow fluidity as students make reading gains they are placed into new reading groups and are provided instruction with more challenging reading materials. Within the small group, students receive explicit instruction on a variety of reading strategies, practice building fluency, vocabulary and comprehension skills. The small group may be facilitated by the lead teacher, assistant teacher or student-led.

The $(MS)^2$ Reading Lab houses a classroom library with at least 1,000 books. Students self-select books in the classroom library and establish independent reading goals. Each student is knowledgeable of his or her Lexile reading score and is able to monitor his or her own reading progress throughout the school year. Through conferences with the instructor, students are given criteria for selecting an appropriate book that is within the student's Zone of Proximal Development (ZPD), which is acquired from the STAR Reader assessment data. The Zone of Proximal Development (ZPD) is a term borrowed from psychologist Lev Vygotsky it refers to book levels that are not too challenging and not too easy for the student (Renaissance Learning 2010). Students are expected to spend time reading a book written at their independent reading level daily. Parents are asked to sign the student's reading log daily as a means of monitoring the reading progress. Students also maintain a classroom reading log to help them increase their self-management and set individual reading goals.

Accelerated Reader and Reading Counts are used to measure independent reading progress. These assessment databases have a combined total of 1,800 comprehension quizzes for books. The quizzes in the database cover a wide range of reading levels (K-12) and include a variety of reading interests. The quizzes were selected based on student interests and the (MS)² instructional program goals. The Accelerated Reader and Reading Counts programs allow students to explore areas of interest as they continuously build and improve their reading skills. Students also have access to a number of magazines in the (MS)² Reading Lab that can be used for additional reading practice.

Bi-weekly BookTalks allow a student to create PowerPoint presentations that integrate digital images, music, sound effects and share the highlights of the current book the student is reading without disclosing the book's ending. These presentations stimulate student interest in reading different book genres and increase student knowledge of technology.

(MS)² also sponsors a school-wide Read-A-Thon to promote literacy. Students earn points by reading and passing quizzes for Accelerated Reader or Reading Counts books. Students with the highest number of points on a bi-weekly basis earn prizes and are honored in an awards ceremony. The mean sixth grade NWEA reading scores improved by 4%.

2.2.4. (MS)² High School Fair in the Blackburn Center of Howard University

On November 19, 2010 (MS)² hosted its **Fourth Annual High School Fair in the Blackburn Center of Howard University**. Thirty-four high schools participated, representing a mixture of the highest performing public, private, parochial, Christian and charter schools in the region, as well as several out-of-state boarding schools. The earlier hours of the fair were devoted to 8th grade students and their parents. In an attempt to prepare 7th grade students for the high school selection and enrollment processes, the time was extended so that they were also able to attend the fair. In addition, there was ongoing communication between the 8th graders and their parents to ensure that the process of applying for high school was carried out and deadlines were met. ***(See Appendix 12)***

2.2.5. (MS)² Math League Competition

In the Fall of 2010, five (MS)² students placed in the ranks of the top middle school mathematics students in the country based on scores in the annual **Math League Competition**. In all, 30 (MS)² students participated. This was the third year that (MS)² took part in this competition. Challenges are determined by grade level and pose tough, but thought-provoking math problems for students to solve within a 60-minute period. As in the past, the test was administered in the University of the District of Columbia.

2.2.6. (MS)² 6th Annual Science Fair

The **6th Annual (MS)² Science Fair** was held on Wednesday, February 23, 2011 in Blackburn Center on the campus of Howard University. There were **80 students whose projects qualified for the official school-wide Science Fair**. As a result of the comprehensive judging and evaluation criteria, The Clean Air Partners-Metropolitan Washington Council of Governments invited Alia Tyus to present her project at their annual meeting that was held at the Nationals Stadium in May 2011.

2011 Science Fair Winners			
Name		**Score**	**Position**
Grade 6			
Donovan Jordan	Suck it up!	99	1st
Hanna Endrias	Extraction Operation	97	2nd
Michaela M Knox	Mouthwash mania	95.5	3rd
Robert E Aderoju	Potato power	95.5	3rd
Morgan J Lewis	Larger than light	95	4th
Kennedi Bullard	Mirror mirror! What a reflection	93.5	Honorable Mention
Dominic Twitty	Skate N' concentration	91.5	Honorable Mention
Sean Boggs	Crazy crystals	90.5	Honorable Mention
Joan – Nicole Johnson	Heat conduction	90	Honorable Mention
Ifunanyachukwu M Azikiwe	Apple appearances	80.5 (100)	Honorable Mention
Grade 7			
Afia Tyus	Breathe Easy	88.3	1st
Faith Slaughter	Away in a Petri Dish	78.7	2nd
Jasmine Mendez	Got milk: Which milk has the most carbs.	75.7	3rd
Alena Wood	Electromagnetic Transition	73.3	4th
Bryere Freeman	Sugar on the mind	72.3	Honorable Mention
Deanna Moore	Fa-So_La-Ti-Crow	71	Honorable Mention
Christian Downing	Young Air	70.3	Honorable Mention
Arias Rice	X-Worms	67.7	Honorable Mention
8th Grade			
Tiffany Livingston and Kandice Pettway	Ashes, ashes, we all fall down!	99	1st
Kweku Sumbry	Music to my ears	84	2nd
Taylor Allen	Incubator Replicator	83	3rd
Khalil Darden		81.5	4th
Destiny Broadnax	You are what you eat	80.5	Honorable Mention
Darnell Hightower		78.5	Honorable Mention
Alisha Jennings	Crystal Mania	78	Honorable Mention
Kiana Livingston & Danielle Johnson	Attraction	75	Honorable Mention

2.1.1. (MS)² Pi Day

Mathematicians all over the world represent pi, (π), with 3.14 While seriously truncating this never-ending decimal, it gives all (MS)² students and students from countries all around the world an opportunity to celebrate π Day on March 14th, with π lessons, π activities, π games, π contests, π videos and food (including pie) centered around the irrational number π. Students are challenged to memorize as many digits of π as possible with those who memorize and recite the most winning prizes that include graphing calculators and hugs from their teachers.

2.1.2. (MS)² Brainchild™

(MS)² engaged in a school-wide test-taking preparation movement. We continued using **Brainchild™** as the primary technology-based resource to support this school-wide push. **Brainchild™** is an Internet-based test preparation system that offered students just-in-time access to standards-based instruction and related assessment practice. The use of this resource was very effective for test preparation.

2.1.3. (MS)² Solar Car Competition

The **Junior Solar Car Regional Competition** was held in Takoma Park, Maryland on Monday, May 23, 2011. This was the fourth year that (MS)² qualified for this competition. In this competition the students used their engineering and physics skills to create the best solar car. We placed and thus earned a place in the Regional Solar Car Competition, which was held on June 18, 2011 in Springfield, Massachusetts. It should be noted that this was our fourth year going to the Nationals.

2.1.4. (MS)² Spelling Bee Competition

On February 17, 2011, 7th grade student, Donovan Jordon was the first place winner in the Regional Spelling Bee. On March 19, 2011 Donovan Jordon represented (MS)² in the Citywide competition and Hanna Endrias who also represented (MS)² went 18 rounds before nailing a 5th place position. She also competed in the Citywide competition. Donovan Jordon represented the District of Columbia in the Scripps National Spelling Bee held in Washington, DC at the National Harbor in June 2011.

2.1.5. (MS)² MathCounts

MathCounts is a national program for enrichment, coaching, and competition in mathematics for middle-school students, and is sponsored by the Society of Professional Engineers. Its purpose is to promote 6th, 7th, and 8th grader mathematics achievement through problems and strategies that challenge young minds through mathematical problem solving and rigorous competition. This year (MS)² had 8 students participate in the MathCounts program and was honored to be the only public school that advanced to the state level competition.

2.1.6. (MS)² Fourth Annual Graduation Ceremony

The Fourth Annual Graduation Ceremony was held in the Blackburn University Center of Howard University on Friday, June 3, 2011. This year's commencement speaker was our Head of School, Sue P. White. *(See Appendix XIII)*

2.1.7. Helen Matthews Rand Scholarship

Mrs. Michelle Taylor, a seventh grade science teacher, and Mr. Jason McNeil, a seventh grade mathematics teacher, were awarded the Helen Matthews Rand Scholarship from the Howard University School of Education. The Helen Matthews Rand Scholarship provides a laptop computer and a $15,000 scholarship for a maximum of two years to exceptional students pursuing a degree in teacher education. Recipients must make a two-year commitment to teaching in an inner city or urban environment directly upon completion of their degree from the School of Education. Eligible students must pursue or be enrolled in a course of study leading to a career in pre-kindergarten through 12th grade education. Mrs. Taylor and Mr. McNeil are currently enrolled in the Master of Arts in Teaching program in the School of Education at Howard University.

2.1.8. (MS)² Annual Career Day

Once again (MS)² hosted a our Annual Career Day on Tuesday, May 24, 2011. It included mini-career seminars for every student. Each guest speaker spent several hours with groups of students to share their careers and educational accomplishments with our students. We hosted the following professionals: Valerie Nelson, Applied Research Mathematician; Patrick Scott, Recruitment Officer for Howard University; Joseph E. Bell, Director of TRIO Programs for Howard University; Lennon Jackson, Director of Student Activities/Biologist, Howard University; Queshia Bradley, Manager, Education Programs at Alliance for Consumer Education; Delmar Williams, President, Williams Systems Engineering; Colle Latin, Attorney,

DC Superior Court; Dr. Matthews George, Associate Professor of Chemistry, Howard University met with students to discuss their professions

2.1.9. (MS)² Newsletters

(MS)² published two (2) comprehensive, full color newsletters this year highlighting news worthy events and showcasing accomplishments of students and teachers. These were distributed to all members of the (MS)² family and are available via the website as well. *(See Appendix 11).*

2.1.10. (MS)² Annual Year Book

(MS)² published its **Fourth Annual Year Book, *(MS)² Above & Beyond.*** This year's yearbook was a 112-page, soft cover, full color publication. Again, the 2010-11 yearbook captured our students in action. All aspects of life at (MS)² came to life on the pages of book. This yearbook was the product hours and hours of hard work by MS)² students.

2.1.11. (MS)² The Student Family Handbook

The Student and Family Handbook was revised. Families were provided this handbook on CD or in hard copy. *(See Appendix 9)*

2.1.12. NASA Space Camp

In mid-July, Jason McNeil and Karen Bates-Chambers were selected to participate in a week-long training session at the **NASA Space Camp** in Huntsville, AL. Both were the guests of the Boeing Company and participated in hands-on activities in many STEM-related fields including physics, mathematics, and engineering. Mrs. Bates-Chambers was selected to receive the Right Stuff Award for leadership, teamwork, and enthusiasm and, as a result, (MS)² will receive a scholarship for one fortunate student to participate in the NASA Space Camp in the summer of 2012

2.3. LESSONS LEARNED AND ACTIONS TAKEN BASED ON PERFORMANCE MANAGEMENT DATA AND REVIEW FINDINGS

2.3.1. Item 1. What issues, if any, were encountered in collecting and reporting data for applicable performance management framework(s)? In light of the new frameworks, what changes or improvements will be made in order to remedy these data collection issues?

Once again questions were raised about the implementation of the Northwest Evaluation Association (NWEA) assessment tool and the level of performance of the (MS)² students. The NWEA assessment tool provides the basis for monitoring student growth and provides a basis for comparing our students' performance to a set of NWEA-generated national norms. These norms are revised periodically, and new norms data were published in the Spring 2011. (MS)² administered the NWEA battery of tests three times during the 2010/11 school year. Each time students took 5 separate tests (reading, language arts, mathematics, science concepts, and general science). Unlike the previous year, the tests were implemented over a two week span instead of 5 consecutive days. In previous years, students were asked to take two or even three tests in one day.

The NWEA tests were given to the students at the beginning of the school year in the fall, mid-way through the year in the winter, and in the spring. Once again, students were reminded of the important role that standardized tests have in our educational society and the effect that high and low scores can have on placement and acceptance into high schools, colleges and universities, and employment. In addition, rising 6th grade students were asked to take the NWEA test during the summer prior to entering the school.

In addition, (MS)² students took the DC-BAS test three times during the school year, bringing the total number of standardized tests that would have been taken *prior to* the DC-CAS test to six. Because teachers came to the administration asking for additional instructional time and less time spent on standardized testing, and because the DC-BAS test at times covers material that had not been yet covered in class, the Academic Affairs Committee and the Board of Directors of (MS)² decided to use the DC-BAS test only at the beginning of the school year, and in the late winter.

It continued to be expected that the emphasis on testing and the use of the NWEA and DC-BAS tests would positively impact the results of the April DC-CAS test. The faculty and staff of (MS)² continues to believe that this is true.

2.3.2. **Item 2. What student-related issues were identified as a result of the evaluation of the school's performance framework? What program changes will be undertaken or are under consideration as a result of the evaluation of the school's performance?**

2.3.2.1. **Test Preparatory Instruction**
All classroom teachers will provide Test-Prep instruction. (MS)² students will be placed in appropriate test-prep groups, which will commence at the beginning of the 2011-2012 school year and continue until the end of the year. All students will use software programs for reading and mathematics. (MS)² will resume implementation of the DC BAS and the ThinkLink resources along with a variety of other materials that will support the impetus of this initiative.

2.3.2.2. **Saturday Academy**
Saturday Academy will be required for all students whose reading and/or mathematics performance is deemed to be below grade level.

2.3.2.3. **Extended Day Activities**
Students who perform below grade level in either reading or mathematics will have additional afternoon focused study time. STEM classes will continue as a vital activity and an important part of the school day.

2.3.2.4. **Parents**
Parents will be required to sign a contract with the school that highlights workshops for: Mathematics; Reading; Academic software; Use of technology

2.3.3. **Item 3: What program changes or improvements will be undertaken or are under consideration as a result of the most recent Program Development/Self Study Review Findings?**

2.3.3.1. **Curriculum purchased** – the Montgomery County Public Schools Curriculum was purchased to serve as a coherent framework to guide teachers as they execute their curriculum mapping work. Many resources are being used to guide the teachers in this effort, however the primary resource is "*A Guide to* Curriculum Mapping.....*Planning, Implementing, and Sustaining the Process.*" by Janet A. Hale.

2.3.3.2. **Appointed a Curriculum Specialist** who has been tasked with the responsibility of leading the entire initiative. Her team will be comprised of all of the Department Chairpersons, who will design a process to review and adjust the curriculum as appropriate.

2.3.3.3. **Alignment** of all curriculum materials has begun.

2.3.3.4. **Differentiation of Instruction** – The school has set this as one of our 'stretch objectives'. Teachers are to include strategies for differentiation throughout their instructional plans- not only in the curriculum mapping but also in their lesson plans as well.

2.3.3.5. **Professional Development** will be centered on the areas of need as specified in the Program Development Review.

2.3.3.6. **Hired an Instructional Specialist/Supervisor** who will closely monitor and coach the teachers in such areas as use of manipulatives, establishing learning centers, differentiating instruction, writing effective lesson plans, backward mapping, Bloom's taxonomy and multiple learning styles.

2.3.3.7. **Hired additional Reading Teacher** who will work with our reading specialist to not only teach the students but the teachers as well. Our view is that all classroom teachers should know how to teach reading in their respective content areas.

2.3.3.8. **Planning Time** has been built into the schedule for teachers to plan both vertically and horizontally.

2.3.3.9. **Continued to work with Data Analyst** to keep the data in the forefront of all aspects of the academic program. He will provide professional development for teachers on the effective use of data to improve student achievement.

2.3.4. Item 4: What is the school's status in implementing its School Improvement, Corrective Action or Restructuring Plan?

2.3.4.1. Not applicable to (MS)².

2.4. REPORTING ACCOUNTABILITY INFORMATION TO STUDENTS, TEACHERS, PARENTS AND THE PUBLIC

2.4.1. The Performance goals were disseminated to the faculty for discussion and incorporated into team level planning and departmental goal setting. These goals are reflected in the Action Plans by each department, lesson plans and all supporting academic activities.

2.4.2. The (MS)² Annual Report for 2011 will be posted on the (MS)² website in 2011 at http://www.howard.edu/ms2/. Highlights of the report will be discussed at the Back-to-School night in September. Soft copies of the report will also be made available upon request.

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 1
$(MS)^2$ Charter School Annual Data Worksheet

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven, and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem-solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery, and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. Our relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

○ Howard University Middle School of Mathematics and Science

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES
X	NO
Additional Comments	

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	JIM COLE
Title	DATA MANAGER
School Street Address	405 HOWARD PLACE, NW
School Zip	20059
School Ward	1
Direct Phone Number	(202) 907-4454
Email	james.cole@universitymiddleschool.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

☐ PK3 ☐ PK4 ☐ K ☐ 1 ☐ 2

	3	x	6		9		12		Program
	4		7		10		Adult Ed		
	5		8		11		GED		

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
x	8
	9
	10
	11
	12
	Adult Ed
	GED
	Program

7. **Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year.** For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

7:30 AM

8. **Please enter the End time for the REGULAR school day for the 10-11 school year.** For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

4:30 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

None

10. Please enter the Start and End Dates for the 2010-2011 School Year.

Start Date	August 30, 2010
End Date	June 14, 2011

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year? No

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**

Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	19
Student/Teacher Ratio:	15:1

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawls (total students)	19
# Short-Term Out of School Suspensions (5 days or less)	67
# Long-Term Out of School Suspensions (more than 5 days)	3
# of Expulsions (total students)	3
# of Dropouts (total students)	0
# Retained at grade level (total students)	12

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director							
Principal	1	1	1	0	0	1	100
Assistant Principal	1	1	1	1	0	1	100
Classroom Teachers	20	20	9	16		20	100
Special Subject Teachers							
Bilingual/ESL Teachers							
Special Education Teachers	1	1	1	1	1	1	100
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	2	2	1	1	2		N/A
Librarians/Media Specialists							N/A
Coordinators							
Classroom Aides	12	N/A	N/A	N/A	N/A	12	100
Title I Educational Aides	0	N/A	N/A	N/A	N/A		

28. Are you a single-campus LEA or a central office?

- [X] YES Skip to Question 28
- [ ] NO Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	30%
Number of Teachers	20
Salary Range for Teachers	$47,250 - $102,000 per year
Average Teacher Salary	$66,924 per year
Number of School Support Staff	14
Salary Range for School Support Staff	$32,500 - $83,500 per year
Average School Support Staff Salary	$53,750 per year
Number of School Administrators	4
Salary Range for School Administrators	$65,000 - $130,000 per year
Average School Administrator Salary	$95,625 per year
Number of Central Office Administrators	4
Salary Range for Central Office Administrators	$56,000 - $140,000 per year
Average Central Office Administrator Salary	$89,514 per year

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	Dr. Aprille Ericsson
Board Chair Title	Chair
Board Chair Email	aprille.j.ericsson@nasa.gov
Board Chair Phone	(202) 494-9090
Board Chair Mailing Address	1958 Second St. NW
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20001
Exec. Director Name	Yohance Maqubela
Exec. Director Title	Chief Executive Officer
Exec. Director Email	yohance.maqubela@universitymiddleschool.org
Exec. Director Phone	(202) 806-7725
Exec. Director Mailing Address	405 Howard Place
Exec. Director Mailing City, State	Washington, DC
Exec. Director Mailing Zip	20059
Principal Name	Allison Artis
Principal Title	Principal
Principal Email	allison.artis@universitymiddleschool.org
Principal Phone	(202) 806-7725
Asst. Principal Name	Kenneth Caesar
Asst. Principal Title	Dean of Students
Asst. Principal Email	kenneth.caesar@universitymiddleschool.org
Asst. Principal Phone	(202) 806-7725
Business Manager Name	Claudia Hines
Business Manager Title	Business Manager
Business Manager Email	claudia.hines@universitymiddleschool.org
Business Manager Phone	(202) 806-7725
Business Manager Mailing Address	405 Howard Place
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20059
Special Ed Coordinator Name	Leslie Finley
Special Ed Coordinator Title	Special Education Coordinator
Special Ed Coordinator Email	leslie.finley@universitymiddleschool.org
Special Ed Coordinator Phone	(202) 806-7725
Attendance Manager Name	Ricardo Perez
Attendance Manager Title	Attendance Manager
Attendance Manager Email	ricardo.perez@universitymiddleschool.org
Attendance Manager Phone	(202) 865-0282
Admissions Manager Name	Shirley Martin
Admissions Manager Title	Admissions Manager
Admissions Manager Email	shirley.martin@universitymiddleschool.org
Admissions Manager Phone	(202) 806-7725

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Jim Cole
Campus/LEA Staff Member Title	Data Manager
Campus/LEA Staff Member Phone	(202) 907-4454
Campus/LEA Staff Member Email	james.cole@universitymiddleschool.org
Board Member Name	Hassan Minor
Board Member Title	Founder, $(MS)^2$
Board Member Phone	(202) 806-2530
Board Member Email	minor@research.howard.edu
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	

CHARTER SCHOOL ANNUAL REPORT DATA WORKSHEET
STAFF DATA

Position	Total Number	# with Bachelor's Degree	# with Master's Degree or +	# with Degree in Field	# with License in Field (Optional)	# Meeting NCLB HQT Requirements	Percentage Meeting NCLB HQT
Director							
Principal	1	1	1	0	0	1	100
Ass't Principal	1	1	1	1	0	1	100
Classroom Teachers	20	20	9	16		20	100
Special Subject Teachers							
Bilingual/ESL Teachers							
Special Education Teachers	1	1	1	1	1	1	100
Vocational/Career Teachers							
Building Resource Teachers							
Counselors	2	2	2	1	1	2	100
Librarians/Media Specialists							
Coordinators							
Classroom Aids	12	N/A	N/A	N/A	N/A	12	100
Title I Educational Aids	0	N/A	N/A	N/A	N/A		

Staff Attrition Rate: 30 percent (the percentage of teachers that were employed by the school at the beginning of one school year but are no longer employed at the beginning of the following school year).

Salary Range for Teachers: $47,250 - $102,000 per year.

Average Teacher Salary: $66,924 per year.

Salary Range for School Administrators: $65,000 - $132,000 per year.

Number of School Administrators: 4

Salary Range for Central Office Administrators: $56,000 - $140,000 per year.

Number of Central Office Administrators: 4

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 2
$(MS)^2$ Student Characteristics Worksheet

Mathematics does matter in the real world. See inside cover for details.

CHARTER SCHOOL ANNUAL REPORT WORKSHEET*

School: **Howard University Middle School of Mathematics and Science**

Dates of School Year: **August 30, 2010 - June 14, 2011**

Hours of Operation: **7:30AM - 4:30PM**

Student Enrollment (based on audited enrollment)

1. Enrollment: **291**
2. Grades/Ages Served: **6, 7, and 8/ 10-14 years**
3. Race/Ethnicity:
   a. Asian: **0.3436%**
   b. Black: **94.1581%**
   c. Hispanic: **5.4983%**
   d. American Indian/Alaska Native: **0.0000%**
   e. White/Non-Hispanic: **0.0000%**
   f. Other: **0.0000%**
4. Low Income (qualifying for free or reduced lunch): **56.3574%**
5. Special Education Students: **3.4364%**
6. LEP/NEP: **0.0000%**
7. Male Students: **45.3608%**
8. Female Students: **54.6392%**
9. Average Class Size: **19**
10. Student to Teacher Ratio: **15:1**
11. Average Daily Membership: **271**
12. Average Daily Attendance Rate: **92.49%**
13. Re-Enrollment Rate: **88%**

Student Attrition:

14. Number of Students Transferring Out of School: **19**
15. Number of Dropouts: **0**

Grade Advancement

16. Promotion Rate 89%
17. Graduation Rate: 99+%

*All data provided are for 2010/2011 school year unless indicated.

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Appendix 3
$(MS)^2$ 2010 – 2011 Budget

Mathematics does matter in the real world. See inside cover for details.

H.U. (MS)2
FY 2011 ADOPTED BUDGET

	FY 2010 Adopted	FY 2010 Actual (projected)	FY 2011 (Adopted)	$ Increase	% Increase
Student Enrollment	295	285	295		
REVENUES					
DC Per capita	$ 3,710,110.55	$ 3,442,628.00	$ 3,746,150.60	$ 303,522.60	8.82%
Tuition	$ 60,971.60	$ 24,388.64	$ 25,000.00	$ 611.36	2.51%
Federal Entitlements	$ 260,000.00	$ 275,828.00	$ 275,000.00	$ (828.00)	-0.30%
School Lunch Revenue	$ 80,000.00	$ 85,000.00	$ 85,000.00	$ -	0.00%
Other Revenue	$ 500,000.00	$ 560,000.00	$ 745,000.00	$ 185,000.00	33.04%
TOTAL REVENUE	**$ 4,611,082.15**	**$ 4,387,844.64**	**$ 4,876,150.60**	**$ 488,305.96**	**11.13%**
EXPENSES					
Personnel Costs	$ 3,834,608.60	$ 3,740,000.00	$ 4,118,769.17	$ 378,769.17	10.13%
Direct Student Costs	$ 395,650.00	$ 350,000.00	$ 425,000.00	$ 75,000.00	21.43%
Office Expenses	$ 195,523.56	$ 160,000.00	$ 171,200.00	$ 11,200.00	7.00%
Occupancy Expenses	$ 254,800.00	$ 226,000.00	$ 239,560.00	$ 13,560.00	6.00%
General Expenses	$ 430,500.00	$ 400,000.00	$ 420,000.00	$ 20,000.00	5.00%
TOTAL EXPENSE	**$ 5,111,082.15**	**$ 4,876,000.00**	**$ 5,374,529.17**	**$ 498,529.17**	**10.22%**
Howard Operating Support	$ 500,000.00	$ 500,000.00	$ 500,000.00	$ -	0.00%
SURPLUS/(DEFICIT)	**$ (0.00)**	**$ 11,844.64**	**$ 1,621.43**	**$ (10,223.21)**	

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Appendix 4
$(MS)^2$ Operational Certificate

Mathematics does matter in the real world. See inside cover for details.

HOWARD UNIVERSITY
Howard University Middle School of Mathematics and Science

$(MS)^2$

Date August 11, 2010

To: DCPCSB (AOIS)

From. Sue P. White
Head of School

Re: Certificate of Operational Authorizations

I, Sue P. White, Head of School for the Howard University Public Charter Middle School of Mathematics and Science, hereby certify that the following authorizations required to operate this school. Certificate of Occupancy; 2010 Liability Insurance; 2010 Facility Lease; and Basic Business License, are up to date and in effect for the 2010-2011 school year

A copy of the above-mentioned items has been up-loaded into the AOIS System as of this date. Thank you.

Name (print): **Sue P. White**

Title: **Head of School**

Signature: Sue P. White

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Howard University Middle School of Mathematics and Science

Appendix 5
$(MS)^2$ Targeted Program Development Review Report

Mathematics does matter in the real world. See inside cover for details.

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

December 10, 2010

Dr. Hassan Minor, Interim Chair
Board of Trustees
Howard University Mathematics & Science
Public Charter Middle School
2400 Sixth Street, NW
#302
Washington, DC 20059

Dear Dr. Minor:

The District of Columbia Public Charter School Board (PCSB) conducts Targeted Program Development Reviews to examine the school's academic performance status. The site review assesses the extent of programmatic implementation and the quality of the school's instructional programs as it relates to student achievement and performance outcomes. Additionally, the PCSB annually monitors each school's compliance with state and federal regulations.

Targeted Program Development Review Report
On November 9th-10th a Program Development Review team contracted by the PCSB conducted a one and a half day on-site review of the *Howard University Mathematics & Science Public Charter Middle School (MS^2)*. Enclosed is the panel's report based on a review of school documents, classroom observations, and interviews with stakeholders. You will find that the Program Development Review Report is focused primarily on the following areas: curriculum and standards, instruction, and assessments. The review report also includes an evaluation of how well schools are implementing their special education programs and the fidelity with which related services are provided in accordance with the IEP. Additionally, the review examines how well the school provides a program and services for their English Language Learners (ELLs).

PCSB staff developed the review team that visited your school with much care and consideration of the school's academic program and target population. Likewise, the review team took seriously its role to identify the school's strengths as well as areas in need of improvement and related technical assistance. It is our sincere hope that you will thoughtfully consider the recommended courses of action and strategies offered to improve student achievement and organizational performance as you plan for next school year.

We appreciate the assistance and hospitality that you and your staff gave the monitoring teams in conducting the Targeted Program Development Review at (MS^2). We hope that the recommendations provided in these reports will support your efforts to ensure that all students in your charge receive a quality education.

Thank you for your continued cooperation as the PCSB makes every effort to ensure that the (MS^2) Public Charter School is in compliance with its charter.

Sincerely,

Josephine C. Baker
Executive Director

Enclosures

cc: Sue P. White, Head of School

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

PROGRAM DEVELOPMENT REVIEW REPORT

2010-2011

Howard University Middle School of Mathematics and Science Public Charter School
November 8-10, 2010

REVIEW TEAM MEMBERS:

Dorothye Bush, Team Leader

Jocelyn G. Drakeford, Ph.D

Peggy Kay

Delia Richards, Ed.D

PCSB STAFF:

Susan Miller

EXECUTIVE SUMMARY:

The Howard University Middle School of Mathematics and Science PCS's (MS^2) leadership demonstrates a clear vision of instructional improvement as it seeks to "provide an educational experience of exceptional quality for a diverse population of students in grades six, seven and eight" Toward this end it has added a chief academic officer, curriculum specialist, instructional supervisor and three grade level directors/managers (sixth – eight grades) for this school year. The school's 300 students have access to some of the latest technology including Promethean boards, mobile laptops and computers in their homes. The school provides mandatory supplemental enrichment activities after school, Saturdays, and during the summer. With a location on Howard University's campus, the school is able to take advantage of partnerships that are designed to assist with and support professional development activities for teachers, to schedule student interns from the school of education who assist teachers at the classroom level, and to provide students with an academic environment to inspire them to achieve and thrive.

Curriculum:

The school is addressing its lack of a clearly defined, quality comprehensive written curriculum by employing a curriculum specialist and purchasing curricula (English language arts, Spanish, pre-algebra, algebra, geometry, mathematics investigations, social studies and reading) from the Montgomery County Public Schools. However, there is not a plan in place for "tweaking" these purchased curricula to make them site specific, and for their use by teachers. Howard University Middle School has also hired an instructional supervisor to monitor teachers' planning

and delivery of data-driven instruction to ensure implementation of the curriculum with fidelity. Teachers are required to use a lesson plan template for the submission of weekly lesson plans for review and feedback by the instructional supervisor. The school has both human and material resources to support an effective teaching and learning program. While the school is making progress, the PDR review team remains concerned that the school does not have a clearly defined, comprehensive written curriculum in place to inform instructional decisions, nor does it have a formal process for revising, modifying, and updating existing curricula documents.

Instruction:

Howard University Middle School has an optimum teacher-student ratio with no more than sixteen students in a class with one teacher and a student intern. A series of professional development sessions have been delivered on specific topics; however, on-going professional development related to differentiation of instruction, data driven instruction, and the use of informal and formal assessments to inform instruction should be on-going with a built in monitoring and evaluation component. The school offers supportive academic enrichment programs such as the Summer Academy, Saturday Academy, after school extended activities and individual tutoring. The infusion of technology to enhance and extend instructional delivery is in the beginning phase and the school is addressing this ineffective use of technology by appointing a technology specialist who is a former teacher at the school. The school provides opportunities for teacher planning and collaboration on a weekly basis with specialized professional development on a monthly basis. All of the instructional staff is highly qualified as outlined in No Child Left Behind legislation.

Assessment:

The school uses the DC CAS, DC BAS, and the Northwest Education Assessment to determine student achievement. Except for the DC CAS, assessments results are returned in a timely manner. In addition to the above assessments, teachers use textual tests, projects, writing, tutorial programs that include assessments, and other informal assessments to determine student progress toward learning standards acquisition. Considering the amount of data available, the school would benefit from a data warehousing system to give the school a picture of each student's strengths and weaknesses, to organize and correlate the various test scores, and to prepare the data presentations in a consistent and timely manner with a minimum of work hours. Assessment results communications to staff, Board of Directors, PCSB, parents and other community stakeholders are made in a timely manner and usable format. Parents and students have access to student grades on PowerSchool. In order to further the focus on data driven instruction, the team recommends that the school: 1) hold assessment and data utilization professional development (PD) embedded in school foci (such as differentiation and use of higher order thinking skills); 2)hold PD early in the year and at regular intervals; 3) hold PD on standard/objective/informal assessment alignment and focus on those elements in lesson planning requiring that those areas be completed to reflect PD outcomes; 4) require that teachers bring evidence of lesson assessments to weekly meetings to facilitate "data talk" and sharing, and 5) use a data capture/next steps form in weekly meetings to guide discussion around standards and objectives, assessments, data sharing, student concerns, and action planning. Ensure that all teachers can articulate the school process for screening and identifying students who are at risk of academic failure or struggling and may be in need of special services.

Program Development Review Summary

Curriculum and Standards	
1.1 The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.	Limited
a. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	Limited
b. The curriculum aligns with the state and/or national standards.	Limited
c. The curriculum aligns with school's mission, goals and philosophy.	Adequate
1.2 The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.	Limited
a. The school's curriculum is implemented with fidelity.	Limited
b. Resources (human/material) are available to support the implementation of the curriculum	Adequate
1.3 There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	Adequate
Instruction	
2.1 Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.	Adequate
a. The school has a clear instructional philosophy that guides instructional delivery to support academic achievement.	Adequate
b. Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	Adequate
2.2 The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.	Adequate
2.3 The school ensures that a program and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).	N/A
a. The school has a program in place to meet the needs of English Language Learners (ELL).	N/A
b. The school is in compliance with implementation of its ELL services	N/A
c. The school ensures that staff members utilize essential strategies to support the literacy needs of English Language Learners (ELL).	N/A
2.4 Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.	Adequate
a. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	Adequate
b. The school allocates resources (human/material) to address the needs of students with special needs.	Limited
c. The school provides related services and/ or accommodations for students according to IEPs.	Proficient
2.5 Time is made available throughout the year for planning designed to enhance and extend teaching and learning.	Proficient
2.6 Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.	Adequate

2.7 A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	**Proficient**
a. A system of support is in place for new and struggling teachers	**Adequate**
b. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	**Exemplary**
Assessment	
3.1 The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)	**Proficient**
a. The school administers standardized & internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals & targets.	**Proficient**
b. Test results are made available regularly.	**Proficient**
c. Test results are provided in a useable format.	**Proficient**
3.2 The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	**Adequate**
a. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	**Limited**
b. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	**Proficient**
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Limited**
a. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	**Limited**
b. Ongoing, informal assessments are used to provide increased instructional opportunities.	**Adequate**
3.4 Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.	**Proficient**
3.5 Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.	**N/A**

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

PDR RUBRIC

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.1. The school has a clearly defined, comprehensive written curriculum in place that identifies the essential knowledge and skill that all students are expected to achieve and aligns with the state and/or national standards and the school's mission, goals and philosophy.					
A. The curriculum identifies the essential knowledge and skills that all students are expected to achieve.	The document includes the identification of essential knowledge and skills for all core, elective, and mission specific courses that all students are expected to achieve.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core content and elective courses and most unique courses and/or mission specific courses.	The document includes the identification of essential knowledge and skills that all students are expected to achieve in all core courses and some elective and mission specific courses.	The document is in the initial stage of development that identifies essential knowledge and skills that all students are expected to know in core courses content areas and electives and mission specific courses. Little or no development for unique or mission-specific courses.	Little or no evidence that curriculum development process has occurred.
B. The curriculum aligns with the state and/or national standards.	Standards have been aligned to all relevant state/national standards and the school's mission for all core, elective, and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state/national standards and all core content and elective courses and most unique courses and/or mission specific courses. For high school programs, core courses include all required courses for graduation.	Standards have been aligned to all relevant state and national standards to all core courses and some elective and mission-specific courses. For high school programs, core courses include all required courses for graduation.	Selected standards have been identified (not necessarily aligned) for core courses (including graduation requirements at the high school level).	Little or no evidence that the state/national standards have been identified.
C. The curriculum aligns with school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are fully aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are mostly aligned with the school's mission, goals and philosophy.	All curriculum components for mission-specific courses/programs are partially aligned with the school's mission, goals and philosophy.	Few components of the mission-specific courses/program are aligned with the school's mission, goals and philosophy.	The curriculum does not align with or reflect the school's mission, goals and philosophy.

1. CURRICULUM AND STANDARDS

Strengths 1.1 :	Recommendations to Enhance Strengths (optional) 1.1:	Potential Resources to Enhance Strengths (optional) 1.1:
• According to the staff directory and leadership interviews, the school has identified a curriculum specialist to facilitate development of curriculum maps and other curricular documents. • School leadership confirms that the school has purchased curricula (ELA, Spanish, Reading, Social Studies and Mathematics) from Montgomery County Public Schools to serve as the foundation for instructional delivery in these courses at every grade level.	• Consider contracting with a curriculum designer to inform and guide the process that will be used to ensure that the purchased curricula meet the needs of your school and are grounded in the school's instructional philosophy. Refresh teachers' memories of the school's instructional philosophy. If the philosophy has changed or is no longer relevant, reach consensus on the philosophy that informs and guides all instructional decisions. Communicate this philosophy with all stakeholders, especially teachers	• Miller, Patricia. PCSB curriculum training component: *Toolkit for curriculum.* www.dcpubliccharter.com
Areas needing attention 1.1:	**Recommendations1.1:**	**Potential Resources (optional) 1.1:**
• A review of curricular documents and teacher interviews validate that, while some teachers are engaged in developing curriculum maps to inform instructional decisions, the maps are in varying stages of completeness, vary in components, and are not used for lesson planning and delivery. • Although interviews with leadership indicated that the school has purchased curricula for the aforementioned courses, the school has not developed an action plan to 'roll-out' and use these documents to inform lesson planning and delivery no later than August 2013.	• Create an action plan that clearly outlines the process steps that will be executed to complete the school's curriculum maps by subject area. The plan should include opportunities for vertical as well as horizontal collaboration and consensus regarding standards to be addressed and assessed in each subject area. • Develop an action plan to chart the course for implementation of purchased curricula. The plan should include tasks, responsible staff member, and completion timelines. Communicate status updates to teachers on an on-going basis.	• Jacobs, Heidi Hayes, ed. (2004). *Getting results with curriculum mapping.* Arlington, VA: Association for Supervision and Curriculum Development. • Jacobs, Heidi Hayes (1997). *Mapping the big picture: Integrating curriculum and assessment K-12.* Alexandria, VA: Association for Supervision and Curriculum Development. (A good source for Brief Constructed Response characteristics and rubrics, as well as samples for scoring for developing inter-rater reliability.) • Ainsworth, L. (2003). *"Unwrapping" the standards: A simple process to make standards manageable.* Advanced Learning Press. Englewood, CO.

1. CURRICULUM AND STANDARDS

• Document reviews and leadership interviews confirm that the school, while actively addressing this concern, still does not have a clearly defined, quality comprehensive written curriculum in place inclusive of scope and sequence and/or pacing guides and has not purchased curricula for science and electives.	• Contract with a curriculum specialist to guide the preparation of purchased curricula for use by teachers beginning in August 2011. Continue to explore avenues for acquiring curricula for science, music and physical education.	• Intentional curriculum planning/shared leadership. An in-depth example of one school district's entire shared, data-driven curriculum decision-making process, including their cycle of values clarification, program identification and selection, timeline development, monitoring and assessment, specific interventions and materials, and results analysis and evaluation. www.manatee.k12.fl.us/manatee/parents_corner/pdfs/Comprehensive_Reading_Plan_2005-2006.pdf

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.2. The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.					
A. The school's curriculum is implemented with fidelity.	All teachers & administrators demonstrate a clear understanding of the curriculum & implement it effectively in accordance with written documents across all grade levels & subject areas.	Most teachers & administrators demonstrate a clear understanding of the curriculum & implement it effectively in accordance with written documents across most grade levels & subject areas.	Many teachers & administrators' curriculum skill level is at the development stage. The current level of development. Many teachers & administrators demonstrate an understanding of the curriculum & implement it effectively in accordance with written documents. This skill is developing for other staff. The current level of development, coordination & implementation across grade levels or subject areas is adequate.	Some teachers & administrators demonstrate an understanding of the curriculum & how to implement it effectively in accordance with written documents. The development, coordination & implementation across grade levels or subject areas are incomplete. Efforts to coordinate curriculum are made, but do not lead to a shared vision for student learning.	Few teachers & administrators demonstrate that they know how to implement the curriculum effectively & in accordance with written documents. Little effort is made to coordinate the curriculum across the grade levels or subject areas.
B. Resources (human/material) are available to support the implementation of the curriculum.	Appropriate staff, materials of instruction & modified curricular materials are available to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Staff are utilized & materials are designed to support all mission-specific curriculum, courses or program implementation. The mission is embedded seamlessly across the curriculum (courses, programs, projects & strategies). Numerous evidence-based resources are available to support	Appropriate staff, materials of instruction & modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Staff are utilized & materials are designed to support all mission-specific curriculum, courses or program implementation.	Appropriate staff, materials of instruction & modified curricular materials to meet the needs of all academic student subgroups (ELL, SPED, advanced learners, struggling students) are available to support curriculum implementation. Some resources are available to support mission-specific curriculum, courses or program implementation.	Staff & appropriate curricular materials are available to meet the needs of some academic student subgroups (ELL, SPED, advanced learners, struggling students) to support curriculum implementation. Little evidence of resources available to support the school's mission curriculum, courses or program implementation.	Few human & material resources are available to support curriculum implementation. Varied student learning needs & achievement levels are rarely considered. No evidence of resources to support the school's mission.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.2. The school's curriculum is implemented with fidelity, and resources (human/material) are available to support the implementation of the curriculum.					
	curriculum implementation that considers varied student learning needs & achievement levels.				

Strengths 1.2 :	Recommendations to Enhance Strengths (optional) 1.2:	Potential Resources to Enhance Strengths (optional) 1.2:
• Teachers and document reviews indicate that the school requires the use of a lesson plan template for submission of weekly lesson plans which are reviewed by the instructional specialist who provides feedback regarding instructional activities to address and assess state standards. • Classroom observations, teacher interviews and interviews with the recently-appointed instructional technology specialist confirmed that the school is resources-rich to facilitate implementation of curricular documents with fidelity.	• Provide demonstration lessons for teachers that utilize technology to enhance instruction. Consider offering training to refresh teachers' skills on the use of all of the technology in their classrooms. Ensure that they are able to bring lessons "alive" with technology.	• Ruiz-Primo, M.A. (2006). *A multi-method and multi-source approach for studying fidelity of implementation*. SEAL, Stanford University/CRESST, CSE Report 677. Retrieved July 15, 2008 from www.cresst.org

1. CURRICULUM AND STANDARDS

Areas needing attention 1.2:	Recommendations1.2:	Potential Resources (optional) 1.2:
• Although the school requires the use of a lesson plan template for weekly submission of lesson plans, the feedback loop does not allow for timely review and revisions prior to the delivery of the plans to ensure implementation with fidelity. • Classroom observations, a review of lesson plans, and interviews with leadership confirm that although the school has necessary human and material resources to implement the curriculum with fidelity, professional development is needed to ensure efficient and effective usage to enhance and extend instruction.	• Design and implement a process for reviewing and providing feedback to teachers which requires teachers to submit plans no later than Thursday of the week prior to delivery. The feedback loop should ensure that teachers receive the feedback in time to address suggested revisions. • Provide professional development for all teachers in the selection and use of instructional resources (both human and material) that are available in the school and share the process for acquiring others as needed.	• Saphier, J. & Gower, R. (1997 5th edition). *The skillful teacher: Building your teaching skills.* Research for Better Learning, Inc. ISBN 1-886822-06-9 • Benjamin, A. (2005). *Differentiated instruction using technology: A guide for middle and high school teachers.* Eye on Education: Larchmont, NY. • Bitter, G. & Legacy, J. (2008). *Using technology in the classroom: Brief edition.* Pearson Education. Upper Saddle River, NJ.

DC Public Charter School Board Program Development Review Rubric

1. CURRICULUM AND STANDARDS

1. Curriculum and Standards	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
1.3. There are clear, regular and ongoing procedures and a process in place to review and revise the curriculum.					
	The school has clearly developed and well-established processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of ALL of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines)	The school has developed processes and procedures in place to review and make adjustments to the curriculum that are based on analyses of #'s 1 & 2 (review student data; identify learning gaps) of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school has developed processes and procedures to review and make adjustments to the curriculum that are based on analyses of only #1 (review of student data) of the following: 1) a review of student performance data; 2) the identification of student learning gaps; 3) review of content presentation (i.e., scope and sequence, course outlines).	The school does not have processes and procedures in place to review and make adjustments to the curriculum, nor have they considered developing such a system.

Strengths 1.3:	Recommendations to Enhance Strengths (optional) 1.3:	Potential Resources to Enhance Strengths (optional) 1.3:
• None noted.		

Areas needing attention 1.3:	Recommendations1.3:	Potential Resources (optional) 1.3:
• Although teachers participate in collaborative meetings to determine the status and effectiveness of instructional delivery, teacher interviewees and a review of current curricular documents confirm that the school has not established clear, regular and ongoing procedures and a process in place to review and revise the curriculum.	• Create a process, along with necessary forms, that is designed to provide opportunities for teachers to participate in efforts to review and revise curricular documents at least on an annual basis	• English, F.W. (2000). *Deciding what to teach and test: Developing, aligning and auditing the curriculum.* (Millennium ed.). Corwin Press. Thousand Oaks, CA. • Schrock, K. (1995 - 2007). *Guide for educators.* Discovery Education: Silver

1. CURRICULUM AND STANDARDS

		Spring, MD. (A categorized list of sites useful for enhancing curriculum and professional growth. Updated often to include best sites for teaching and learning.)

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.1. Instruction utilizes effective strategies that are grounded in the school's philosophy and provide opportunities for student learning and active engagement in the learning process.					
A.	The school has a clear instructional philosophy that guides instructional delivery to support high level of academic achievement for most students.	The school has a clear instructional philosophy that guides instructional delivery to support academic achievement for most students.	The school has an instructional philosophy that supports academic achievement. However the philosophy is not evident in all instructional activities.	The school has a developing instructional philosophy	There is very little evidence of an instructional philosophy.
B.	All teachers use effective strategies that provide extensive opportunities for student learning. All students are actively engaged in the learning process. Consistent implementation of strategies across all instructional activities as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery	Almost all teachers use effective strategies that provide extensive opportunities for student learning. Almost all students are actively engaged in the learning process. Consistent implementation of strategies in most instructional activities as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery	Most teachers use effective strategies that provide opportunities for student learning. Most students are actively engaged in the learning process. Implementation of some strategies in most classrooms as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery	Some teachers use effective strategies that provide opportunities for student learning. Some students are actively engaged in the learning process. Implementation of at least two strategies in a few classrooms as evidenced in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery	Few teachers use effective strategies that provide opportunities for student learning. It is not clear that students are actively engaged in the learning process. No evidence of implementation of strategies noted in classroom observations: 1) Make Instructional Connections 2) Task Engagement 3) Collaboration 4) Critical Thinking 5) Proactive Classroom Management 6) Effective Lesson/ 7) Instructional Delivery

Strengths 2.1 :	Recommendations to Enhance Strengths (optional) 2.1:	Potential Resources to Enhance Strengths (optional) 2.1
• Classroom observations revealed that students were engaged with creative activities, technology was infused in instructional activities, and students were listening and performing literacy activities on their laptops in four (4) of the classrooms. • Administrators shared that every student has his/her own	•	• Hall, T. (2002, June). *Explicit instruction: Effective classroom practices report.* National Center on Accessing the General Curriculum. CAST: Wakefield, MA. Retrieved July 15,06

2. INSTRUCTION

laptop at home and classroom observations validated that there were ample laptops in the classroom • Documents indicated that the school offers students many enriching activities such as robotics, intramural sports and investment and stock market clubs to enhance instruction.		http://www.caret.cam.ac.uk/system/galleries/download/rcae/ExpInstruc.pdf
Areas needing attention 2.1: • Observations and documents review revealed that differentiation was not readily visible in ten (10) classrooms and in lesson plans on file. • Observations and documents revealed that lessons lacked sufficient indicators of student engagement, differentiation in teaching, checking for student understanding and for administering assessments in 50% of the 14 classrooms observed. • Classroom observations revealed an inconsistency of questioning techniques designed to engender higher order thinking skills	**Recommendations2.1:** • Continue professional development that focuses on differentiation and implementing strategies to meet the needs of diverse learners. This professional development should include demonstration lessons, modeling, and should be on-going with follow-up and monitoring. • Activities designed to engage students, strategies used to differentiate instruction, strategies used to check for student's understanding, and the assessment to be used should be documented on lesson plan and correlated with the lesson objective. • Essential questions and higher order questions should be embedded in the lesson plan to ensure that students are being directed in their thinking	**Potential Resources (optional) 2.1:** • McTighe, J. & Brown, J. (2005). *Differentiated instruction and educational standards.* Alexandria, VA: Association for Supervision and Curriculum Development. • Sprenger, M.B. (2003). *Differentiation through learning styles and memory.* Corwin Press: Thousand Oaks, CA. • Kuzmich, L. (2004). *Data-driven differentiation in the standards-based classroom.* Corwin Press: Thousand Oaks, CA. • Caram, C.A., & Davis, P.B. (2005). Inviting student engagement with questioning. *Kappa Delta Pi Record, Fall 2005,* 18-23

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.2. The school has strategies in place to address the variant student needs and learning preferences, inclusive of students at risk of academic failure, advanced learners, and/or students not making reasonable progress toward achieving school goals.					
	The school implements research-based and/or effective special programs and provides a full complement of resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements research-based or effective special programs and provides resources to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school adequately implements programs and provides adequate resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.	The school implements a limited number of programs to help students who are struggling academically, the advanced learners, and/or students not making reasonable progress to meet school goals.	The school has not implemented programs/resources to help students who are struggling academically, advanced learners, and/or students not making reasonable progress to meet school goals.

Strengths 2.2:	Recommendations to Enhance Strengths (optional) 2.2:	Potential Resources to Enhance Strengths (optional) 2.2:
• Interview with the special education coordinator indicated that it is mandatory that struggling students attend Saturday Academy. In addition, there is also Summer Academy, individual tutoring, and extended day that has many enriching activities.	•	
Areas needing attention 2.2:	**Recommendations2.2:**	**Potential Resources (optional) 2.2:**
• Documents review indicated that while the lesson plan template has a specific section for differentiation strategies, several lesson plans on file were void of specific strategies related to variant student needs. • From teacher interviews and classroom observations, there was no structured system documented or observed that ensured that assessment grouping and instructional strategies were modified to meet the wide range of student needs.	• When reviewing lesson plans, provide teachers with specific feedback regarding inclusion of strategies that are designed to address the learning styles and needs of their diverse students. Monitor teachers to determine effectiveness and needs for additional professional development in this area. • Design and implement a structured system that specifies the expectations for assessment grouping. Indicate modifications for the diverse learners.	• Sapher, Jon, Mary Ann Haley-Speca, & Robert Gower. 2008. *The Skillful Teacher: Building Your Teaching Skills* • A Description of Foundation Skills Interventions for Struggling Middle-grade Readers in Four Urban Northeast and Islands Region School Districts . http://ies.ed.gov/ncee/ed/labs/projects/project.asp?projectID=368&productID=19 • Tomlinson, C.A. (2004). *How to differentiate instruction in mixed-ability classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

2. INSTRUCTION

		• Tomlinson, C.A. (2004). *The differentiated classroom.* Alexandria, VA: Association for Supervision and Curriculum Development. #99-6162. (Explores a variety of approaches to differentiated instruction. A good place to begin.)

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.3. The school ensures that a program, and services are in place and essential strategies are utilized to meet the needs of English Language Learners (ELL).					
A. The school has a program in place to meet the needs of English Language Learners.	The school ensures a successful program in place to identify, meet the needs of and monitor the progress of English Language Learners who enroll at the school.	The school has a successful program in place to identify, meet the needs of, and monitor the progress of English Language Learners who enroll at the school.	The school has a program in place to identify, meet the needs of, and monitor progress of English Language Learners who enroll at the school.	The school has a developing program in place to identify, meet the needs of and monitor progress of English Language Learners who enroll at the school.	The school does not have a program in place for English Language Learners who enroll at the school.
B. The school is in compliance with its services implementation	The services are in keeping with federal regulations and exceed standards for staffing with requisite training, qualifications, and material resources.	The services are in keeping with federal standards for sufficient staffing with requisite training, qualifications and material resources.	The services are in keeping with federal regulations for staffing, training and material resources.	The services are in keeping with federal regulations but could benefit from increased staffing, improved staff training/ qualifications, and additional resources.	The services are out of compliance with federal regulations and/or there are no services in place for existing students
C. The school ensures that staff utilize essential strategies to support the literacy needs of English Language Learners	The school ensures that teachers utilize the most appropriate and effective instructional best practices and strategies to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides appropriate and effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides some effective instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school provides limited instructional best practices and strategies for teachers to use to support ELL's language development/ acquisition in building comprehension, fluency, understanding, and vocabulary.	The school does not have instructional best practices and strategies in place for ELL's.

Strengths 2.3 :	Recommendations to Enhance Strengths (optional) 2.3:	Potential Resources to Enhance Strengths (optional) 2.3:
• N/A. The school has no identified English language learners.	•	
Areas needing attention 2.3:	**Recommendations2.3:**	**Potential Resources (optional) 2.3:**
• N/A	•	

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.4. Systematic strategies are in place to ensure that students with Individualized Education Plans (IEPs) are making progress in meeting school goals and IEP goals are in place.					
A. The school utilizes instructional strategies that address the special needs of students according to IEP objectives.	The school has alternative curriculum/ instructional modifications, made through school wide collaboration in place that are consistently and appropriately implemented, to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and curricular/instructional modifications in place that are consistently and appropriately implemented to meet the individual needs for special education students according to IEP objectives.	The school has alternative strategies and instructional adjustments in place to meet the individual needs for students with special needs according to IEP objectives.	The school has minimal strategies in place to ensure students with special needs are served according to IEP objectives.	Strategies are not in place to ensure students with special needs are served according to IEP objectives.
B. The school allocates resources (human or material) to address the needs of students with special needs.	The school has allocated ample staffing and sufficient material resources to ensure appropriate support to students with special needs. The school provides regularly scheduled and ongoing staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	The school has allocated ample staffing and sufficient material resources to ensure appropriate help to support students with special needs. The school provides regularly scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Essential staffing and material resources are allocated to help support students with special needs. The school provides some scheduled staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Limited staffing and needed material resources are allocated to help support students with special needs. The school provides little staff training opportunities to ensure appropriate use of material resources and most effective support of the student.	Staffing or material resources are not allocated to help support students with special needs. The school provides no staff training opportunities to ensure appropriate use of material resources and most effective support of the student.
C. The school provides related services and/ or accommodations for students according to IEPs.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the student's instructional program. The school tailors accommodations specific to individual needs as identified in student IEP's. The school provides opportunities and accommodations for collaboration among instructional staff and related service providers.	The school ensures related services are scheduled according to IEP objectives and with minimal interruption to the students' instructional day. The school makes accommodations as identified in student IEP's.	The school provides accommodations and arranges for the provision of related services as identified in student IEP's.	The school does not ensure consistent provision and/or arrangement for related services as identified in student IEP's.	The school makes no provisions for appropriate accommodations or related services as identified in student IEP's.

2. INSTRUCTION

Strengths 2.4 :	Recommendations to Enhance Strengths (optional) 2.4:	Potential Resources to Enhance Strengths (optional) 2.4:
▪ A review of documents and leadership interviews confirmed that a certified special education coordinator is on staff. ▪ Teachers participating in interviews validated that the special education coordinator meets with teachers daily and works with specific IEP students weekly. ▪ An interview with the special education coordinator and document review revealed that strategies are provided to teachers for students with various learning needs. ▪	▪	
Areas needing attention 2.4:	**Recommendations2.4:**	**Potential Resources (optional) 2.4:**
▪ Interviews with leadership confirmed a need to hire a special education inclusion teacher.	▪ Continue to implement the plan to recruit and hire a special education teacher.	

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.5. Time is made available throughout the year for planning designed to enhance and extend teaching and learning.					
	The school day, the annual calendar and master schedule reflect a high priority given to instructional planning as evidenced through instructional units and lesson plans, learning walks, teaching models, curriculum modifications designed to meet the needs of individuals and/or specific subgroups.	The school day, the annual calendar, and master schedule reflect a strong focus on providing multiple opportunities for instructional planning to meet academic student needs and enhance the instructional program.	The school offers a moderate amount of instructional planning time daily designed to meet student academic needs	The school offers some instructional planning time during the daily and/or weekly schedule.	The school offers little to no time in the daily schedule for instructional planning.

Strengths 2.5 :

- Interviews with the teachers revealed the following planning meetings occur:
  - Core planning occurs every other day.
  - Department meetings usually occur on Thursday mornings at 7:15 am.
  - Every Wednesday Division Managers meet with their teams.
  - Every 3rd Wednesday there is professional development day.
- A review of documents indicates that every teacher has at least one planning period daily.

Recommendations to Enhance Strengths (optional) 2.5:

-

Potential Resources to Enhance Strengths (optional) 2.5:

Areas needing attention 2.5:

- Interviews and school documentation indicated that structuring team meetings is in the beginning phases.

Recommendations2.5:

- Continue to structure team meetings and refine the data capture sheet to facilitate the process in the team meetings. Include/discuss classroom informal data, students in need of attention, and an action plan as a summary.

Potential Resources (optional) 2.5:

- Olivia, Peter F., Pawlas, George, E. Supervision for Today's Schools Wiley Publishing Inc., 2004

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.6. Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.					
	Timely, ongoing, and data driven professional development offerings that address teacher needs, unique student learning needs and mission-specific goals.	Ongoing professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Professional development offerings reflect analysis of student assessment data and are aligned to the academic, non-academic, and mission-specific goals.	Few professional development offerings reflect analysis of student assessment data that are aligned to the academic, non-academic goals, and/or mission-specific goals.	None of the professional development offerings address identified shortcomings in student learning or mission-specific goals.

Strengths 2.6:	Recommendations to Enhance Strengths (optional) 2.6:	Potential Resources to Enhance Strengths (optional) 2.6:
▪ Documents validate the implementation of a professional development program (with calendar) that focuses on monthly workshops, such as assessment, student achievement, and rubrics. ▪	▪	

Areas needing attention 2.6:	Recommendations 2.6:	Potential Resources (optional) 2.6:
▪ It was evident from teacher interviews and document reviews that the professional development program should offer integrated topics centered around instructional strategies, best practices, and data utilization. ▪ It was evident from teacher interviews and document review that there is a need for continued professional development in the areas of data-driven instruction, informal and formal assessments. ▪ Teacher interviews and documentation validate the lack of a link or continuous connection between professional development and classroom teaching and learning practices. ▪ Interviews with leadership and teachers revealed that there is no clear articulation among administrators, teachers, and specialists concerning mission specific performance outcomes with regard to teaching and learning.	▪ Develop/revise a professional development program that includes integrated topics, such as instructional strategies and data utilization that are driven by disaggregated student data. ▪ Contract with experts to design and deliver professional development in data-driven instruction, informal and formal assessments. Include strategies for using student data to inform instructional decisions. ▪ Design a monitoring mechanism which will provide ongoing feedback on assessment of teacher skills. ▪ Design and deliver professional development sessions on mission-specific student and performance outcomes.	▪ *Using Student Achievement Data to Support Instructional Decision Making.* http://ies.ed.gov/ncee/wwc/publications ▪ Carter, M & Curtis, D. ( ). *Training teachers: A harvest of theory and practice.* Redleaf Press: St. Paul, MN. (The principal may find some professional development activities in this resource that [s]he can use with the teachers.) ▪ Center for Inspired Teaching (CIT). (For professional development on engaging lessons and differentiated instruction for children. The Workshop on the Art of Teaching is two weeks in the summer of free professional development for any DC Public School staff member. Trains

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.6. Professional development offerings provide support in meeting the school's academic, non-academic, and mission specific performance goals and addresses any identified shortcomings in student learning.					
			teachers in areas of effective instruction and ways to inspire students to reach their personal and academic potential and increase teachers' own professional enjoyment. Emphasizes questioning techniques and may be helpful with supporting the Socratic method.) www.inspiredteaching.org		

DC Public Charter School Board Program Development Review Rubric

2. INSTRUCTION

2. Instruction	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
2.7. A system of support is in place for new and struggling teachers. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.					
A. A system of support is in place for new and struggling teachers.	The school implements a support system that is highly effective in meeting the all the needs of new and struggling teachers. Inclusive of: • New teacher induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school implements a support system that meets the needs of most new and struggling teachers Includes most of the following professional development strategies: • New teacher induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school provides support to new and struggling teachers Includes some professional development strategies: • New teacher induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school provides support to new and struggling teachers. Includes at least one of the following professional development strategies: • New teacher induction • Tiered PD • External PD(Courses, conferences, training seminars) • Coaching and mentoring • Individualized PD Plan	The school offers little or no support to new and struggling teachers.
B. The school is in compliance with NCLB mandates as it relates to meeting Highly Qualified Teacher (HQT) requirements.	Evidence exists that the school provides extensive support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that the school provides support for all identified teachers in meeting the requirements in the HQ Compliance Action Plan.	Evidence exists that teachers not designated as HQ, have an individualized HQ Compliance action plan.	Evidence exists that not all teachers not designated as HQ have a completed HQ Compliance Action Plan.	There is no evidence that all teachers not designated as HQ have been identified. There is no evidence that HQ Compliance Action Plans exist for teachers not designated as HQ.

Strengths 2.7:	Recommendations to Enhance Strengths (optional) 2.7:	Potential Resources to Enhance Strengths (optional) 2.7:
• Interviews with the leadership team and a review of documents confirm that all teachers are highly qualified. • From interviews with the Leadership Team, new teachers are given technological support in addition to academic support that they receive from the department chairpersons and division managers.	•	
Areas needing attention 2.7:	**Recommendations2.7:**	**Potential Resources (optional) 2.7:**
• Interviews with teachers and leadership team confirm that the school does not have a new teacher induction program, new teacher mentor/buddy system.	• Develop a new teacher induction program that includes the provision of a mentor or buddy for every teacher that is new to	• Tellerico, M. (2005). *Supporting and sustaining a teacher's professional*

2. INSTRUCTION

	Howard University Middle School.	*development: A principal's guide.* Thousand Oaks, CA: Corwin Press. • Danielson, C. (2007, 2nd edition). *Enhancing professional practice: A framework for teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.1. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets; test results are made available regularly and in a usable format. (Assessment data are reflected in the SIP, if applicable.)					
A. The school administers standardized and internal assessments that are aligned to state standards and Performance Management Framework (PMF) goals and targets.	The school administers a wide range of standardized and internal assessments, purposefully selected, and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments purposefully selected and aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers standardized and internal assessments aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers few standardized and internal assessments that are not always aligned with adopted standards and Performance Management Framework (PMF) goals and targets.	The school administers the state standardized assessment. The school's internal assessments are not aligned with adopted standards and Performance Management Framework (PMF) goals and targets.
B. Test results are made available regularly.	Assessment results are available to the instructional staff in a timely manner and provided with high frequency.	Assessment results are available most often in a timely manner and provided at frequent intervals to the instructional staff.	Assessment results are sometimes available in a timely manner and at frequent intervals.	Assessment results are rarely available in a timely manner.	Assessment results are not available on a regular basis.
C. Test results are provided in a useable format.	Assessment results, by all subgroups, are analyzed and discussed frequently (more than quarterly) according to the assessment utilization plan to inform instruction at the school and classroom levels.	Assessment results, by most subgroups, are analyzed and discussed at least quarterly according to the assessment utilization plan to inform instruction at the school and classroom levels. Results are reported in a format that may be used easily to make school/classroom level decisions.	Assessment results are reported in a format that may be used to inform instruction at the school/classroom level.	Assessment results as reported may not be in a format that informs instruction.	Assessment results are not reported in a useable format

Strengths 3.1 :	Recommendations to Enhance Strengths (optional) 3.1:	Potential Resources to Enhance Strengths (optional) 3.1:
• According to leadership interviews and document review, in addition to the DC CAS(summative) and the DC BAS (interim benchmark aligned to the DC CAS), the school administers the Northwest Educational Assessment (NWEA) four times a year for placement and to determine student growth and achievement in math, reading, language usage, and science. The NWEA is purposefully selected because of its alignment with the DC Learning Standards (DC LS), the fast turnaround time, reporting format and support options.	•	

available. • Teacher interviews and school documents indicated that the assessments are purposefully chosen for predictors of DC CAS and for timely and user friendly reporting. Teachers reported that the assessment results are shared with parents at the report card conferences. • Teachers reported and documentation substantiated that the school uses several online intervention programs that include assessments. (i.e., Brain Child, Alex, Accelerated Reader, and Achieve3000). Other informal assessments include projects, quizzes, textual assessments, and observation.		
Areas needing attention 3.1: • Leadership and teacher interviews indicated and school documentation substantiated that the school lacks a comprehensive data plan. Due to the amount of assessments and reporting information specific to the assessment, there is some overlap of core subject assessments and assessment purpose, and lack of correlation of assessment results not easily correlated to drive instruction.	**Recommendations3.1:** • Create a comprehensive data plan that links assessments to the DC Learning Standards and contain DC CAS language to familiarize students with specific language and test formats. Determine the effectiveness of the various reading and math interventions and their ability to predict DC CAS performance. ▪	**Potential Resources (optional) 3.1:** ▪ Appalachian Educational Laboratory at Edvantia. (2005). *School improvement specialist training materials: Performance standards, improving schools, and literature review. Module 7—purposeful student assessment.* (IES Contract No. ED-01CO-0016). Charleston, WV. Edvantia. ERIC ED 489 151. Retrieved June 28, 2006 from http://www.eric.ed.gov

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.2. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals; and, reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.					
A. The school has a system in place to collect, record, analyze, and track student academic data to determine success in meeting academic, non-academic, and mission specific goals.	The school has a system in place to collect, record, analyze and track student academic data to determine success in meeting all school goals.	The school has a system in place to collect, record, analyze, and/or track student academic data to determine success in meeting the almost all of the school goals.	The school has a system in place to collect, record and/or analyze student academic data to determine success in meeting most of the school's goals.	The school has a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.	The school does not have a system in place for collecting and recording student academic data. Data are not organized and analyzed regularly.
B. The school reports and communicates school wide data to staff, school Board, parents, the PCSB and other community members.	The school regularly reports and communicates findings from the school-wide data to staff, school's Board, parents, the PCSB and other community members.	The school-wide data are regularly reported to staff, school's Board, parents, the PCSB and other community members.	School wide data are reported to staff, school's Board, parents, the PCSB and other community members as required.	School-wide data are inconsistently reported to staff, parents, the PCSB and other community members.	School-wide data are rarely reported to staff, parents, the PCSB and other community members.

Strengths 3.2 :	Recommendations to Enhance Strengths (optional) 3.2:	Potential Resources to Enhance Strengths (optional) 3.2:
• School documents and teacher and leadership interviews indicated that assessment results are shared regularly with staff, Board of Directors, PCSB, parents and other community members and stakeholders. In addition to DC CAS results, parents receive assessment results on NWEA regarding student achievement. PowerSchool is available to parents and students to access grades.	•	
Areas needing attention 3.2:	**Recommendations 3.2:**	**Potential Resources (optional) 3.2:**
• A search of school documents indicated a lack of a comprehensive data warehousing system to collect, record, organize, analyze, correlate, and track the various student academic and non-academic data. Currently, the school uses a spreadsheet to capture academic data, reporting print-outs of the online tutorial/assessments, and	• Explore a variety of data warehousing systems to determine the one that is the "best fit" for your school. Choose a warehousing system that can correlate the various assessments to give a complete snapshot of the whole student including academic and non-academic data and has	• Arizona Department of Education & RMC Research Corporation. (2003, April-May). *Data disaggregation and reporting* Presentation at Arizona Regional Assistance Training Seminars. Denver CO. RMC

PowerSchool to report grades, attendance, etc.	specific capabilities to align test bank items and activities to DC CAS.	Research Corporation. Author. Retrieved August 14, 2006, from http://www.ade.state.az.us/azlearns/Presentations/Data-basedDecisions.pdf

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.3. Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.					
A. Assessment and evaluation data are used to monitor student learning, instructional effectiveness and instructional decisions.	Teachers and administrators use assessment results consistently and at designated intervals in order to support a data driven instructional program that addresses student strengths and weaknesses in content areas, and delivers standards-driven instruction designed to increase student achievement.	Teachers and administrators use assessment and evaluation data consistently and at designated intervals to identify student strengths and weaknesses in content areas, to make decisions to improve instructional delivery and to increase student achievement.	Teachers and administrators use assessment and evaluation data to identify student strengths and weaknesses in content areas, make decisions to improve instructional delivery and increase student achievement.	Some teachers and administrators use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.	Teachers and administrators rarely use assessment results to identify student strengths and weaknesses in content areas, make decisions to improve instruction delivery and increase student achievement.
B. Ongoing, informal assessments are used to provide increased instructional opportunities.	A wide range of informal classroom assessments is used consistently to provide instructional opportunities.	Several informal classroom assessments are used consistently to provide instructional opportunities.	Informal classroom assessments are used to provide some increased instructional opportunities.	Informal classroom assessments are rarely used to provide increased instructional opportunities.	Informal classroom assessments are not used to provide increased instructional opportunities with any consistency or purpose.

Strengths 3.3 :	Recommendations to Enhance Strengths (optional) 3.3:	Potential Resources to Enhance Strengths (optional) 3.3:
• Teachers report and school documents substantiate that student progress data is used to identify student weaknesses. Teachers articulated that standardized and interim assessments and intervention program assessments are administered • The Chief Academic Officer and Instructional Supervisor support teachers in their effort to implement data driven instruction. The data analyst collects, organizes and presents the data.	•	
Areas needing attention 3.3:	**Recommendations 3.3:**	**Potential Resources (optional) 3.3:**
• Leadership interviews and school documentation revealed	• Develop comprehensive data plan that	• Association for Supervision and Curriculum

3. ASSESSMENT

that although the leadership uses data more consistently to identify and report strengths/weaknesses of students and content areas, the teachers are in the process of using data on a regular basis to drive instructional decisions daily to increase student achievement. • Review of lesson plans and observations indicated few opportunities to check for student understanding of lesson objectives beyond teacher centered one-on-one question and answer to determine standard acquisition. • Lack of meeting notes to substantiate data driven, structured collaborative meetings among teachers indicate that teachers are beginning the process of capturing and sharing data on a weekly/daily basis to create action plans for teaching based on standards attainment. • Lesson plans observed by team indicated lack of understanding on the part of some teachers of the alignment between the lesson objective(s) and the assessment. • Interviews and the school professional development (PD) calendar indicated that although data presentations had been made early in the year, the PD calendar showed limited follow-up on data utilization. Few data utilization offerings were on the school PD calendar with the first scheduled in December. •	outlines the specific, purposefully selected assessments to be administered, for what purpose, at what intervals, and the setting in which the data will be analyzed. • Streamline use of human resources related to data analysis and instruction. Collect data gleaned from lesson plans, observations, and "walk throughs" to be used (anonymously) at faculty meetings, team meetings, and individual teacher conferences to track progress on school foci. • Team meeting notes should include an action plan based on data utilization sessions. Create a weekly data capture sheet to include data gleaned from assessments such as "exit tickets", quizzes, tests, projects, and writing assignments. Have teachers bring student work initially until teachers become used to bringing and sharing data. Devise a data capture/next steps sheet to structure and document action plans. • Provide intensive, sustained PD for teachers with regard to lesson planning and objective/assessment alignment. Include language for measurable objectives and assessments on lesson planning • Continue to develop a comprehensive curriculum that includes a variety suggested informal assessments. Consider requiring exit tickets. Require short, easily graded written assessments that can be stapled to the lesson plan for those teachers that need intensive assistance and monitoring. Share exit ticket data at team meetings regularly to determine skill/concept acquisition. • Disaggregate DC CAS subgroups to determine if learning is on track. • Provide PD that is visibly embedded in other school instructional foci and make the data utilization PD early in year to emphasize its	Development. (2002). *Using classroom assessment to guide instruction.* Three videos & facilitator's guide. www.ascd.org • Bernhardt, V. L. (2004). *Using data to improve student learning.* Eye on Education: Larchmont, NY. ISBN 1-930556-60-8. • Boudett, K.P., City, E.A. & Murnane, R.J. (2006). *Data Wise: A step-by step guide to using assessment results to improve teaching and learning.* Harvard Education Press: Cambridge, MA ISBN 1-891 792-67-9 • Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development • Pardini, P. (2000). Data, well done. *JSD Journal of Staff Development.* Vol. 21, #1. National Staff Development Council: Oxford, OH. Theme of entire issue: Data-driven staff development. • Parker, K. (2006). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning.* Alexandria, VA: Association for Supervision and Curriculum Development. • Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching*

	importance. Embed data utilization in team meetings to inform instructional planning, grouping, student instructional options, and facilitate collaboration.	*and learning*. Alexandria, VA: Association for Supervision and Curriculum Development. • Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.4. Procedures to ensure accurate and timely identification and evaluation of students who have special needs are in place.					
	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process is transparent and accessible to parents, teachers and all relevant stakeholders.	Evidence that a formal and systematic process is consistently implemented with fidelity to identify and evaluate children with special needs. The process may be developing transparency for all relevant stakeholders.	Evidence that a formal process is consistently implemented to identify and evaluate children with special needs.	Evidence that a formal process is inconsistently implemented to identify and evaluate children with special needs.	No evidence of a formal process to identify and evaluate children with special needs.

Strengths 3.4 :	Recommendations to Enhance Strengths (optional) 3.4:	Potential Resources to Enhance Strengths (optional) 3.4:
• Interviews with the Special Education Coordinator indicated that a formal process is in place to identify and evaluate students with special needs. .	•	
Areas needing attention 3.4: • Although the school has a School Response Team and a process that leads to screening/evaluation for students in need of further support, the process is new and in the developmental stage, according to interviews and school documents. Teachers did not articulate the SRT process that may lead to Special Education screening for students with special needs.	**Recommendations 3.4:** • Ensure that all teachers are updated on the intervention and screening process for students that may be identified with special needs •	**Potential Resources (optional) 3.4:** • Vaugh, S. S., Bos, C. S. & Schumm, J. A. (2006, 3rd edition). *Teaching exceptional, diverse and at-risk students in the general education classroom.* Allyn &Bacon. NY.

3. ASSESSMENT

3. Assessment	Exemplary level of development and implementation	Proficient level of development and implementation	Adequate level of development and implementation	Limited level of development and implementation	Inadequate level of development and implementation
3.6. Procedures to ensure accurate and timely identification and assessment of English Language Learners (ELL) are in place.					
	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. The process is transparent and accessible to parents, teachers and all relevant stakeholders. Reports are provided to stakeholders frequently.	Evidence that a formal process for identification of ELL is consistently implemented with fidelity. Evidence that appropriate services and accommodations are provided. Reports are provided to parents and teachers periodically.	Evidence that a formal process for identification and placement of ELL is consistently implemented.	Evidence that a formal process for identification and placement of ELL is inconsistently implemented.	There is no evidence of a formal process to identify and assess students for ELL services

Strengths 3.6 :	Recommendations to Enhance Strengths (optional) 3.6:	Potential Resources to Enhance Strengths (optional) 3.6:
• N/A: The school has no identified English Language Learners.		
Areas needing attention 3.6	**Recommendations 3.6:**	**Potential Resources (optional) 3.6:**
• N/A		

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 6
$(MS)^2$ 2010 – 2011 AYP and NCLB Report Cards

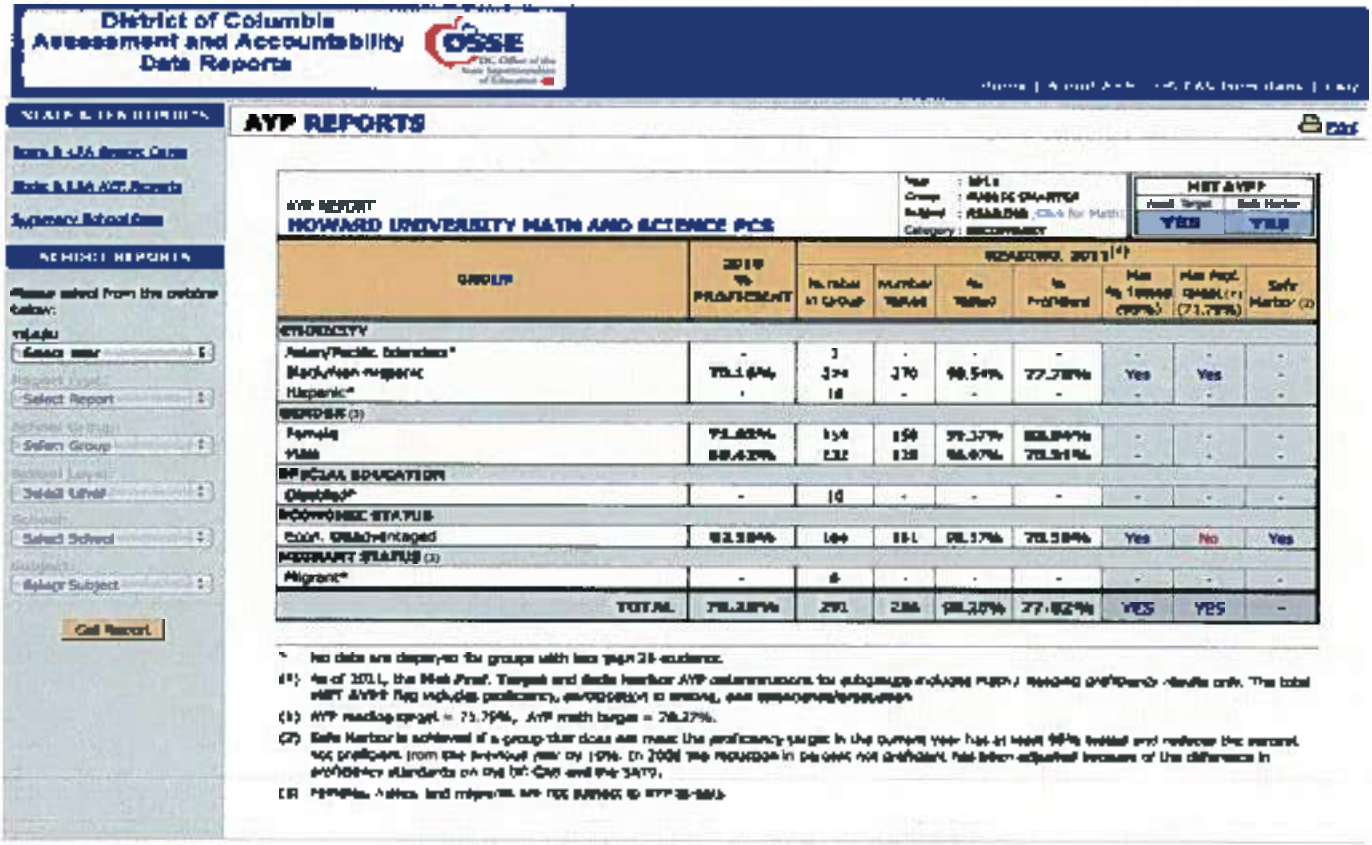
Mathematics does matter in the real world! See inside cover for details.

REPORT CARD
HOWARD UNIVERSITY MATH AND SCIENCE PCS

Year : 2011
Category : SECONDARY

MET AYP?		
Reading	Math	Attendance
YES	YES	YES

Group	Year	Number in Group	Reading						Math					
			# Tested	% Tested	% SS (1)	% Basic	% Prof.	% Adv.	# Tested	% Tested	% SS (1)	% Basic	% Prof.	% Adv.
Ethnicity														
* (2)	2011	0	-	-	-	-	-	-	-	-	-	-	-	-
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-
Asian/Pacific Islanders*	2011	1	-	-	-	-	-	-	-	-	-	-	-	-
	2010	1	-	-	-	-	-	-	-	-	-	-	-	-
Black/Non-Hispanic	2011	274	270	98.54%	1.48%	20.74%	61.48%	16.30%	270	98.54%	0.74%	19.63%	60.37%	19.26%
	2010	265	265	100.00%	1.89%	27.92%	54.34%	15.85%	265	100.00%	4.91%	29.06%	53.96%	12.08%
Hispanic	2011	16	15	93.75%	13.33%	13.33%	60.00%	13.33%	15	93.75%	6.67%	20.00%	60.00%	13.33%
	2010	16	16	100.00%	0.00%	31.25%	68.75%	0.00%	16	100.00%	6.25%	25.00%	50.00%	18.75%
Amer. Indian/Alaskan Native*	2011	0	-	-	-	-	-	-	-	-	-	-	-	-
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-
White/Non-Hispanic*	2011	0	-	-	-	-	-	-	-	-	-	-	-	-
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-
Gender														
* (2)	2011	0	-	-	-	-	-	-	-	-	-	-	-	-
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-
Female	2011	159	158	99.37%	0.63%	15.82%	63.92%	19.62%	158	99.37%	0.00%	17.09%	58.86%	24.05%
	2010	144	144	100.00%	0.69%	27.08%	56.94%	15.28%	144	100.00%	4.17%	31.25%	51.39%	13.19%
Male	2011	132	128	96.97%	3.91%	25.78%	58.59%	11.72%	128	96.97%	2.34%	22.66%	62.50%	12.50%
	2010	138	138	100.00%	2.90%	28.99%	51.90%	13.22%	138	100.00%	5.80%	26.09%	56.52%	11.59%
Special Education														
Disabled	2011	10	9	90.00%	11.11%	44.44%	44.44%	0.00%	9	90.00%	0.00%	77.78%	22.22%	0.00%
	2010	11	11	100.00%	9.09%	81.82%	9.09%	0.00%	11	100.00%	54.55%	45.45%	0.00%	0.00%
Non-disabled	2011	281	277	98.58%	1.81%	19.49%	62.09%	16.61%	277	98.58%	1.08%	17.69%	61.73%	19.49%
	2010	271	271	100.00%	1.48%	25.83%	56.83%	15.87%	271	100.00%	2.95%	28.04%	56.09%	12.92%
English Proficiency														
Lep/Nep*	2011	0	-	-	-	-	-	-	-	-	-	-	-	-
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-
Non-Lep/Nep	2011	291	286	98.28%	2.10%	20.28%	61.54%	16.08%	286	98.28%	1.05%	19.58%	60.49%	18.88%
	2010	282	282	100.00%	1.77%	28.01%	54.96%	15.25%	282	100.00%	4.96%	28.72%	53.90%	12.41%
Economic Status														
Econ. Disadvantaged	2011	164	161	98.17%	3.11%	26.71%	57.76%	12.42%	161	98.17%	1.86%	21.74%	64.60%	11.80%
	2010	151	151	100.00%	1.32%	36.42%	51.66%	10.60%	151	100.00%	5.96%	31.13%	54.97%	7.95%
Non-Econ. Disadvantaged	2011	127	125	98.43%	0.80%	12.00%	66.40%	20.80%	125	98.43%	0.00%	16.80%	55.20%	28.00%
	2010	131	131	100.00%	2.29%	18.32%	58.78%	20.61%	131	100.00%	3.82%	25.95%	52.67%	17.56%
Migrant Status														
Migrant*	2011	6	-	-	-	-	-	-	-	-	-	-	-	-
	2010	0	-	-	-	-	-	-	-	-	-	-	-	-
Non-Migrant	2011	285	280	98.25%	2.14%	20.36%	61.07%	16.43%	280	98.25%	1.07%	20.00%	60.36%	18.57%
	2010	282	282	100.00%	1.77%	28.01%	54.96%	15.25%	282	100.00%	4.96%	28.72%	53.90%	12.41%
SchoolTotal:	2011	291	286	98.28%	2.10%	20.28%	61.54%	16.08%	286	98.28%	1.05%	19.58%	60.49%	18.88%
	2010	282	282	100.00%	1.77%	28.01%	54.96%	15.25%	282	100.00%	4.96%	28.72%	53.90%	12.41%
LEATotal:	2011	291	286	98.28%	2.10%	20.28%	61.54%	16.08%	286	98.28%	1.05%	19.58%	60.49%	18.88%
	2010	282	282	100.00%	1.77%	28.01%	54.96%	15.25%	282	100.00%	4.96%	28.72%	53.90%	12.41%



District of Columbia Assessment and Accountability Data Reports

OSSE

STATE & LEA REPORTS

- State & LEA Annual Data
- State & LEA AYP Reports
- Summary School Data

SCHOOL REPORTS

Please select from the options below:

YEAR:

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Report Type:

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School Group:

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School Level:

Select Level

School:

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Subject:

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AYP REPORTS

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AYP REPORT

HOWARD UNIVERSITY MATH AND SCIENCE PCS

Year : 2011
Group : PUBLIC CHARTER
School : HOWARD (Click for Math)
Category : ECONOMIC

MET AYP?

Read Target	Safe Harbor
YES	YES

GROUP	2010 % PROFICIENT	READING, 2011 [4]						
		Number in Group	Number Tested	% Tested	% Proficient	Met 95% Test (95%)	Met Prof. Target [1] (71.79%)	Safe Harbor [2]
ETHNICITY								
Asian/Pacific Islander*	-	3	-	-	-	-	-	-
Black/Non-Hispanic	70.14%	274	270	98.54%	77.78%	Yes	Yes	-
Hispanic*	-	16	-	-	-	-	-	-
GENDER [3]								
Female	71.85%	159	158	99.37%	83.54%	-	-	-
Male	68.42%	132	128	96.97%	70.31%	-	-	-
SPECIAL EDUCATION								
Disabled*	-	10	-	-	-	-	-	-
ECONOMIC STATUS								
Econ. Disadvantaged	82.59%	164	161	98.17%	78.26%	Yes	No	Yes
MIGRANT STATUS [3]								
Migrant*	-	6	-	-	-	-	-	-
TOTAL	78.28%	291	286	98.28%	77.62%	YES	YES	-

* No data are displayed for groups with less than 20 students.

(1) As of 2011, the Met Amet. Target and Safe Harbor AYP determinations for subgroups includes Math / Reading proficiency results only. The total MET AYPT flag includes proficiency, participation in testing, and graduation/progression.

(2) AYP reading target = 71.79%, AYP math target = 70.27%.

(3) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2009 the reduction in the percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

[4] Females, males, and migrants are not subject to AYP targets.

This website is best viewed using Microsoft Internet Explorer 6.0 and up.
This site requires a Java enabled Internet browser to display properly.

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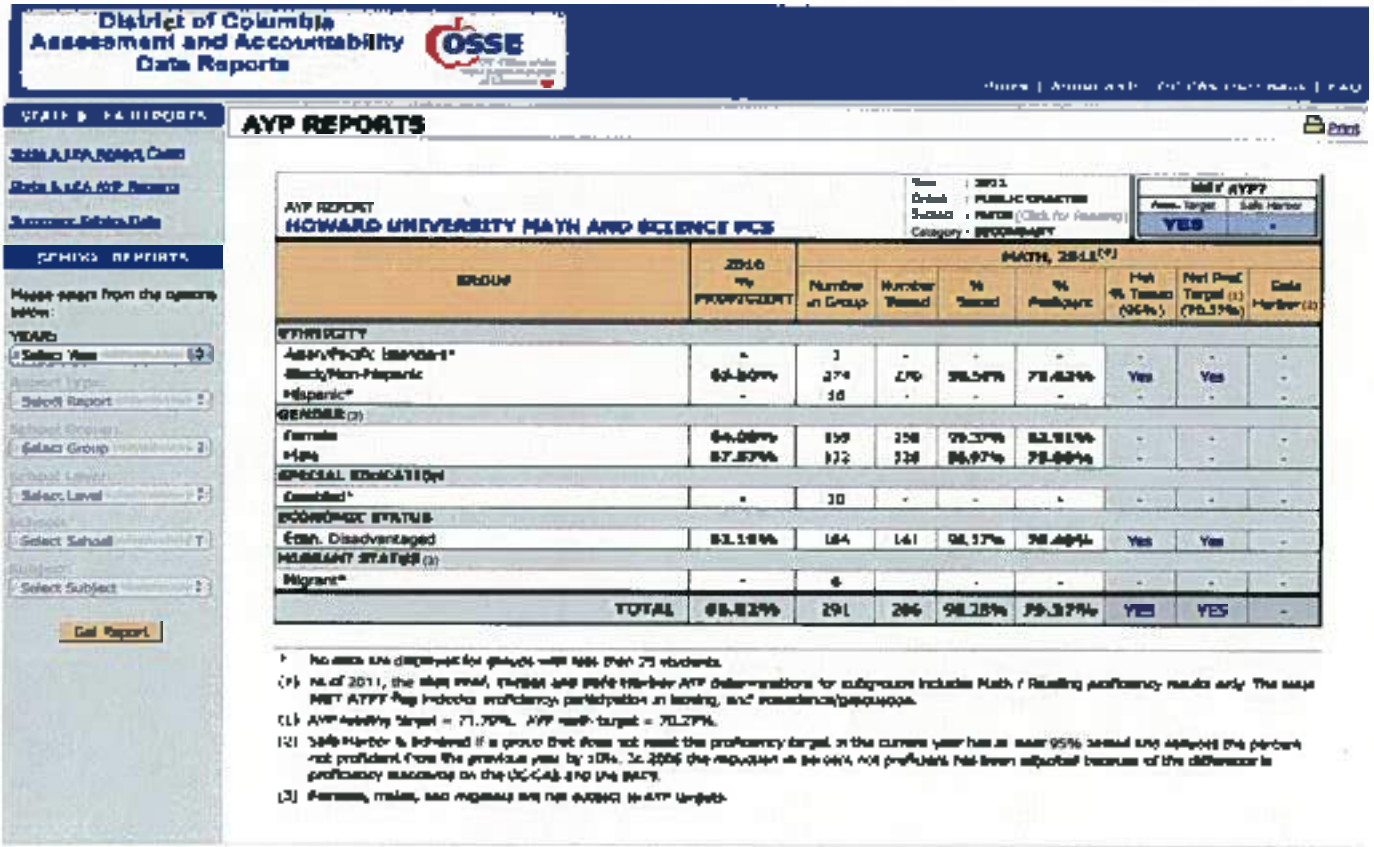
810 First Street, NE, 9th Floor
Washington, DC 20002 (202) 727-6436



District of Columbia Assessment and Accountability Data Reports

OSSE

STATE & LEA REPORTS

- State & LEA Annual Data
- State & LEA AYP Reports
- Summary School Data

SCHOOL REPORTS

Please select from the options below:

YEAR:

Select Year

Report Type:

Select Report

School Group:

Select Group

School Level:

Select Level

School:

Select School

Subject:

Select Subject

Get Report

AYP REPORTS

Print

AYP REPORT

HOWARD UNIVERSITY MATH AND SCIENCE PCS

Year : 2011
School : PUBLIC CHARTER
Subject : MATH (Click for Reading)
Category : ECONOMIC

MET AYP?

Read Target	Safe Harbor
YES	-

GROUP	2010 % PROFICIENT	MATH, 2011 [4]						
		Number in Group	Number Tested	% Tested	% Proficient	Met 95% Test (95%)	Met Prof. Target [1] (70.27%)	Safe Harbor [2]
ETHNICITY								
Asian/Pacific Islander*	-	3	-	-	-	-	-	-
Black/Non-Hispanic	64.60%	274	270	98.54%	78.52%	Yes	Yes	-
Hispanic*	-	16	-	-	-	-	-	-
GENDER [3]								
Female	64.08%	159	158	99.37%	83.54%	-	-	-
Male	67.57%	132	128	96.97%	75.00%	-	-	-
SPECIAL EDUCATION								
Disabled*	-	10	-	-	-	-	-	-
ECONOMIC STATUS								
Econ. Disadvantaged	83.19%	164	161	98.17%	78.88%	Yes	Yes	-
MIGRANT STATUS [3]								
Migrant*	-	6	-	-	-	-	-	-
TOTAL	68.82%	291	286	98.28%	79.37%	YES	YES	-

* No data are displayed for groups with less than 20 students.

(1) As of 2011, the Met Amet. Target and Safe Harbor AYP determinations for subgroups includes Math / Reading proficiency results only. The total MET AYPT flag includes proficiency, participation in testing, and graduation/progression.

(2) AYP reading target = 71.79%, AYP math target = 70.27%.

(3) Safe Harbor is achieved if a group that does not meet the proficiency target in the current year has at least 95% tested and reduces the percent not proficient from the previous year by 10%. In 2009 the reduction in the percent not proficient has been adjusted because of the difference in proficiency standards on the DC-CAS and the SAT9.

[4] Females, males, and migrants are not subject to AYP targets.

This website is best viewed using Microsoft Internet Explorer 6.0 and up.
This site requires a Java enabled Internet browser to display properly.

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2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 7
$(MS)^2$ 2010 Summer Academy Handbook and Report

Mathematics does matter in the real world. See inside cover for details.

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HOWARD UNIVERSITY

Middle School of Mathematics & Science

$(MS)^2$

Summer Academy 2011 Handbook

Letter from the Director of Summer Academy

On behalf of the faculty, staff, and administration of the Howard University Middle School of Mathematics & Science, $(MS)^2$, I offer good wishes, and welcome you to Summer Academy 2010. The $(MS)^2$ faculty and staff worked extremely hard to make this program beneficial to your son and/or daughter. In this handbook you will find important information regarding our program policies and procedures. Please review them carefully with your child, as we need your full cooperation to make this a success educational experience.

Our number one objective is to provide students with an opportunity to be enriched or improve their academic standing. To that end, students should report daily prepared to learn exciting new information about math, science and technology thus following the mission of our school. As a parent, you can help by continuing to build on your child's interest in science and math related activities. Studies show that students who participate in these activities outside of school activities tend to develop a deeper interest and appreciation for science and math.

In conclusion, we do our best to serve the educational needs of every student at $(MS)^2$. Therefore, we need your active participation in your child's educational experience. You can do so by communicating with their instructors, checking homework and reviewing their grades in Powerschool. All information regarding teacher contact can be found online at www.howard.edu/ms2. If you have any other questions or concerns, please feel free to contact me at (202) 806-7725. Thank you and we look forward to providing the best educational experience for your child!

Sincerely,

Lee Vason
Director of Summer Academy

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Letter from your Head of School

Greetings $(MS)^2$ Scholars:

I would like to formally welcome you to the Howard University Middle School of Mathematics and Science 2011 Summer Academy session. I sincerely hope that you will utilize your time in this program to grow both academically and socially, in preparation for the 2011-2012 academic school year. Some of you are new to $(MS)^2$, while others are returning. However, I am confident that this experience will uncover a new wealth of knowledge for all.

During this program, you will be challenged in ways that you never expected, and with a strong commitment and positive attitude, you will excel to heights unimagined. I challenge you to set high goals for yourself and to work hard towards achieving them. You will be provided with all of the tools you need to succeed. However, ultimately it is your decision to do well. Look at this experience as a time to become a better and stronger you.

I wish you a productive and educationally stimulating summer academy experience. In closing, I leave you with this quote:

"What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child."
-George Bernard Shaw

Best regards,

Sue P. White
Head of School

Summer Academy Hours, Courses, Teachers & Descriptions
BRIDGE & RECOVERY PROGRAMS

HOURS OF OPERATION

7:30 am - 9:00 am - Breakfast
8:10 am - 9:10 am - 1st Session
9:15 am - 10:15 am - 2nd Session
10:20 am - 11:20 am - 3rd Session
11:25 am - 12:25 pm - 4th Session
12:30 pm - 1:00 pm - Lunch

RECOVERY	TEACHER
Pre-Algebra	Ms. Beryl Jackson
Introduction to Biology	Mrs. Michelle Taylor
Earth Science	Mrs. Michelle Taylor
English/Language Arts 6 & 7	Mr. Brian Johnson
Reading 6 & 7	Ms. Erin Scott
Culture and Geography	Mr. Wesley Ellis
Ancient Culture and Civilization	Mr. Wesley Ellis

BRIDGE	
Introduction to Mathematics	Mr. Jason McNeil
Mathematics Lab	Ms. Shelby Stanley
Introduction to Reading	Ms. Rebecca Christian
Reading Lab	

COURSE DESCRIPTIONS

Pre-Algebra: This course builds on essential mathematics skills and prepares students for Algebra I. The objective of this course is for students to develop mathematical proficiency that will enable them to efficiently use mathematics to make sense of and improve the world around them.

Introduction to Biology: An exploratory, lab-based course that is designed to introduce the life cycle, human cells, the anatomical and physiological organization of the human body.

Earth Science: The objective of this course is to provide students with a sound understanding of the earth's ecological systems, environmental relationships and natural cycles. Students will also be exposed to ecological resources and wildlife conservation.

English & Language Arts: Students will write informational and literary texts in order to reflect on and recreate their experiences. They will also write report observations, persuasive essays, narratives and summaries. Through their writing they will make connections to clarify thinking and connect text to self, and self to the world.

Reading: This course seeks to further assist students in the development of reading comprehension and vocabulary skills. Furthermore, techniques and strategies will be implemented to help students gain mastery of skills needed to read at, or above grade level.

Summer Academy Hours, Courses, Teachers & Descriptions
BRIDGE & RECOVERY PROGRAMS cont.

COURSE DESCRIPTIONS

Culture and Geography: This course will explore the relationship between culture, geography and different types of maps and their usage. In addition, students will gain a basic knowledge of language, religion, politics and ethnicity within different cultures.

Ancient Culture and Civilization: The focal point of this course is people, time and places during the rise of civilization. The intent is to foster a comprehensive awareness of how civilization started. In this course, students will explore the beginnings of our governance system in addition to learning about the democratic process.

Bridge Program: This program was designed for incoming students as a means of addressing deficiencies in reading and math based on the Northwest Evaluation Association **(NWEA)** assessment of incoming students. Furthermore, students are provided with intense instruction and introduced to the culture of $(MS)^2$.

ENRICHMENT PROGRAM

HOURS OF OPERATION

8:30 am - 9:00 am - Breakfast
9:05 am - 11:30 am - 1st Session
11:35 am - 12:30 pm - Lunch
12:35 pm - 2:00 pm - 2nd Session

CAMP DESCRIPTIONS

CSI Camp: *Monday, July 11, 2011 - Friday, July 22, 2011*
Campers involved in our crime scene course will become forensic scientists and virtual detectives for the session and will be engaged in numerous experiments and activities for the purpose of training. They will analyze the evidence gathered from a fictional crime scene, use luminal to check for the presence of blood, gather and compare fingerprints and shoe prints, make molds of teeth, shoes and vehicle tracks, and much more.

Golf Camp: *Monday, July 25, 2011 - Friday, July 29, 2011*
Campers will assume the position of junior golfer at his/her own level of experience. Each golfer will receive the basics of a good set up that will lead to improvement in all areas of the golf swing. Junior golfers will also leave with a better understanding of the golf swing, so that future improvement will be much easier to attain. The program will also teach the overall game using etiquette, course management, technique, and strategies.

Summer Academy Hours, Courses, Teachers & Descriptions
ENRICHMENT PROGRAM cont.

CAMP DESCRIPTIONS

Weather Camp: *Monday, July 25, 2011 – Friday, July 29, 2011*
Have you ever wondered where clouds come from or maybe even why tornadoes and hurricanes are so deadly? If those questions persist in your mind then you will be sure to have them answered in weather camp. Campers will receive broad exposure and training in weather forecasting, environmental modeling, and measurements. They will also be exposed to the college experience through their interactions on campus, interactions with Atmospheric Sciences STEM and graduate students, and use of campus of campus academic facilities. Campers will participate in a final project of building their own hot air balloons.

***Please note that the time for Weather Camp is extended until 4:00 pm due to the level of activities involved. Students participating will receive a snack at 2:00 pm each day. Please be sure to notify the Director of Summer Academy if your child will not be able to participate after 2:00 pm.*

URGENT NOTIFICATION: Due to scheduling conflicts, there will be no Extended Enrichment offered from 2:00 pm – 4:00 pm this summer.

Summer Academy Administration

John Goudeaux, *Chief Academic Officer*
Lee Vason, *Director of Summer Academy*
Jennifer Crawford, *Assistant Director of Summer Academy*
Allison Artis, *Dean of Students*
Delmar Williams, *Chief Technology Officer*
Odessa Casimiro, *Technology Specialist*
Leslie Finley, *Special Education Coordinator*
Frances Jones, *Attendance Coordinator*
Robert Allen, Senior Student Support Team Specialist
Talifarro Jones, Student Support Team Specialist
Terrelle Washington, Student Support Team Specialist

Summer Academy Office	(202) 865-0150
$(MS)^2$ Main Office	(202) 806-7725

Policies & Procedures

ATTENDANCE:

Attendance will be taken within the first ten minutes of class, just as it is during the regular school year. Any student who misses more than 3 days during the course of summer will not receive credit for the course. In the case of tardiness, three (3) tardies will equal one (1) absence.

Please see "Tardiness to Class" for information regarding an excused tardy.

TARDINESS TO CLASS:

Classes begin at 8:10 am, 9:15 am, 10:20 am, and 11:25 am. Please refer to your student's individual schedule for his/her assigned arrival time. Students are tardy if they report after class has started. An excused tardy or absence is limited to a doctor's note or a letter from a parent stating a legitimate excuse. Letters from parents will be reviewed and determined legitimate at the discretion of the Director of Summer Academy and the Chief Academic Officer. **It is critical to be on time.**

LEAVING THE BUILDING:

Students must check-in at the guard's desk upon arrival to Summer Academy. Students are **not** to leave the school building unless they are leaving the school grounds for the day. Please refer to your student's individual schedule for his/her assigned dismissal time. **Students must notify the Summer Academy Office before leaving the building.** Students must enter and exit the building using the 1st floor only.

STUDY & GUIDANCE:

Summer Academy courses cover a great deal of material in a short time; consequently, students must study both during the school day and after school. Books are to be taken home each day. Lockers are not available. During the summer, guidance will be available for any student who needs assistance with classes.

GRADES:

Students enrolled in the Summer Academy Recovery Program will receive the same type of grades as given during the regular school year. Students who are enrolled in the Summer Academy Bridge and Enrichment Programs will not receive credit towards their GPA, but will receive a grade of Pass or Fail, which will be note on his/her transcript.

SPECIAL SERVICES:

Students requiring accommodations due to an IEP or 504 Plan should contact Ms. Leslie Finley, the school Special Education Coordinator, for information or questions regarding Summer Academy Services.

Policies & Procedures cont.

FINAL EXAMS:

PLEASE NOTE!! Each course is expected to end with a culminating activity, be it a final exam or project. Students in the Recovery Program will take their final exam by August 3rd. The last day of Summer Academy is August 5, 2011 and grades are due at the close of business on this day.

DRESS CODE:

Students in Summer Academy are expected to conduct themselves and to dress in the FULL UNIFORM which includes the following: $(MS)^2$ monogram polo shirt, navy blue or khaki bottoms, a belt, and shoes (**excludes** open toe, open heel, & high heel shoes).

CITIZENSHIP & DISCIPLINE POLICY:

Students are in Summer Academy voluntarily or based on need. They are expected to maintain a wholesome attitude towards learning. We operate on a Zero-Tolerance Policy that gives students minimum opportunities to misbehave (see below for details). Students who do not maintain good citizenship may be dismissed from school and receive a grade of "F".

Summer Academy Discipline Policy

1st Offense – Verbal redirection or reprimand, Teacher/Student Conference, and Parental contact by phone by the Teacher (document using Summer Academy Referral)

2nd Offense – Temporary removal of student form classroom and Parental contact by phone by Summer Academy Administration (document using Summer Academy Referral)

3rd Offense – Teacher/Parent/Administration Conference and Removal of student from Summer Academy Program

ELECTRONIC DEVICES POLICY:

Please note that **no personal electronics can be used** during the hours of Summer Academy. Unlike the Academic School Year, students may have electronic devices on their person, **BUT they must be turned off**. Any student found in violation of this policy will have his/her electronic device confiscated. On the 1st offense the device will be returned to an adult. On the 2nd offense, confiscated electronic devices will not be returned until the last day of Summer Academy, August 5, 2011.

Instructional Expectations

In all of our classrooms, you can expect:

- Technology-based instruction
- Collaborative Learning
- Project-based & inquiry-based learning
- Standards-based instruction
- Data-driven instruction
- Evaluation of learners at regular intervals (quizzes & tests).

Uniform Policy Reminder

The uniform policy is strictly enforced each day. Any student deemed to be in violation of the uniform policy will be removed from class and will not be allowed to return until the correct uniform is brought for that student. Otherwise the student is dismissed for the day.

- $(MS)^2$ monogrammed polo shirt (navy or red)
- $(MS)^2$ monogrammed navy blue sweater
- navy blue or khaki pants, shorts, or skirts
- a belt (if the bottoms have belt loops)
- shoes (**excludes** open toe, open heel, & high heel)
- watches & stud earrings are the only permissible accessories

2011 Summer Academy Calendar

Wed, Jun 22	Summer Academy Bridge & Recovery Orientation
Mon, June 27	Summer Academy Bridge & Recovery begins
Mon, July 4	Independence Day - **SCHOOL CLOSED**
Mon, July 11	CSI Camp begins
Fri, July 22	CSI Camp ends
Mon, July 25	Golf Camp & Weather Camp begins
Fri, July 29	Summer Academy Bridge Program ends Golf Camp & Weather Camp ends
Mon, August 1 - Wed, August 3	Summer Academy Recovery students Final Exams
Friday, August 5	Summer Academy Recovery Program ends

$(MS)^2$

do something extraordinary™

School Administration

Sue P. White, *Head of School*
John Goudeaux, *Chief Academic Officer*
Yohance Maqubela, *Chief Operating Officer*
Detrpal Williams, *Chief Technology Officer*
Allison Artis, *Dean of Students*
Lee Vason, *Director of Specialized Programs*
Jennifer Crawford, *Associate Director of Specialized Programs*
Leslie Boler-Flack, *Director of Human Resources*
Claudia Hines, *Director of Finance*
Shirley Martin, *Office Manager/Grants Liaison*
Mertine Moore Brow[illegible], *School Secretary*
Frances Jones, *Admiss[illegible]nrollment Coordinator*
Tiffany Redford, *Stu[illegible]ecords Coordinator*

MIDDLE SCHOOL OF MATHEMATICS & SCIENCE

Boar[illegible]f D[illegible]ctors

Dr. Hassan M[illegible]*and Founder*
Dr. Floretta D[illegible]*ector Emerita*
Mr. Frank K. Ross, *Treasurer*
Ms. Mayb[illegible]aylor Bennett
Spencer H. Boyer, Esq.
M[illegible]ebecca Christian
Dr. [illegible]n Ericson
Dr. Gerunda Hughes
Dr. Vinetta Jones
Dr. Jesse Nicholson
Mr. Diallo A. Sumbry

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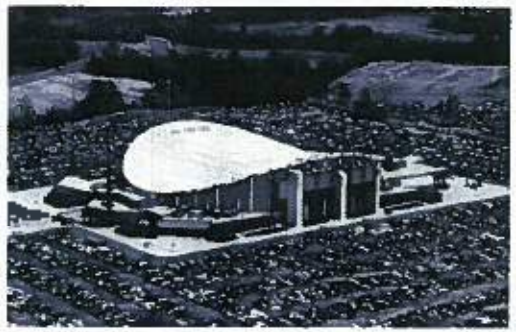
2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 8
$(MS)^2$ Internship Program Handbook



Mathematics does matter in the real world. See inside cover for details.

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HOWARD UNIVERSITY

Middle School of Mathematics & Science

$(MS)^2$

2010-2011 Professional Internship Handbook

Department of Specialized Programs (DOSP)

Letter from Sue P. White, *Head of School*

Welcome to the Howard University Middle School of Mathematics and Science [$(MS)^2$]. We are honored to welcome both our new and returning interns to our school community.

This handbook communicates expectations, policies and procedures that are in place to assist you during your internship here at $(MS)^2$. We trust that clarity about processes will assist you in serving our family of students and teachers. Please use this handbook as a reference during the year and do not hesitate to contact us should you have questions or suggestions.

Effective middle schools emphasize academic integrity, while making an emotional connection with students. We are committed to the development of the whole student, mind, body and spirit. You are here to assist us in fulfilling this goal.

Dr. Neil deGrasse Tyson provided us with this equation during his commencement speech to our inaugural class: $E = (MS)^2$ which translated means "Excellence equals Howard University Middle School of Mathematics and Science". We are delighted that you joined our family and accepted the challenge of promoting excellence for our students, while receiving a first-rate work experience.

Yours truly,

Sue P. White

Sue P. White
Head of School

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Letter from Lee Vason, *Director of Specialized Programs*

Greetings Interns,

Welcome all returning and incoming interns to the 2010-2011 academic school year of the Howard University Middle School of Mathematics & Science, $(MS)^2$. As the Director of the newly revised *Department of Specialized Programs (DOSP)*, my number one goal remains the same, lead by serving. Each year we go through countless hours of intern interviews to select the best that Howard University has to offer. We are very proud to say that all interns selected have been chosen because they are qualified and ready to be the best! With that said, I know that each of you will come committed and prepared to make a positive impact on the students of $(MS)^2$.

From classroom support to lead instructors, interns help to nourish the vision of this department and the school's mission. $(MS)^2$ students benefit a great deal from your presence. They look up to you! So it is our expectation that you come with full intent to add value to our organization by your commitment and dedication to the program.

Furthermore, we expect you to maintain your obligation to Howard University by sustaining good academic standing. Past interns have proven that academic success is achievable by using time strategically. You have been selected because we believe that you will do what is necessary to uphold the name of Howard both at the middle school and university level. We are glad to have you on board and look forward to another great year!

Sincerely,

Lee Vason
Director of Specialized Programs

Working at the Middle School

Purpose of Internships in Academic Programs

The HU $(MS)^2$ Internship Program helps Howard University students obtain practical experience in their respective fields of study. Many employers are now looking for college graduates who have completed an internship.

Internship Application Process

All applicants for the internship program are required to complete a $(MS)^2$ Internship Application, which can be found online. Each applicant must submit the following with their completed application: web copy of current class schedule and a current web transcript.

What makes a professional?

As professionals, we must give our best to the educational system in which we work. We are the direct link to the success of our students. We must never be satisfied with anything less than excellence in what we do or what our students do. We have responsibilities to ourselves as well as to our students in the way we work and in the way we conduct ourselves. The following are traits we look for in our professionals:

- Maintain the highest moral character possible.
- Develop leadership and expect leadership from others.
- Respect for others.
- Promote high standards of conduct and academic achievement for all students.
- Respect the integrity and judgment of fellow workers.
- Demonstrate a commitment to continued learning and growth through professional improvement.
- Command quality work from ourselves and our students.
- Respect and promote the values of education.

Strive to develop worthy habits, qualities of leadership, initiative, and good judgment. With these traits, each of us can be a better person, a better educator, and a better professional.

Active Supervision

Interns must be observant at all times, whether in the classroom, cafeteria, auditorium, or outside the building. At no point should any Intern be observed sitting, talking/texting on cell phones, or socializing with another intern while they are supposed to be supervising students. **Students are always our priority.** Failure to adhere to this policy could result in a demerit.

Intern-Student Interaction

Although students and interns are close in age, it is very important that interns set clear boundaries. Interns should not have inappropriate conversations (please refer to the "Inappropriate Conversations" section) or physical contact with any students. If you are unclear of what may be deemed inappropriate, please see the Director or Associate Director of Specialized Programs for clarification (also refer to your training manual).

Intern-Staff/Intern-Intern Interaction

All interaction between interns and other staff members should be kept on a professional level. Both staff and interns much remain aware that we work in a school environment & any inappropriate interactions consequently can impact our students. Any uncomfortable interactions must be reported to Human Resources.

Inappropriate Conversations

Conversations concerning topics unrelated to $(MS)^2$ could be deemed inappropriate. This includes, but is not limited to, conversations about sex, inappropriate weekend activities, and public discussions about another intern, teacher, or staff member. Interns who are approached by students attempting to initiate inappropriate conversation, must report that conversation to the school counselor and a DOSP administrator.

Workplace Expectations

ATTIRE:

All Interns are required to dress in business casual attire, including the $(MS)^2$ ID Badge. Below you will find a description of this policy with specifications in regards to gender.

The requirements for MALE attire are as follows: all attire should be neat and without wrinkles, all shirts must have a collar and sleeve—collars should be no lower than one (1) inch past the underarm, shirts must be tucked in at all times, bottoms must be worn above the waist, a belt must be worn if there are belt loops, and all footwear must cover the foot.

The requirements for FEMALE attire are as follows: all attire should be neat and without wrinkles, all shirts must have a collar—collars should be no lower than one (1) inch past the underarm and must not show cleavage—and cover at least fifty percent (50%) of each shoulder, shirts must be tucked in at all times, bottoms must be worn above the waist and come no higher than two (2) inches above the knee, a belt must be worn if there are belt loops, and all footwear must cover the foot.

RESTRICTIONS on attire for both MALES and FEMALES include, but are not limited to, the following: shirts/tops exposing the upper body—with exception to arms—(i.e. maxi dresses, tube/halter/strapless/racer back tops, spaghetti strap shirts, or tops that show the midriff and/or cleavage), clothing with inappropriate language or graphics, clothing that is fitted to the skin (i.e. spandex/leggings), athletic wear (i.e. sweatpants, hoodies, sweatshirts, jerseys etc.), jean/denim bottoms, cargo shorts, Bermuda shorts, hats—with exceptions to those worn for religious purposes, do-rags, stocking or wave caps, slippers, flip flops, thongs sandals, crocs, and sneakers—with exception to Auxiliary and Physical Education Interns in regards to sneakers.

CASUAL FRIDAYS have been authorized by DOSP every Friday of the month, except the second (2^{nd}) Friday of the month (Board of Directors Meeting). These Fridays ARE NOT considered Casual Fridays and Interns will be required to wear the green $(MS)^2$ polo shirt. Casual Friday attire must fall within the parameters of the dress code in regards to overall body coverage, tightness, neatness, language & graphics, hats etc. Please refer to the 2010-2011 Friday Attire Schedule that was issued during training for the specific dates of Casual Fridays and Board of Directors Meetings. The $(MS)^2$ DOSP Administration reserves the right to continue, extend, revise or revoke this policy at its discretion.

ID BADGE POLICY:
All interns will be issued an official $(MS)^2$ ID Badge. The ID badge is required as part of the Attire Policy. It should be worn on the upper left chest with the issued DOSP badge holder. To receive the badge, one must sign the ID Badge Policy stating that all rules and requirements concerning the ID are understood. All lost/misplaced badges must be reported **IMMEDIATELY** (within 24-hours) to the Associate Director to be voided temporarily. The intern will have to pay for a replacement badge prior to the next pay period. Checks cannot be picked up without presenting the $(MS)^2$ ID badge. Failure to report a lost/misplaced ID badge will result in a demerit. Failure to wear ID badge will result in a demerit and/or the Intern being sent home. All ID badges must be returned at the end of employment to receive the last check.

WEEKLY MEETINGS:
All interns are expected to attend his/her departmental meeting (i.e. Auxiliary meetings, In-Class meeting, etc.). These meetings will be held weekly as scheduled below:

Auxiliary Intern Meeting:	Daily at 11:00 am
S.T.E.M. Connections Meeting:	Mondays at 3:15 pm
In-Class Intern Meeting:	Mondays at TBD

All interns are REQUIRED to attend the DOSP All-Staff weekly meetings. These meetings will be held on Wednesdays at 4:45 pm in the auditorium.

INTERN PROFESSIONAL DEVELOPMENT:
Professional Development will be offered 4:45-5:45 pm every third (or fourth) Thursday of each month. Each intern is required to attend a minimum of four (4) Professional Development sessions. Three (3) sessions will be mandatory (paid) and one (1) will be voluntary (unpaid).

VOLUNTEER REQUIREMENT:
The DOSP sponsors a variety of programs each year. To assist with these programs and to maintain DOSP's relationship with University departments, Interns are required to volunteer for four (4) programs each semester. A list of programs will be provided during training.

SCHOOL RULES:
Interns are responsible for enforcing all school rules (please see "Discipline Protocol" section). Please refer to a copy of the $(MS)^2$ School Handbook for a list of rules and infractions.

DISCIPLINE PROTOCOL/INCIDENT REPORTS:
Interns are not trained nor required to handle disciplinary issues. All discipline issues should first be reported to the student's teacher and/or floor level SST Member. All incidents and disciplinary issues, no matter how big or small, must be reported to the DOSP office using the appropriate referral/form.

INTERN CONDUCT ON-SITE AND OFF-SITE:
All Interns must remember that their behavior in and away from the school influences our students. Our students live in the Howard University community, so interns must be conscious of their conduct outside of the building. Inappropriate behavior and/or language observed and reported to the school can result in suspension or termination.

LUNCH:
The school provides lunch for the students daily. While there are times when there is extra food for the $(MS)^2$ staff and interns, NO ONE IS ENTITLED TO THE LUNCH. No intern should be eating lunch or making plates of food while on the clock. Failure to adhere to this policy will result in a demerit. Interns are expected to make provisions for their own lunch while on their lunch break. **NOTE: Interns are not allowed to retrieve lunch from the cafeteria for any faculty or staff member.*

ELECTRONICS/INTERNET POLICY:
Interns must not use electronics while on duty. **All electronics are to be powered off and out of sight.** Anyone caught using a electronics (i.e. cell phones, iPods, etc.) for any reason will be given a demerit and asked to leave. Interns should not be on the Internet for any reason that does not pertain to $(MS)^2$. Anyone caught on sites such as Facebook, MySpace, Twitter, or MediaTakeOut will be given a demerit and will be in jeopardy of having hours reduced.

PAYROLL PROCEDURES:
All interns are required to submit a timesheet at the end of each pay period. Payroll calendars will be distributed during training. All payroll concerns must be submitted formally, **in writing**, to the Director of Supplemental Programs with a copy of the pay stub attached to the document. Requests for time verification, must also be submitted in writing to the Associate Director of Specialized Programs 48-hours (two business days) in advance and require a donation of $2 per request. Donations must be received with the written request.

Intern Policies & Procedures

VIOLATING CONTRACTUAL OBLIGATIONS:
All interns are expected to abide by all rules and regulations set forth by $(MS)^2$ and DOSP. Failure to do so will result in demerits.

1st offense:	Verbal Warning	4th offense:	Probation
2nd offense:	Written Warning	5th offense:	Termination
3rd offense:	Conference		

ENTERING AND EXITING THE BUILDING:
All interns are required to use the front door when entering and exiting $(MS)^2$. Anyone using the side door (except in cases involving a Physical Education class or an emergency evacuation) will be referred to the Director of Supplemental Programs for reprimanding and a demerit for violating contractual obligations.

CLOCKING IN AND OUT:
All interns are required to clock in and out upon entering and exiting the building. The clock in procedure includes a thumb scan that will automatically record the time. There should be no point when an intern exits the building without clocking out. Not clocking in or out will result in being docked 0.25 hours. Any discrepancies with the thumb scan should be brought to the attention of the Associate Director immediately upon arrival or departure. Credit will only be given from the time at which the problem is reported (with a small grace period).

REPORTING TO WORK LATE:
All interns are expected to report to work at least five (5) minutes before their scheduled time. Anyone reporting to work five or more minutes late without submitting a 48-hour notice form will receive the following demerits and will be docked 0.25 hours:

1st offense: Verbal Warning	3rd offense: Conference/ Probation
2nd offense: Written Warning	4th offense: Termination

Four times calling out without giving 48-hour notice is equivalent to one demerit for reporting to work late.

Failure to report to work without giving any notice will also result in a demerit violating contractual obligations.

Forms & Descriptions

48-HOUR REQUEST FORM*

This form is used to request days off, late arrival, or early departure from work. As stated by the title of the form it MUST be submitted at least 48-hours (2 business days) before the day(s) requested. As with any request, submission of this form does not mean that the request will be approved.

EXTRA HOURS REQUEST FORM

This form is to be used to request to work extra hours. Undergraduate interns will not be allowed to work more than sixteen (16) hours a week. For those who do not take advantage of the maximum hours, this form can be filled out to request extra hours during the university's breaks/holidays, such as Spring Break, Christmas Break, Reading Period, Final Exams, and at the end of the University school term in May.

SCHEDULE CHANGE REQUEST FORM

At the end of the University's Fall Semester, interns will be required to submit this form reflecting their class schedule and availability for the Spring Semester. This form can also be used if the intern has to change his or her schedule (permanently or temporarily).

HOLIDAY/SPRING BREAK REQUEST FORM

$(MS)^2$ operates on a schedule similar but not identical to Howard University's schedule. This form is to be used to inform DOSP of each intern's schedule with regards to holidays and Spring Break. Attached to this form should be transportation itineraries. Dates requested off during this time will not affect the number of requests off designated.

TIMESHEET

This form is to be filled out at the end of each pay period. In-Class and Administrative Interns must have their teacher and/or immediate departmental supervisor sign it on the top right hand corner above the word "Timesheet", before it is paid out.

All request forms must be submitted by noon at least 48-hours (2 business days) in advance. The Director or Associate Director will sign it for approval or denial. Interns will be notified by email of the request status. The original copy placed in the personnel files.

**Interns are hourly employees and all days off are unpaid.*

School Administration

Sue P. White, *Head of School*
Yohance Maqubela, *Chief Operating Officer*
John Coudeaus, *Chief Academic Officer*
Allison Artis, *Dean of Students*
Delmar Williams, *Chief Technology Officer*
James Cole, *Data Analyst*
Kim Mills, *Instructional Supervisor/Professional Development Coordinator*
Kofi Handon, *Director, Instructional Technology*
Lee Vason, *Director, Specialized Programs*
Jennifer Crawford, *Associate Director, Specialized Programs*
Leslie Flack, *Director, Human Resources*
Claudia Hines, *Director, Finance*
Shirley Martin, *Office Manager & Grants Liaison*
Mertine Moore-Smith, *Secretary*
Frances Jones, *Coordinator, Admissions*
Tiffany Redford, *Coordinator, Student Records*

Division Managers

Kofi Handon, *Grade 6*
Allison Artis, *Grade 7*
Lee Vason, *Grade 8*

Board of Directors

Dr. Hassan Minor, *Founder and Managing Director*
Dr. Florette Dukes McKenzie, *Director Emerita*
Mr. Frank K. Ross, *Treasurer*
Ms. Maybelle Taylor Bennett
Dr. Aprille Ericsson
Dr. Gerunda Hughes
Dr. Vinetta Jones
Dr. Jesse Nicholson
Ms. Roberta Willis Sims
Spencer Boyer, Esq.
Mr. Diallo A. Sumbry

MIDDLE SCHOOL OF MATHEMATICS & SCIENCE
1867
HOWARD UNIVERSITY

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 9
$(MS)^2$ 2010 – 2011 Student and Family Handbook

Mathematics does matter in the real world. See inside cover for details.

Howard University Middle School of Mathematics and Science

Student and Family Handbook

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INTRODUCTION

The Howard University Middle School of Mathematics and Science Family Handbook provides information to help:

- Students have a productive, enjoyable, and successful experience at (MS)^2, and
- Parents/guardians fulfill the goal of effectively supporting their child in the (MS)^2 environment.

We urge you to study the handbook and become familiar with all of the information presented. Use it as a reference and guide to develop an understanding of the resources and policies at Howard University Middle School of Mathematics and Science. Please take time to review each section with your child so that he/she is clear of the expectations and underpinnings of the operations of the school.

Throughout the year, we will also review and discuss the different components of the handbook with students. In this way, they will know we are working together as a team to ensure that they have a productive year.

Dear (MS)² Family,

Welcome to the Howard University Middle School of Mathematics and Science, also known as (MS)². Once again, we are honored to welcome both our new and continuing family members to our school community.

This handbook communicates many of the procedures and policies that are in place at our school. We trust that clarity about processes will assist you and your child in finding this an exciting place to learn. Please use this handbook as a reference when questions arise during the year. We have tried to include as much information as possible, and we will probably be making adjustments to school procedures throughout the year. Please do not hesitate to contact us should you have questions or suggestions.

Effective middle schools emphasize academic integrity, while making an emotional connection with students. We are committed to the development of the whole student, mind, body and spirit. We have worked to assemble faculty and staff members who are dedicated to our mission, and have developed a wide range of academic and co-curricular programs to promote this mission. Please pledge to work hand-in hand with us to ensure that your child has the best education possible.

Dr. Neil deGrasse Tyson provided us with this equation during his commencement speech to our inaugural class: E = MS² — Excellence equals Howard University Middle School of Mathematics and Science. We invite you take advantage of, as well as celebrate this opportunity for excellence with us during this academic year.

Respectfully,

Sue P. White

Sue P. White
Head of School

(MS)² Mission Statement

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science (MS)² provides an educational experience of exceptional quality for a diverse population of students in grades six, seven and eight.

Our curriculum emphasizes mathematics and the sciences, not only as core disciplines but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence to pursue life-long learning. (MS)² encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrate all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

INCLEMENT WEATHER AND EMERGENCY PROCEDURES

In case of inclement weather, (MS)² follows the District of Columbia Public Schools policy for delays and closings and/or the policy of Howard University. Notification will be made through the methods of communication listed below.

In the case of other unforeseen emergencies, notification will also be made through the following methods of communication.

Methods of Communication:

- (MS)² community will be called by the automated telephone message system;
- Television announcements will be made on local channels, such as WRC-4, WJLA-7, FOX-5 and WUSA-9;
- Radio announcements will be made on local stations, such as WHUR 96.3FM and WTOP 107.7 FM;
- Email automated message system.

DAILY ARRIVAL AND DISMISSAL

Supervision of students does not begin before 7:00 AM. Therefore, students should not arrive before this time. If it is necessary for your child to arrive earlier on any given day, please contact the office in advance so that arrangements can be made. The cafeteria opens for breakfast at 7:20 AM.

The (MS)² building hallways and stairways are security coded and are not open for public access prior to 7:45 AM. Therefore, students cannot travel beyond the first floor. If your child is meeting a teacher before 7:45 AM, the teacher will issue a pass to the student the day before the meeting. In the morning, staff on duty will contact the teacher to come down to get your child.

Students are expected to vacate the school premises immediately at the end of the school day. Parents/guardians who pick-up their children are asked to enter the campus through the 4th Street gate which generally opens at 4:15 PM and exit through the 6th Street gate. The 4th Street gate closes about 4:45 PM. Make certain when you are picking up your child, that you do not block the crosswalk, driveways, and intersections.

Please contact the school immediately if you will be delayed in picking up your child. All students in the building must be under the supervision of a staff member, so it is essential that we know who is in the building after hours and where they are located. Unless a student is with a staff member, students waiting to be picked up must wait at the security area until their ride comes.

$(MS)^2$ Key School Policies

EARLY DISMISSAL POLICY

Requests for early dismissal must be made in writing and submitted to the main office by the beginning of the day of the scheduled early dismissal. Early dismissal means that the child will be leaving school anytime during the school day before 4:30 PM. The written notification must include the following:

- Student's name;
- Date and time of the early dismissal;
- Mode of transportation the child will be using or if he/she will be picked up and by whom;
- Parent/guardian contact information so that the request can be verified (specifically if the child is leaving on his/her own). **This person must be the parent/guardian on record.**

Our preference is that all students are signed out by the parent/guardian on record. So when you are picking up your child, we are requesting that you come into the main office and sign him/her out.

ATTENDANCE POLICY

Parents/guardians should "plant the seeds" early for developing the habits of coming to school daily and on time. Your child is expected to be in school every day that school is in session. Both excellent attendance and punctuality are at the top of our list of behaviors we believe help build good character and a strong work ethic. In addition to coming to school everyday, we believe that students should arrive a little early versus right on time. This will allow him/her to have extra time to mentally prepare for the day.

Please note that being tardy three (3) times will convert to one (1) unexcused absence. If a student is habitually late, parents will be required to meet with the school administration to immediately address and correct this behavior. A contractual agreement will be on file to this effect.

You and your child, together, must assume the responsibility of coming to school everyday and on time. However, as the parent/guardian, the ultimate responsibility is yours.

OVERVIEW OF (MS)² CURRICULUM

The Learning Standards adopted by the District of Columbia are the foundation on which the core (MS)² Curriculum is built. These learning standards are designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The new learning standards in reading/English language arts, mathematics, science, and social studies are among the best in the nation, and are the cornerstone of (MS)²'s commitment to provide each student with an excellent education. You can download complete copies of these standards at:

http://www.k12.dc.us/dcps/Standards/standardsHome.htm

The following courses are offered at (MS)²:

- Mathematics (including Algebra I)
- Science
- Integrated Mathematics with Technology Applications
- English/Language Arts
- Reading
- Social Studies
- Spanish
- Music
- Physical Education

SCHOOL GRADING AND PROMOTION

The question of promotion is one that challenges every school, at every grade level. At (MS)² we know that neither automatic retention nor automatic promotion is the solution for students who do not successfully complete their work. Given the importance of the decision, our promotion policy is designed to provide students with optimal learning opportunities throughout the year to achieve at proficient or advanced levels.

The goal is that all students have the support needed to move forward successfully from one level to the next. To move forward students must at least satisfactorily complete work in their core courses. Therefore, we have carefully planned a proactive approach that includes parents, teachers, students and administrators for the prevention of academic failure. Through on-going monitoring of student performance, starting before the first day of class, appropriate interventions will be provided to ensure academic success for all students.

Evaluation of student achievement focuses on academic performance and other dimensions of student growth. The Head of School is ultimately responsible for determining the placement that best meets the student's academic, social, emotional and physical needs; each member of the school Teaching Team is responsible for evaluating the growth of each individual.

PROMOTION CRITERIA

To be promoted to the next grade level each school year, each middle school student should:

- Receive no more than one D and no Fs in any core subject *
- Perform at the Proficient Level or higher on the DC-CAS or comparable standardized assessment in mathematics, science, and reading.**
- Complete a writing folder/portfolio that includes 3 required writing pieces – one from mathematics, one from science, and one from English/language arts. One of the writing pieces must be a report on a science or mathematics project conducted by the student.

* Students receiving a D in a core course at the end of the school year will be required to attend summer school.

** Students scoring less than Proficient on the DC-CAS or comparable standardized assessment, will be required to attend summer school.

PROMOTION CRITERIA (CONT'D)

The Head of School and Teaching Team will also consider the following factors in determining promotion/retention of students:

- Academic achievement (successful mastery at the current level as evidenced by grades earned during academic reporting periods);
- Demonstrated ability to function at the next level;
- Organizational skills and work habits that are commensurate with requirements at the next grade level;
- Attendance;
- Level of maturity – including social, emotional and physical factors.

Students who are failing one or more core academic subjects in the total program or scoring less than Proficient on the DC-CAS assessment in mathematics, reading or language arts will be considered "at risk". For a student "at risk," the Head of School and teaching team may recommend from the following alternatives:

- Attendance at summer school
- Supplemental instruction/ assignments/tutoring or other interventions as determined by the school;
- Promotion to a Transition Year at the end of the second term (Grade 8 only);
- Repeat the entire year (with enhanced supports available and an alternative approach to the delivery of the subject matter that promises greater opportunity for success).

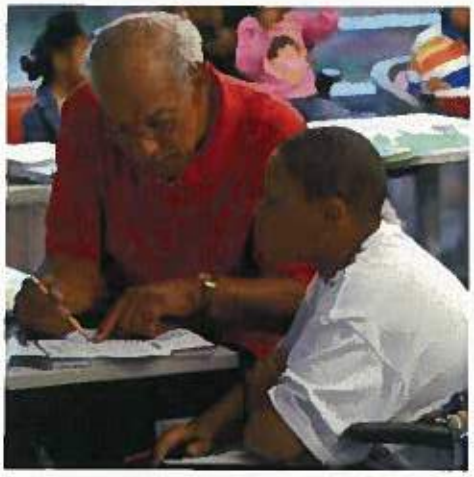
Students entering the school at the 6th grade level will be given diagnostic assessments in mathematics and reading/language arts. Any student placing more than 2 grade levels below the beginning 6th grade level will be considered "at risk" and accompanying recommendations listed above will apply.

STUDENTS WITH DISABILITIES

Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individual Education Plan (IEP) goals and objectives developed by the School Team and parents determine how a student with disabilities is expected to meet the (MS)² promotion criteria and must be documented in the student's IEP.

NOTIFICATION OF PARENTS

At the opening of each school year, the parent/guardian of each student is given a copy of the (MS)² Promotion Policy. All incoming parents receive an explanation of the policy during their initial interviews. Within 2 weeks of the first grading period, the parent/guardian of any student who is considered "at risk", according to the criteria above, is sent a letter notifying them of the "at risk" status and requesting a conference to discuss an intervention support plan which will require monitoring and support by parents as well as the student and the (MS)² Teacher Team. After each report card and standardized test, parents are updated on the progress of their student vis-à-vis his/her "at risk" status. The parents/guardians of any students who are deemed to be "at risk" of failure by March, are notified of the requirement for their child to attend summer school in addition to the other interventions in place. In addition, they are informed of the possibility that their child may be recommended for retention, or in the case of 8th graders, recommended for the Transition Year after 8th grade before being promoted to the 9th grade and high school.



SCHOOL GRADING

Grading Rubric - Standards for End-of-Course Grading		
A	90-100%	An "A" signifies an EXCEPTIONALLY clear and creative grasp of the concepts and skills, which reflect, full mastery of the standards for the subject/area of study for his/her grade level. Students demonstrate the ability to apply these skills and knowledge in novel situations. They demonstrate mastery through oral and written communication. An "A" also means that the student has actively participated in class activities and has completed all assignments and projects in a timely manner. The quality and appearance of the assignments and projects indicate that the student has spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.
B	80-89%	A "B" signifies a SOLID understanding and full mastery of the major concepts and skills of the standards for the subject/area of study for his/her grade level. Students are able to demonstrate the application of the concepts and skills studied. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments and projects were judged to be solid in content and were completed in a timely manner.
C	70-79%.	A "C" signifies a SATISFACTORY understanding and application of the concepts and skills targeted in the standards for the subject/area of study for the given grade level as well as minimal participation in class discussion and activities. It also indicates that the student completed the appropriate assignments and projects that satisfied the basic course requirements.
D	60-69%	A "D" signifies a BELOW AVERAGE demonstration and application of the subject area concepts and skills and/or inadequate preparation for class discussions or activities. It may also indicate that assignments were not completed in a satisfactory or timely manner. A grade of "D" is minimally passing.
F	59% and Below	An "F" signifies that the student has NOT DEMONSTRATED adequate understanding or application of the concepts and skills reflected in the content standards for his/her grade level targeted in the course. It may also indicate that the student HAS NOT met the attendance or assignment requirements. A grade of "F" is NOT passing.

PROGRESS REPORTS AND REPORT CARDS

There are two types of reports that officially communicate student academic progress. The reports are:

- The mid-quarter **Progress Report**, distributed at the midpoint of each quarter, presents the progress (grades) of the student for the first-half of the current grading period.
- The end-of-the quarter **Report Card**, distributed at the end of each quarter, presents the end of quarter grades and the cumulative progress for the academic year-to-date.

HOMEWORK POLICY

Homework is provided to reinforce and extend learning, to strengthen skills and concepts introduced in the classroom, and to promote independence and academic responsibility. **Howard University Middle School of Mathematics and Science takes homework seriously**. It is our policy for teachers to assign meaningful homework on a regular basis and that students complete all homework that is assigned. We urge parents to establish a homework policy for your child at home that dictates when and where homework is to be completed each day.

Following are student responsibilities regarding homework assignments:

1. Students have the ultimate responsibility for completing all homework assignments and submitting them when due.
2. Students must seek assistance from their teacher whenever they have problems completing the homework assigned.
3. Students have the responsibility for submitting late assignments even though full credit may not be given.
4. Students placed on an intervention plan, for repeated violations of the homework policy, are responsible for adhering to said plan.

In case of chronic violations of the homework policy, a parent/guardian conference will be held with the (MS)² administrative team and the teacher(s) to discuss the root cause of the violation and to identify next steps. Persistent abuse of the policy may result in expulsion from (MS)².

Parents/guardians are reminded that PowerSchool is a powerful vehicle for monitoring your child's daily progress. You will be issued a code to PowerSchool where you can access specific and detailed information about the performance of your child in each class. By accessing PowerSchool on a regular basis, you can always be informed on what you child is/is not doing and based on this information, act accordingly.

STANDARDIZED TESTING

The District of Columbia Comprehensive Assessment System (DC-CAS) is administered to all students at (MS)². This test is the state assessment used to assess the Adequate Yearly Progress (AYP) and is mandated for all District of Columbia public and charter schools.

In addition, the Northwestern Evaluation Association (NWEA) test, an independent test used to assess student achievement and gauge performance, is administered three times per year to all (MS)² students.

EXTENDED DAY PROGRAM

(MS)² has an extensive Extended Day Program designed to peak the interest level of every student. From 3:40 PM to 4:30 PM your child has the opportunity to engage in activity-based learning that supports the core content areas and/or the elective courses. Some of the extended day opportunities are: Architecture Club, MathCounts, Stock Market Club, Science Club, Toy Challenge, Solar Car, Robotics, Broadcast Media, Yearbook Club, Africa's Voice, Journalism/ Book Club, Creative Writing, Intramural Sports, Chess Club, Game Club, The Mathematics of Dance, Drama Club, Spelling Bee, Man Training, and Toastmasters (Public Speaking Club).

STUDENT SUPPLIES

We recommend that students bring the following to school each day:

- *2 ballpoint pens, blue or black ink*
- *2 pencils, mechanical optional*
- *1 yellow highlighter pen, any size tip*
- *1 or 2 three-ring binders with plain front cover and appropriate amount of loose leaf paper*
- *6 subject dividers with the pocket folders*
- *Graph paper*
- *Ruler*

Additionally, teachers will make specific requests throughout the year.

$(MS)^2$ Student Support Services

DEPARTMENT OF STUDENT SUPPORT

The Department of Student Support provides opportunities for academic development, assists students with basic academic requirements, and serves to motivate students toward the successful completion of their middle school education. The Department of Student Support also provides instruction in basic study skills, tutorial services, academic and personal counseling, assistance in applying to high school programs, mentoring, and specialized services for students with special needs. The Department of Student Support consists of the Dean of Students, School Counselors, Special Education Coordinator, and Behavior Coordinators.

STUDENT DRESS POLICY

$(MS)^2$ maintains a strict dress code policy. All students must wear the required uniform attire everyday. A signed contractual agreement regarding the school's dress code policy will be a part of your child's file. Violation of the dress code policy will result in disciplinary action by the administrative team, which will include a conference with the parent/guardian. Repeated violations could warrant suspension and expulsion.

All students must wear the $(MS)^2$ uniform to school and to school related events, unless otherwise informed. To be in compliance with the uniform policy, the $(MS)^2$ student must be attired in the following:

- *$(MS)^2$ logo polo shirt in navy blue, or red;*
- *Navy blue or khaki pants or skirts; *(During the spring and summer seasons, students may also wear navy blue or khaki shorts - not to exceed one inch above the knee.)*
- *Open toe and open heel shoes, i.e. crocs, are not allowed.
- *Belt *(only required if pants or skirt have belt loops)*
- *$(MS)^2$ logo sweater in navy blue
- *Stud earrings *(Hoop earrings are not allowed.)*

* *Shirts must be tucked in at all times.*

Except for stud earrings, students are not allowed to wear jewelry of any kind, or headbands, armbands, wristbands, hats, scarves, gloves, vests and bandanas during the school day. Students are also discouraged from wearing make-up and nail polish.

STUDENT BEHAVIOR POLICY

The (MS)² discipline policy helps to establish an environment in which students' basic rights are guaranteed and responsibilities are clearly understood. Mutual respect, courtesy, and consideration for others are key values at (MS)². We encourage students to be responsible for their actions, to use good judgment, and to be kind and honest to everyone regardless of similarities or differences. Please know that violence and abuse, of any kind, imposed upon any student, teacher, employee, or volunteer will not be tolerated.

The **(MS)² ZERO TOLERANCE POLICY** applies to:

- Cheating;
- Fighting;
- Assault;
- Theft;
- Vandalism;
- Destruction of (MS)², Howard University, or personal property of others;
- Insubordination;
- Use of profanity;
- Threats, bullying, and harassment;
- Possession of weapons;
- Possession of tobacco, alcohol or drug products;
- Possession of pornographic material.

All acts of violence and threats will be taken seriously. Parents/guardians will be contacted and procedures will immediately be implemented to determine appropriate disciplinary action. For serious infractions, a student may be suspended or expelled from (MS)². Also, legal action may be taken.

SAFETY POLICY

It is the goal at (MS)² to ensure that all students and staff are safe while in the school building, as well as in close proximity to the campus. The school does not sanction any conduct from students, employees, parents/guardians, or volunteers that interferes with any individual's academic or professional performance or creates an intimidating, hostile or offensive environment for work or study. Actions contrary to this policy will result in disciplinary action, up to and including dismissal, expulsion and legal intervention.

Currently, the following policies are in place:

- Visitors must sign-in at the security desk upon entering the building. All visitors will be issued a badge that must be worn for the duration of the visit.
- A staff member escorts visitors, with appointments, to their meeting venues.
- Students are not allowed to carry backpacks and other book bags to class.
- Students are not allowed to leave the building without written permission from the parent/guardian of record. They must be signed-out in the main office and picked-up there.

SAFETY POLICY (CONT'D)

- Students are prohibited from engaging in any activities that could impede their safety or the safety of others, i.e. running, playing, fighting, etc.
- Students are not permitted out of the classroom without a pass.

We also suggest that you review safety precautions for your child to observe while coming to and from school. These include, but are not limited to:

- Traveling with at least one other student;
- Going directly to school and coming directly home (or other specific destination) without stopping at stores and carry-outs;
- Refraining from interacting with strangers en route to and from school;
- Refraining from getting in cars with strangers for any reason;
- Staying alert, focused and aware of their surroundings;
- Refraining from playful and disruptive behavior while walking, in the Metro stations, or riding the train, bus, and/or Howard University shuttle.

TAG DAY/DRESS-UP DAY POLICY

Occasionally, (MS)² relaxes the dress code policy and sponsors TAG Day and Dress-up Day. These days are announced in advance and students are permitted to dress in casual or dress-up attire respectively.

Please note: Students who do not participate are required to wear the full school uniform.

The criteria for student attire for these special days are as follows:

1. Students are to wear appropriate clothing that is not too tight, nor too short *(i.e. does not exceed one-inch above the knee)*, too scant *(i.e.. halter tops, strapless tops, shoe-string tops, tops that bear the stomach)*, or too baggy *(i.e. below the waist).*
2. Students are to wear dress-up clothes that are appropriate for church-like functions. *(After-five attire is not acceptable.)*
3. Students are to wear clothing that is void of vulgar and inappropriate images and language.
4. Students may wear age-appropriate jewelry.
5. Students should refrain from wearing heels that are more than an inch high.

STUDENT USE OF SCHOOL TELEPHONE

Students will be allowed to use school telephones to make essential calls to their parents/ guardians during the school day. However, the student must get permission from the teacher/ staff member in charge.

Parents are urged to try to anticipate any needs of their children to avoid having to communicate with them during the school day.

CELLULAR TELEPHONE POLICY

During school hours, students **are not permitted** to use their cell phones. If there is an emergency, students will be allowed to use a school telephone. All cell phones must be turned off and stored in the locker until dismissal time. Violation of this policy will result in the cell phone being confiscated by a staff member and given to the Dean of Students. The Dean of Students will only return the cell phone to the parent/guardian.

iPODS, MP3 PLAYERS, ELECTRONIC GAMES, AND DVD PLAYERS

We are requesting that students refrain from bringing items, such as iPods, MP3 players, electronic games, and DVD players, to school, as well as other toys and gadgets that can be distracting to other students. We are aware that many students use these items to entertain themselves on their way to and from school. While this may be the current trend, we urge you to remind your child that they need to stay focused and aware of their surroundings at all times and not be distracted by listening to their favorite tunes or playing their favorite games.

If a student is found using such an item in school and/or on field trips, it will be confiscated by a staff member and given to the Dean of Students. If an item is confiscated, the Dean of Students will only return the item to the parent/guardian.

LOCKER POLICY

Each student will be assigned a combination locker. Each student should remember his/her combination and not reveal it to any other students. Please note that assigned lockers are still the property of the school, and the school administration has the right to open any locker when necessary. Lockers are to be used to store school materials and supplies only. Unfortunately the lockers are small, resulting in students having to store their outerwear and book bags in the "cubbies" located in their homerooms. It is essential that you label all of your child's belongings, including book bags, since there is the possibility that students may have the same/ similar items.

Students are only allowed to use their lockers before school, before lunch, after lunch, and after

LOCKER POLICY (CONT'D)

school. Therefore, it is essential that you emphasize the importance of being organized with your child. Each child needs to make certain that they have all the materials needed for the morning classes in the morning and the afternoon classes in the afternoon. Students will not be allowed to return to lockers to retrieve items left behind once the locker periods have ended.

LOANED SCHOOL RESOURCES POLICY

The parent/guardian is required to sign a "school resource form" for every school-owned resource that is loaned to your child. These resources can include laptops, textbooks, calculators, novels, etc. The signed form represents a contract between the school and the parent/guardian. It states that you assume responsibility for the issued resource and if it is lost or damaged, you are responsible for paying the replacement cost of that item.

At the end of the year, students are to return all issued books and other materials in good condition or pay the replacement cost. Final report cards and transcripts may be withheld pending compensation for items that have not been returned or items that are damaged. Please note that all 8th grade students must settle all outstanding debts to participate in the promotional exercises.

Generally, students are expected to bring their books and other issued resources to class everyday; however, in some cases, classroom sets of textbooks are available, which enables students to keep their assigned books and materials at home. Students will be informed if this is the case.

HEALTH SERVICES: Health Suite/School Nurse

(MS)² has a full-time nurse on staff and a fully equipped health suite. Our nurse oversees the daily health issues of all students. It is up to the parent/guardian to fully disclose any medical condition(s) about your child to the school nurse prior to the opening of the school each year, and/or present such information at any time a medical condition arises. This includes information about allergies, special diets, or any physical impairment. The school nurse is the contact person for such information and may be reached through the main office phone number. The nurse will assume responsibility for appropriate communication to the teaching and support staff.

Medications/Medical Concerns: Neither prescription nor over-the-counter medications can be dispensed to a student by the school nurse without a completed release form signed by the child's doctor. The form for school-distributed prescription medication is available from the nurse or in the school office. Also, at no time is a student to carry either a prescriptive or over-the-counter medication – including headache or pain relievers – in school.

Finally, if your child is ill or contagious, it is in his/her best interest and the best interest of the other students that he/she is not sent to school.

(MS)² Student Support Services

TRANSPORTATION

We are privileged that Howard University has granted (MS)² students permission to travel on the Howard University shuttle buses to and from the campus at no cost. These shuttle buses make stops in locations around the Howard University community including both Metro stations nearest the university. To locate other stops that may be convenient to you, please check the Howard University website. If your child rides the shuttle, please remind him/her that this is a privilege and that proper decorum is expected at all times.

Additionally, (MS)² students are expected to demonstrate proper behavior in public places both before and after school. This is particularly true for large groups of students waiting at bus stops and in Metro stations. When wearing the school uniform, our students can easily be identified as (MS)² students. We want our students to be model citizens who, by their decorum, attract others middle grade scholars to (MS)².

CAFETERIA AND MEALS

All students are expected to respect the rights of everyone during the breakfast and lunch periods. Students are to stay seated during meal times and use conversational tones when speaking with friends. Students are responsible for ensuring that their eating area is clean before leaving.

Students should use the restroom during their lunch period to avoid restroom interruptions during class time. Please remind your child that following lunch period, he/she must arrive at their next period on time and that tardiness will not be tolerated.

Catered breakfast and lunch are available daily, including early dismissal days. Parents/guardians must submit a completed lunch application to determine if your child qualifies for free or reduced meals. If your child does not qualify for free or reduced meals or he/she prefers not to eat the school breakfast and/or lunch, then they may bring their meals from home. Also, microwaves are available in the cafeteria for student use on a first-come, first serve basis.

RESTROOM POLICY

Students are encouraged to use the restroom during their independent time (before school, during the lunch period, freecess, and after school). In cases of emergencies, students **will be** allowed to use the restroom during class time. A log of student restroom usage is maintained for future reference and to track students who may be abusing restroom usage.

Parents/guardians are asked to inform the school nurse if their child needs special consideration for using the restroom for a temporary problem. If there is a chronic condition, a doctor's note stating such must be on-file with the nurse who will confidentially inform teachers of this medical situation.

LONG TERM ABSENCE POLICY

If your child is absent from school for a week or longer, this constitutes a long-term absence. Parents/guardians have the responsibility of informing the administration of the nature of the absence and securing all missed assignments. Students have the responsibility of working within a planned agreement for completing and submitting all missed assignments.

EXCUSED ABSENCE POLICY

At least one of the following must be received for an absence to be considered an excused absence:

- Note from a doctor specifying the date(s) student was under medical care;*
- Note from parent stating the absence was due to:
  - Illness;
  - Celebrating a religious event;
  - Attending a funeral of an immediate family member;
  - A mandated court appearance with verification from the court.

* Required if student is absent five (3) days or more

TRUANCY POLICY

The District of Columbia Board of Education has adopted an enhanced truancy policy for DC public and charter schools. Your child is truant if he/she is absent from school without an excuse. Five (5) consecutive days of unexcused absences will warrant a parent conference. Twenty (20) days of unexcused absences will warrant a truancy court referral.

(MS)² Parent Responsibilities

COMMUNICATION WITH (MS)²

NOTE: Remember that you, the parent/guardian, are responsible for seeing that your child is in school and on time every day. Make it a habit to check home assignments to ensure that they are complete and done well. We also suggest that you stay in touch with us using any of the ways provided:

It is easy to –

MAINTAIN COMMUNICATION WITH (MS)² ONLINE WITH

PowerSchool

http://powerschool.universitymiddleschool.org/public/

PowerSchool is a fully integrated, web-based, cross-platform student information system.

PowerSchool gives you the power to stay on top of student progress – with email updates and online access to schedules, grades, homework, attendance information, and teacher comments.

Login instructions will be provided.

Studywiz

http://studywiz.universitymiddleschool.org

Studywiz provides an online space where educational content of all types is collected, organized, and managed to create an enriched learning environment and curriculum for students. Studywiz gives teachers a unique tool for elevating instruction through personalized, collaborative and interactive learning and real-time assessment and results, and it supports parental participation in learning.

Login instructions will be provided.

PARENT, TEACHER, ADMINISTRATION CONFERENCES

You are encouraged to obtain information about you child using the ways presented on page 21 of this handbook. As you review this information, arrange for conferences with your child's teachers to gain even more insight into how well your child is performing. Being informed will enable you to play a more significant role in assisting your child's teachers in addressing concerns and in maintaining success. A key indicator of student success is directly linked to parent/guardian involvement and support. Even when things are going well for your child, it is encouraging for him/her to know that both parents and teachers have mutual concern about their well-being and academic successes.

Be certain to check the school calendar for the dates and times of the formal parent-teacher conferences. These occur at the midpoint of each quarter. During these conferences you are afforded the opportunity to visit with all your child's teachers in one day. These conferences are scheduled at times that accommodate work schedules of parents/guardians.

(MS)² PARENT ASSOCIATION

All parents/guardians are expected to be active participants in the (MS)² Parent Association. The Parent Association provides parents/guardians with the organizational structure and network capabilities for families to work collaboratively in making (MS)² one of the most effective schools in the nation. Check the school calendar for meeting dates and times.

(MS)^2 Parent Responsibilities

VISITORS AND VOLUNTEERS

(MS)^2 welcomes all visitors and volunteers. If you are coming to meet with a teacher or administrator about your child, or even as a volunteer, parents/guardians are strongly encouraged to call to schedule an appointment. If you are interested in volunteering, please contact the administrative assistant who will connect you to the volunteer coordinator.

All individuals entering the building must sign-in at the security desk to receive a visitor's badge. The badge must be worn for the duration of the visit and returned to the security guard upon leaving. Children from other schools will not be allowed into the building unless accompanied by an adult. It is expected that all visitors will exhibit proper decorum while in the building.

LOST AND FOUND

You are reminded to label all of your child's belongings. This will enable us to return lost items expediently. All unidentified "lost and found" items will be left at the lost and found area located at the security desk in the main lobby. Also, students are encouraged to check their classrooms for any misplaced items. At the end of each semester, unclaimed clothing will be donated to local charities. Finally, it is highly recommended that large amounts of money and/or valuables are not brought to school. The school will not assume liability if these items are lost or stolen.

UNIVERSAL PERMISSION SLIP

A signed universal permission slip must be on file for your child. This permission slip grants permission for your child to participate in local field trips, including excursions to Baltimore, Maryland. It is our policy to notify parents/guardians in advance of all field trips; however, occasionally excursions may be unanticipated and may not permit advance notification. Thus, with this slip on file, your child will be able to participate in all activities.

Howard University Middle School of Mathematics and Science
405 Howard Place, NW, Washington, DC 20059
Phone: 202-806-7725 - Website: http://www.howard.edu/ms2

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 10
$(MS)^2$ 2010 - 2011 Unique Accomplishments

Mathematics does matter in the real world. See inside cover for details.

TIDES FOUNDATION

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fax 415.561.6501

NEW YORK OFFICE
55 Exchange Place | Suite 402
New York, NY | 10005-3304
main 212.509.1049
fax 212.509.1057

www.tidesfoundation.org

December 3, 2010

Ms. Sue White
Head of School
Howard University Public Charter Middle School for Mathematics & SC
405 Howard Place
Washington, DC 20059

RE: TFR10-02755

Dear Ms. White:

I am happy to inform you that Tides Foundation, on the recommendation of the Google Community Grants Fund, has decided to give your organization a $250,000.00 grant. This grant is for your organization to create a fully operational Computer-Automated Design and Manufacturing Laboratory (CADML). We are enclosing a $250,000.00 check as complete payment. By accepting payment, you agree to all the terms and conditions set forth in this letter. On behalf of the Tides community, I would like to thank you for your important work in this field.

The conditions of this grant are as follows:

Any portion of this grant not used for the stated purpose must be repaid to Tides by your organization. Any change of purpose must be requested and approved in advance, in writing.

Your organization agrees to submit to Tides a progress report (two page narrative and financial reporting) by September 1, 2011. We prefer you email your report to grantreports@tides.org and office-reports@google.com using your grant ID number as the subject line. If you do not have access to email, please mail one copy of your report, Attn: Grants Administration, to Tides Foundation's National office in San Francisco. Please do not send additional materials unless requested. In your report please briefly describe the use of the funds and activities undertaken as a result of this grant by addressing the following:

- Impact and Assessment
- Challenges
- Evaluation and Lessons Learned
- Funding and Finances

Your organization agrees that all copyright, patent, trade secret, trademark and any other intellectual property or proprietary rights ("Intellectual Property Rights") developed by your organization (including its officers, directors, employees, contractors, sub-grantees and agents) with Grant Funds, (the "Grant Works") shall be owned by your organization. Your organization shall place and widely disseminate the Grant Works in the public domain, free for any use, such that the information is searchable by major Internet search engines.

Your organization agrees to comply with all applicable laws in connection with the expenditure of the grant. Additionally, your organization agrees that no portion of the grant will be used to corruptly give anything of value to anyone, including a government official, for the purpose of a) gaining or retaining business, b) causing a government official to do or not do something in their official capacity or c) to gain any other improper advantage. Your organization certifies that it has not and will not support or conduct, directly or indirectly, violence or terrorist activity of any kind. Your

organization agrees not to use any portion of the granted funds to: carry on propaganda or to attempt to influence specific legislation either by direct or grassroots lobbying.

Your organization agrees to notify Tides immediately, in writing, of any change in its tax-exempt status (including becoming or ceasing to be a supporting organization described in Section 509(a)(3) of the Internal Revenue Code or becoming a different type of supporting organization), its executive staff or key staff responsible for achieving the grant purposes, or any other change in its program that would affect its ability to achieve the grant purposes.

Your organization agrees that it shall not use any portion of this grant to make sub-grants or sub-contracts to individuals or organizations on a non-objective basis, nor for any non-charitable or non-educational purpose. This grant does not represent the payment of a pledge or other financial obligation. No goods or services should be provided in return for this grant.

Your organization shall not use funds to participate in or intervene in (including the publishing or distribution of statements) any campaign on behalf of (or in opposition to) any candidate for public office; or fund any specific voter registration drive that is conducted in a manner that favors a particular candidate or slate of candidates. Your organization has not violated and will not violate any federal or state laws applicable to campaign finance or lobbying limitations or reporting rules, and will indemnify, defend and hold Tides Foundation harmless from all costs or damages incurred by Tides arising out of your organization's activities.

All expenditures made for the purposes of the grant shall appear in your organization's financial records, and such records will be made available to Tides Foundation at reasonable times upon request.

If the Donor or Fund Advisor is known to you, your organization agrees that it shall not use any portion of this grant to make any grant or loan, pay compensation, reimburse expenses, or make any other similar payment to: (i) any Donor to this Fund, (ii) any Fund Advisor to this Fund, (iii) any Relative of a Donor or Fund Advisor to this Fund, or (iv) any Controlled Entity. If you have any questions about these terms please refer to the Resources Section on Tides Foundation website.

If you have occasion to announce or acknowledge this grant publicly, please indicate that support was provided by the Google Community Grants Fund of Tides Foundation.

Our Grants Manager, Aimée Bruederle, is available to answer any questions you may have regarding this transaction. She can be reached at 415-561-7825 or grants@tides.org. You may also review our Frequently Asked Questions at www.tidesfoundation.org/forgrantees. Please include your grant number on all correspondence. In the interest of conservation, we request that you do not add Tides to your general mailing list.

Tides Foundation has supported organizations working for positive social change since 1976. We are proud to include your organization in that history.

Sincerely,

Gary D. Schwartz
Managing Director

July 21, 2011

Yohance Maqubela
Chief Financial Officer
Howard University Middle School of Mathematics and Science, (MS)2
405 Howard Place
Washington, DC 20059

Dear Mr. Maqubela:

I am pleased to offer my support to the Howard Univeristy Middle School of Mathematics and Science's Investing in Innovation STEM request for developing an innovative ESTEAM environment for learning. As the project includes integrating a Fab Lab in the MS2 middle school, and reaches beyond the school to support DC public school teachers and students, we plan to share best practices and collaborate with MC2 to enable the project.

The MIT Fab Lab project is the educational outreach component for the Center for Bits & Atoms (CBA) at the Massachusetts Institute of Technology. It is a technology platform for learning and innovation: a place to play, to create, to learn, to invent, to mentor. A Fab Lab is comprised of off-the-shelf, industrial-grade fabrication and electronics tools, wrapped in open source software and programs written by researchers at the Center for Bits & Atoms. Originally designed for communities as prototyping platforms to stimulate local entrepreneurship, Fab Labs are increasingly being adopted in educational settings as platforms for project-based, hands-on STEM education. Users learn by designing and creating objects of personal interest or import. Empowered by the experience of making something themselves, they both learn and mentor each other, gaining deep knowledge about the machines, the materials, the design process, and the engineering that goes into inventions and innovation. In school settings, rather than relying on a fixed curriculum, learning happens in an authentic, engaging, personal context, one in which students go through a cycle of imagination, design, prototyping, reflection, and iteration as they find solutions to challenges or bring their ideas to life. Fab Labs foster the development of 21st century skills, through international collaborations, internet-based communication, documentation and portfolio building, as well as STEM literacy.

MC2, has pioneered a very successful environment for teaching STEM to middle schoolers. The school will enrich this approach now with ESTEAM and the integration of a Fab Lab in the innovation. We wholly support the development of MC2's ESTEAM proposal and will collaborate in any way possible to help in this effort.

Please do not hesitate to contact us if you have any questions or would like to further discuss the MIT Fab Lab Program.

Sincerely,

Sherry J. Lassiter, Ed. M.
Program Manager
Center for Bits & Atoms
Massachusetts Institute of Technology
20 Ames Street, E15-404
Cambridge, MA 02139 USA
Tel#716-253-4651
Fax#617-253-7035
lass@cba.mit.edu
http://fab.cba.mit.edu

HOWARD UNIVERSITY

Howard University Middle School of Mathematics and Science

$(MS)^2$

NAEP 2011 PARENT/GUARDIAN NOTIFICATION LETTER
Paper and Pencil Elementary and Middle Schools

February 7, 2011

Dear Parent or Guardian:

Howard University Middle School of Mathematics and Science has been selected as a representative sampling of schools across our nation by participating in the National Assessment of Educational Progress (NAEP). NAEP is given by the National Center for Education Statistics (NCES) within the U.S. Department of Education. NAEP tells us what our nation's students know and can do in key subject areas. It is the largest nationally representative assessment and has been providing valid data on national student performance since 1969.

The results of NAEP are published in a report called The Nation's Report Card, which provides information about student achievement to educators, parents, policymakers, and the public. In our school, the **NAEP assessment will be given on February 9-10, 2011** in mathematics, reading and science. All 8th graders are required to take the assessment. In addition to subject area questions, students will be asked some questions about themselves and their educational experience. You can access student and sample assessment questions at http://nces.ed.gov/nationsreportcard/parents/.

It will take about 90 minutes for most students to complete each section of NAEP. The results are completely confidential (in accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347), and your child's grades will not be affected. There is no need to study in preparation for NAEP. We do ask parents to encourage their children to do their best and to have them get plenty of rest the night before the assessment.

If you would like to have additional information about NAEP, please visit http://nces.ed.gov/nationsreportcard. If you have questions or concerns please contact John Goudeaux at 202-806-7725 or via e-mail at john.goudeaux@universitymiddleschool.org.

Sincerely,

John Goudeaux
Chief Academic Officer

Approved by:

Sue P. White
Head of School

Press Release

HOWARD UNIVERSITY

FOR IMMEDIATE RELEASE

Media Contact:

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Kerry-Ann Hamilton
Media Relations Manager
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202.238.2332
http://www.howard.edu/newsroom/

Howard Middle School Wins Google Grant to Build "Fab Lab"

Google

WASHINGTON (March 2, 2011) – Google Inc. will announce a $250,000 grant to the Howard University Middle School of Mathematics and Science(MSJ) at 10 a.m. on Monday, March 7. (MS)2 is located at 405 Howard Place, NW, Washington, D.C., on the Main Campus.

The grant, through the Tides Foundation, will offset the cost for completing a state-of-the-art computer-controlled design and manufacturing lab (MS)². The check presentation is part of an education panel discussion led by Google executives and a representative from the U.S. House Committee of Science and Technology and is followed by an expo on science, technology and engineering. The expo will showcase robotics, architecture and solar cars.

The computer-automated design and manufacturing lab is intended to foster an invention-friendly environment for students. Yolanda Requelme, the chief operating officer at (MS)², said the lab is intended to foster an invention-friendly environment and help animate the learning process.

"The lab will give students the opportunity to kinesthetic their practical application of the subjects they're learning," Requelme said. "With this lab, we will be able to take education to another level."

The planned lab is a scaled version of the original 'Fab Lab' at the Massachusetts Institute of Technology. Currently, 'Fab Labs' have been adopted worldwide, including versions in South Africa, Spain and Costa Rica.

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Press Release

HOWARD UNIVERSITY

FOR IMMEDIATE RELEASE

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Director of Communications
Office of University Communications
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rharris@howard.edu
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British Education Secretary Seeks Answers at Howard University Middle School

WASHINGTON (March 17) – Michael Gove, secretary of state for Education for the United Kingdom, will visit Howard University Middle School of Mathematics and Science (MSM) Friday to review its programs as a possible model for similar middle schools in his country.

Gove is in the country for meetings at the United Nations in New York, but he is making a stop in Washington to meet with school officials from 2:30 p.m. to 4:30 p.m. after hearing about the program from British education experts.

His meeting follows a review of the school's programs by researchers from the World Bank in the Spring of 2010 and meetings by British education officials with Hazel Arnett, Ph.D., founding director of the school and Howard University senior vice president for Strategic Planning and External Affairs.

Gove joins a number of education experts and others who have visited the school to see its programs, including U.S. Secretary of Education Arne Duncan and the heads of numerous Fortune 500 companies. Its students, who consistently record extraordinary high test scores, have received numerous regional and national honors.

Earlier this month, Google awarded the school a $250,000 grant to build a computer automated design and manufacturing laboratory. Students will use the new "fab lab" to construct prototypes of their own inventions.

As British education secretary, Gove has introduced the Academies Act, which has given hundreds more state schools new powers to innovate. He has also reformed school funding, introducing a pupil premium to give more money to poorer students and reformed nursery education to extend pre-school teaching to more children.

He is introducing further reforms to education in England to recruit more top graduates to teach in disadvantaged areas, allow more new schools to open in areas of educational need, raise the quality of math and science instruction, provide parents and teachers with better data on school performance and improve the curriculum and exams so they teach the world's best.

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Press Release

By Shonn Freeman
University News
March 19, 2011

Howard Middle School Student Wins City-Wide Spelling Bee

WASHINGTON - Donovan Jordan, a sixth grader at the Howard University Middle School of Mathematics and Science (MS)², won first place in the citywide spelling bee in the Washington Informer City-wide Spelling Bee competition was March 19.

Jordan was the only male in the city-wide contest this year. He represented the District of Columbia in the 2011 Scripps National Spelling Bee competition in June.

"It's exciting," he said. "It has always been a goal and now it feels like a dream."

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Committee Discusses Solutions to Encourage Maximum Flexibility for Schools

WASHINGTON, D.C. | April 7, 2011 - U.S. House Committee on Education and the Workforce today held the first in a series of hearings to examine specific education reform proposals. The hearing, entitled "Education Reforms: Promoting Innovation and Flexibility" brought school superintendents and administrators to Washington, D.C. to discuss solutions needed to fix the problems in the nation's education system.

In his opening remarks, Committee Chairman John Kline (R-MN) praised the parents, grandparents, teachers, reformers and community leaders who are "shining a bright light on a broken system and pursuing real change that puts children first." However, he noted the federal bureaucracy and its prescriptive mandates often weigh down the nation's schools and make it more difficult for reformers to make meaningful progress.

"Clearly a one-size-fits-all approach doesn't work, resulting in frustration among parents and educators and missed opportunities for students," said Chairman Kline. "If we are going to move forward in education, Washington has to move in a new direction. States and schools should be able to set their own innovative priorities and receive maximum flexibility to advance those priorities."

Citing the challenges presented by current federal law, Oklahoma State Superintendent of Public Instruction Dr. Janet Barresi said, "On the one hand, the U.S. Department of Education has issued guidelines that on the surface seem to offer states more flexibility to meet local needs. But there seems to be a disconnect between good intentions at the top level and what actually occurs in practice."

Lakeville Area Public Schools Superintendent Dr. Gary Amoroso described the success of local reforms, such as the Response to Intervention approach and curriculum-based formative assessments. Dr. Amoroso said, "In Lakeville, these programs have been implemented at these schools only through grant funding. I say with certainty that all students in Lakeville would benefit if we had the flexibility in funding to provide these programs."

M. Yohance C. Maqubela, chief operating officer of a public charter school in the District of Columbia, noted the unique opportunities improved flexibility affords charter schools: "Through the flexibility provided in charter school legislation, we have been able to create a truly unique educational model for our student population that takes into account and addresses the specific circumstances that have shaped their lives, without compromising our commitment to the highest levels of academic excellence."

Chairman Kline expressed cautious optimism that the Committee may soon introduce the first in a series of education reform bills designed to increase flexibility at the state and local level.

To read witness testimony, opening statements, or watch an archived webcast of the hearing, visit: www.edworkforce.house.gov/hearings.

MAXINE WATERS
Member of Congress
35th District, California

CHIEF DEPUTY WHIP

Committee on
FINANCIAL SERVICES

Subcommittee on Capital Markets and
Government Sponsored Enterprises
RANKING MEMBER

JUDICIARY

Subcommittee on Intellectual Property,
Competition, and the Internet

Subcommittee on Immigration Policy
and Enforcement

Congress of the United States
House of Representatives
Washington, DC 20515–0535

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District Office:
Los Angeles Office
10124 South Broadway
Suite 1
Los Angeles, CA 90003
Phone: (323) 757-8900
Fax: (323) 757-8805

May 23, 2011

Dear Yohance Maqubela:

As a Senior Democratic Member on the House Judiciary Subcommittee on IP, Competition, and the Internet, and co-chair of the CBC Taskforce on Economic Development and Wealth Creation, I am delighted that you have agreed to participate in an important roundtable discussion on how Silicon Valley can form meaningful public and private partnerships with academic institutions and community leaders to promote excellence and diversity in the future of American innovation and competitiveness. The tech industry will be the driving force behind the country's economic recovery – and we want to ensure the leaders of today's top tech firms place a high value on developing corporate cultures that are dedicated to multiculturalism and diversity.

This roundtable discussion will mark the first phase in an ongoing initiative to ensure that public and private efforts to spur innovation and investment include qualified minority and women-owned enterprises, IT professionals, and engineers. In addition to discussing long term Science, Technology, Engineering, and Mathematics (STEM) education pipeline strategies, it is our intent to use the forum to identify how the U.S. tech industry can continue to lead the world in innovation while recruiting and retaining the best and diverse talent from within the United States.

The event is closed door and will take place on **Thursday, May 26, 2011 from 2:00 p.m. to 4:30 p.m. within the Capitol Visitors Center – Congressional Meeting Room South (CVC 217).** As requested, no media outlets have been invited to attend so participants can feel free to engage in an open and honest dialogue. The roundtable will be open to other interested Members of Congress, and we will make the appropriate adjustments in the schedule to accommodate those Members who would like to address the group. Please be prepared to give a 5-7 minute presentation on your designated topic (described below), and feel free to bring any supplemental materials or resources to share with the other participants (approximately 50 copies). A moderated Q&A/Strategy Session will follow the individual presentations.

We look forward to a constructive dialogue that will lead to tangible solutions and action items. If you have any questions or particular requests, please contact Twaun Samuel or Aryn Bussey at (202) 225-2201, or via email at Twaun.Samuel@mail.house.gov and Aryn.Bussey@mail.house.gov.

Sincerely,

Maxine Waters
Member of Congress

CBC Taskforce on Economic Development and Wealth Creation

Economic STEMulus: Promoting Diversity and Excellence in the Future of American Innovation and Competitiveness

Hosted by

Rep. Maxine Waters (D-CA)
and
Rep. Yvette Clarke (D-NY)

May 26, 2011
2:00 p.m. – 4:00 p.m.

Capitol Visitors Center
Congressional Meeting Room South (CVC 217)

EVENT GOALS:

This roundtable is intended to forge meaningful partnerships (public, private, community), create professional relationships/opportunities, and facilitate dialogue between Silicon Valley, corporate diversity advocates, and academia.

TECH FIRMS:

Each corporation will be asked to briefly discuss their internal diversity programs and the initiatives the company has undertaken to recruit and retain qualified women and minority computer science, information technology, and engineering professionals. The company may elaborate on internal efforts as well as external community outreach and investment activities with nonprofit organizations, professional associations, and academic institutions to promote STEM education. The company may elaborate on internship programs, training programs (if applicable), college recruitment, or any engagement and presentations the company may make in primary and secondary schools. The company may also briefly describe the extent to which it contracts with small, minority, or women-owned businesses. Each company will be asked to identify the executive or manager who is leading those efforts and ways in which those efforts can be augmented by increased support or partnerships with community stakeholders.

Confirmed Participants:

- Harry Wingo – Senior Policy Counsel, Google, Inc.
- Stephanie Peters, Esq. – Director of Federal Government Affairs, Microsoft Corporation
- Tim Sparapani – Director of Public Policy, Facebook

- Sara Akbar – Sr. Manager on Government Affairs , Oracle
- Leslie Dunlap, Sr. Director, Federal Relations – Yahoo!

ACADEMIC INSTITUTIONS:

The representatives from academia will each discuss Elementary to Higher Education programs designed to prepare historically underrepresented minority groups for curriculums and careers in science, technology, engineering, and mathematics (STEM) fields. Early childhood education is critical for developing students' tech aptitudes. Accordingly, students who are exposed to math and science at an early age have a solid foundation from which they can develop core competencies needed to excel in computer science and engineering academic programs and professions. The representatives from Howard University and North Carolina A&T may also discuss other potential partnerships and pipelines that can be created between universities and Silicon Valley – internships, scholarships, training opportunities, mentoring, and professional development. Lastly, representatives from the Howard University Middle School of Mathematics and Science will discuss the success they have had with their STEM school.

Confirmed Participants:

- Dr. Hassan Minor - VP of Strategic Planning and External Affairs, Howard University
- Yohance Maqubela - Chief Financial Officer, Howard University Middle School of Math and Science
- Dr. Winser Alexander – Dean, North Carolina A&T College of Engineering

DIVERSITY AND COMMUNITY INVESTMENT ADVOCATES:

Representatives from national diversity and inclusion advocacy groups will attend to present their views on how Silicon Valley can forge meaningful partnerships with community organizations and advocacy groups to foster enhanced diversity and inclusion initiatives.

Confirmed Participants:

- Dr. Carl Mack - Executive Director, National Society of Black Engineers
- Paula Stern – National Center for Women & Information Technology
- Orim Graves – National Association of Securities Professionals, Diversity and Inclusion Professional Associations

- Stephanie Herrera – Director, Society of Professional Engineers, Inc.
- Gene Waddy – CEO, Diversant, LLC

We thank you for your participation, and will send updates as we receive additional confirmations.

Press Release

Release Date: Friday, June 24, 2011 4:00 PM

HOWARD UNIVERSITY

FOR IMMEDIATE RELEASE

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Howard Prepares Future Scientists with Camp for Middle School Students

Dr. Bernard Harris engages students about the critical role of science during a visit to Howard University. - Photo by Kerry-Ann Hamilton

WASHINGTON (June 24, 2011) – Washington area middle school students are curing the summer "brain drain" this year with a heavy dose of science, technology, engineering and math (STEM) fun at the ExxonMobil Bernard Harris Summer Science Camp hosted by Howard University School of Engineering, Architecture and Computer Sciences. The hands-on program offers students an exciting way to beat the heat as they design solar cars, build rockets and more while experiencing life on a college campus.

The two-week all-in-person-only resource camp encourages interest in science, technology, engineering and mathematics education through experiments through field excursions, teamwork exercises and academic counseling sessions. The camp is offered June 26-July 8, is free to students who are high academic achievers and genuinely interested in math and science.

"Summer learning opportunities are crucial to continued academic success," Dr. Harris said. "In partnership with the ExxonMobil Foundation, we are able to offer students a tremendous opportunity to hone the math, science, communications and leadership skills needed to achieve their full potential. Our goal is to inspire them to reach beyond the classroom and pursue careers in critical technology fields."

For the sixth consecutive year, the ExxonMobil Foundation has collaborated with Harris and his nonprofit organization, The Harris Foundation, to provide residential camps to underrepresented and underserved middle school students at 26 universities across the country. This is the fifth year Howard has participated in the program.

"We have seen this experience positively impact youth in our community, and look forward to witnessing our students' dramatic growth as they gain valuable knowledge and a passion for math and science this summer," said Dr. Lawanda Ponce, Associate Dean and director of the Howard/ExxonMobil Bernard Harris Summer Science Camp. "At Howard University, we understand the important role STEM programs such as these play in preparing students for the high-tech careers of tomorrow."

The demand for workers with strong math and science skills is significant: six out of 10 of the fastest-growing occupations in the nation are in STEM fields, according to the U.S. Bureau of Labor Statistics. The camp program aims to fill this critical need by offering a curriculum that features hands-on experiments, team competitions and field excursions to help students build essential skills. Campers receive quality instruction from local educators and hear from ExxonMobil engineers about the exciting and rewarding aspects of this profession.

For more information, please visit the ExxonMobil Bernard Harris Summer Science Camp website at www.thehsmsfoundation.org.

About Howard University

Founded in 1867, Howard University is a private, Doctoral/Research-Extensive university, comprising 12 schools and colleges with 10,500 students studying academic pursuits in more than 120 areas of study leading to undergraduate, graduate, and professional degrees. Since 1998, the University has produced two Rhodes Scholars, two Truman Scholars, 21 Fulbright Scholars and 13 Marshall Fellows. The University continues to attract the nation's top students and produces more on-campus African-American Ph.D.'s than any other university in the world. For more information, visit the University's web site at www.howard.edu.

About ExxonMobil Foundation

ExxonMobil Foundation is the primary philanthropic arm of the Exxon Mobil Corporation in the United States. The Foundation and the Corporation engage in a range of philanthropic activities that advance education, health and science in the communities where ExxonMobil has significant operations. In the

Unless Stated, ExxonMobil supports initiatives to improve math and science education at the K-12 and higher education levels.

In 2010, together with its employees and retirees, Exxon Mobil Corporation, its divisions and affiliates, and ExxonMobil Foundation provided $137 million in contributions worldwide, of which more than $110 million was dedicated to education. Additional information on ExxonMobil's community partnerships and corporate programs is available at www.exxonmobil.com/community

About The Harris Foundation
Founded in 1998, The Harris Foundation is a 501 (c) (3), non-profit organization based in Houston, Texas, whose overall mission is to invest in the community through innovative education, health and wealth programs. The foundation supports programs that empower individuals and their communities, in particular minorities and economically and/or socially disadvantaged, to develop and pursue their dreams.

The Education mission of the Harris Foundation is to enable youth to develop and achieve their full potential through the support of after-school, recreational, and educational programs. The Harris Foundation believes that students can be prepared now for the careers of the future through structured education programs and the use of positive role models. More than 10,000 K-12 students participate and benefit from THF programs annually.
www.theharrisfoundation.org

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HOWARD UNIVERSITY Middle School of Mathematics and Science (MS)²

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Students receive the Helen Matthews Rand Endowed Scholarship

Two students from the Department of Curriculum and Instruction, Jason McNeil and Michelle Taylor, received the Helen Matthews Rand Endowed Scholarship for the 2010-2011 academic school year. Their acceptance of the award was celebrated on Friday, September 17th at the Rand Scholar's Luncheon. Both students will be teaching at the Howard Middle School of Mathematics and Science.

The scholarship provides a $15,000 annual award (for up to 2 years) and a laptop to exceptional students pursuing a degree in teacher education. Recipients must make a 2-year commitment to teaching in an inner-city or urban environment directly upon completing their HUSOE degree. Applicants must pursue a course of study leading to a career in teaching grades PK-12.

In 1999, Addison Barry Rand, a former Fortune 500 executive and the current chairman of Howard University's Board of Trustees, endowed a $1 million scholarship fund in his mother's name for the School of Education. According to Rand, the Helen Matthews Rand Endowed Scholarship was established in recognition of his late mother's distinguished career and dedication to urban education and community service. Mrs. Rand, a graduate of the esteemed Miner Teachers College, was a teacher and a principal in DC Public Schools for more than two decades.

http://www.howard.edu/schooleducation/news/News.html

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Middle School of Mathematics and Science -- A Public Charter School
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2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 11
$(MS)^2$ 2010 – 2011 Newsletters

Mathematics does matter in the real world. See inside cover for details.

acknowledge no boundaries

SY '10-'11 ISSUE NO. 1

(MS)² NEWSLETTER

Howard University Middle School of Mathematics and Science

December 22, 2010

produced by THE BROADCAST MEDIA CLUB

From the Desk of the Head of School

Dear (MS)² Family, Parents and Friends,

We are kicking off the Holidays with our first newsletter for SY 2010-11. We know how much you enjoy the news about our students and staff and we have much to share.

This begins our 6th year at the school and it marks a very significant time in our growth and development. We are diligently preparing for our charter review, during which the Public Charter School Board will renew our charter for the next 5 years.

Let's take a look at some of our achievements though the year is still quite young:

- Approximately 137 students were on the first quarter honor roll;
- The November Annual Principals' Roundtable and High School Fair was a huge success according to your feedback; parents and students were able to get a close-up of our area's finest schools.
- Our 8th graders are ahead of schedule in submitting applications to high schools of their choice – our goal is that by March 15th, all 8th graders will have been accepted to at least one school of their choice.
- Our STEM Connections classes and other clubs are up and running – new to the list is our "Johnny Quest" Club, which ultimately teaches students how to build a computer, our Design and Technology Club, which is a combination of our former Solar Car and Toy Challenge Clubs, "Who Wants to be a Millionaire", which is a virtual investment club and our charm club, SIXA (Sisterhood, Ingenuity, Knowledge and Aspirations), and Tae-kwon-do, one of the Korean martial arts.
- We are implementing our new Response to Intervention (RTI) plan for all students. All of you should have received information if you are involved.
- We instituted our "Book in a Bag" program in September and students are reading, reading, reading!
- We have truly become a data-driven school in all that we do, both academically and operationally. Our assessment program for this year is well under way so that students can monitor their growth as they progress through the school year. We just completed our 2nd DC-BAS assessment and results will be shared with you in the New Year.
- Our former Board of Directors Chair, Marie Johns, was tapped by President Obama to serve as the new Deputy Director for the Small Business Administration.

These are a few of the significant strides we have made since September. We are excited about our accomplishments and are poised to face new challenges with the New Year. May I offer you and your loved ones all the best as we enter 2011. To our students, please use this time to renew your goals, and come back refreshed to honor our school with a spirit of excellence.

My sincere gratitude to all who have worked to make this an exceptional school,

Ms. Sue P. White

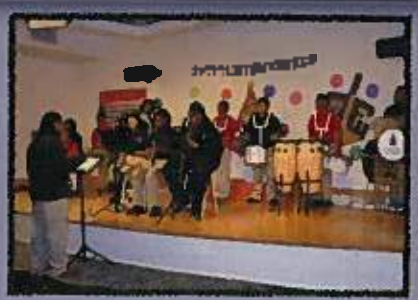
HU and (MS)² Kick Off a New Engagement

In an Open House on Thursday, December 2, 2010, the HU Office of the Provost and Chief Academic Officer collaborated with (MS)² to kick off a refreshed partnership, led by Mr. Tyrone Barksdale and our own Dr. Keithrah Williams. The overarching goal of this effort is to foster greater awareness and understanding of the established STEM disciplines thru the creation of a sustainable, ongoing mentoring program. This will offer a broader array of experiences for our young (MS)² scholars.

HAPPY HOLIDAYS

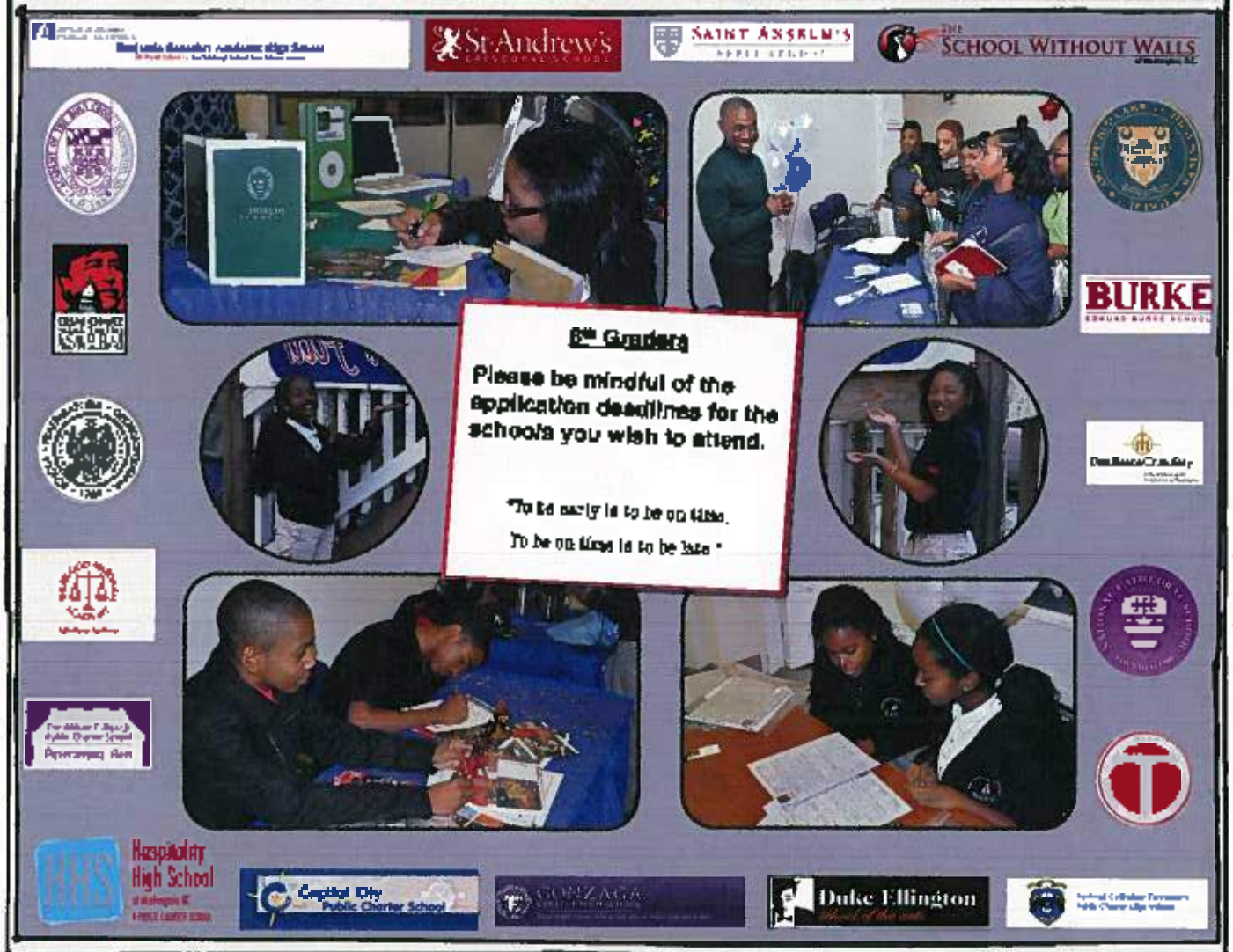
The (MS)² Young Voices, led by Ms. Kendall Isadore, brightened the spirits of everyone present with their melodious sounds. With solos from Shaina Berry, Ebony Johnson, Tonia Ferguson, and William Hurst, holiday cheer filled the auditorium.

The 2010 STEM Holiday Showcase was hosted by ministers and master of ceremony, 8th graders Alisha Jennings and 8th grader Elaijah Williams.



Mr. Udoh Ogbonnaya leads the (MS)² Band in setting the tone for the STEM Holiday Showcase. Their musical talents had everyone jamming in their seats. They really "Rocked the House!"

4th Annual (MS)² High School Fair



Vocabulary

- evolution
- amoeba
- diffraction
- eclipse
- sclera
- turbine
- ventricle
- zeolite
- qualitative
- micron
- parallel
- bisector
- coefficient
- diameter
- hypotenuse
- percentile
- quadrilateral
- variable

UPCOMING EVENTS AND ACTIVITIES

Dec./Jan. '10-'11

- 23rd-Jan. 2nd – Winter Vacation
- Jan. 3rd – School Resumes
- Jan. 10th-14th – Midterm Exams
- Jan. 14th – 2nd Quarter Ends
- Jan. 17th – School Closed; Martin Luther King Holiday
- Jan. 28th-28th – PSSA Testing

Refer to the school's website for updates.

Editor/Photographer, Mr. Kofi Handon

Junior Editor, 8th Grader-Courtney Middleton

to everyday extraordinary

SY '10-'11 ISSUE NO. 2

(MS)² NEWSLETTER

Howard University Middle School of Mathematics and Science

January 28, 2011

produced by THE BROADCAST MEDIA CLUB

From the Desk of the Head of School

Happy 2011 to our (MS)² Family, Partners and Friends.

We are proud to welcome the New Year in with more accomplishments of our dedicated teachers, staff, and hard-working students. In this issue you will read about our students who have excelled in the mathematics arena – those who have represented the school at prestigious competitions and those who are preparing for the rigorous National MathCounts Competition next month.

Let's review some more achievements not mentioned in our last issue and review some upcoming events:

- Seventy-five students heard our first lady, Michelle Obama, speak at the HU Cramton Auditorium, where she encouraged students around the country to study overseas. This January 19th event was in conjunction with the Chinese President's visit to the US.
- Lyric Carter, an alumna of (MS)², was one of the distinguished panelists during Mrs. Obama's visit. Lyric, who presently attends Phelps Senior High, is studying Chinese, and has traveled to China to study.
- 60% of our 8th graders have completed high school applications and are being accepted into some of the most prestigious high schools in the area.
- Kudos to the 94 students who made 2nd quarter Honor Roll!!!
- February 23rd marks our ninth annual schoolwide Science Fair which promises to be one of our best! Please visit and see our budding scientists.
- Our parents are on the move – they recently hosted a Pot Luck dinner, met potential parents at our recent Open House and are busy making final plans for the upcoming Annual "Sneaker Ball" on Saturday, February 12th.
- We are happy to announce the arrival of Dr. Kerburgh Williams' new baby boy: During her absence, we welcome Ms Fearinia Tuatley, a seasoned science teacher, who will be her replacement.
- Mr. Hector Telford will be the Interim Science Chair for the next few months
- Watch out for the upcoming events surrounding our "Smash-the-CAS" initiative. You should have received our first correspondence

As usual, these are just some of the highlights that mirror what's going on at (MS)². Stay tuned! February is the month for student competitions. We'll have much more to share!

With sincere gratitude,

Ms. Sue P. White

American Mathematics Contest 8 Results

Contributions from:
Ms. Beryl Jackson (Mathematics Department Chair)

On November 17th, twenty-nine 8th, 7th and 8th grade students took the American Mathematics Contest 8 test (AMC8) on the campus of UDC. The AMC 8 is a 25 question, 40-minute multiple-choice examination in middle school mathematics designed to promote the development and enhancement of problem solving skills. The examination provides an opportunity to apply the concepts taught at the middle school level to problems, which not only range from easy to difficult but also cover a wide range of applications. Many problems are designed to challenge students and to offer problem-solving experiences beyond those provided in most mathematics classes.

The results of our performances on this test is as follows: Ifunanyachukwu Azikiwe, Briana Harvin, and Donovan Jordan earned gold status. This ranked them 10th, 11th and 12th out of the 106 students tested. In addition, Ashley Johnson and Michaela Knox earned silver status and Lyric Barbarin and Kameron Morgan earned bronze status.

MATHCOUNTS Competition

Contributions from:
Ms. Beryl Jackson (MATHCOUNTS Coach)

MATHCOUNTS is a national middle school coaching and competitive mathematics program that provides the extra incentive and the perfect atmosphere for students to push themselves to achieve more in mathematics. Consisting of fun and creative problems that promote critical-thinking and problem-solving skills, the MATHCOUNTS competitions have written and oral rounds, as well as individual and team components. Through challenging and cooperative, the competition problems focus on the 6th through 8th grade standards of the National Council of Teachers in Mathematics. The program exists in all 50 states plus U.S. territories and the Department of Defense and State Department schools and is supported by the National Society of Professional Engineers at the state and local levels. Public, private, religious and home schools alike are eligible to participate.

The following students are members of the (MS)² MATHCOUNTS Club: Ifunanyachukwu Azikiwe, Myles Twomey, Hanna Berhine, Donovan Jordan, Faith Slaughter, Djani Davis, Lyric Barbarin, Alia Tyus, Deasha Moore, Kameron Morgan, Morgan Lewis and Hagos Williams.

The chapter competition is February 12th at St. Anselm's Abby School.

(MS)² Kids Care Club in the Community

7th graders Shaina Berry and William Harris III contribute to their community in their free time. As a part of the (MS)² Kids Care Club™, they read story books to DC area youth at the newly renovated Watha T. Daniel-Shaw Neighborhood Library. The HU (MS)² Kids Care Club™ provides our students with an opportunity to be involved in hands-on volunteer work that helps others locally and globally through the nationally-recognized organization, HandsOn Network, a program of GenerationOn. The club is in its second year with 18 members representing the 6th, 7th and 8th grades.

Vocabulary

• parabola	• ellipse
• rhizoid	• absolute
• gymnosperm	• value
• monocot	• secant
• cytosine	• tangent
• mixture	• cotangent
• fission	• cosecant
• thymine	• abscissa
• diploid	• annulus
• deoxyribose	• algorithm

UPCOMING EVENTS AND ACTIVITIES

February 2011

10th - Saturday Academy 9am-12am, Winter Sneaker Ball 6pm-9:30pm

16th - 1/2 Day for Students - 10:30 Districtwide Teacher Professional Development

21st - President's Day - School Closed

22nd - Parent-Teacher Conferences 10am - 7pm

Refer to the school's website for updates

Editor/Photographer, Mr. Kofi Handon

Junior Editor, 8th Grader-Courtney Middleton

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Howard University Middle School of Mathematics and Science

Appendix 12
$(MS)^2$ 2010 – 2011 High school Preparation for 8th Graders

Mathematics does matter in the real world. See inside cover for details.

HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

8TH GRADE PARENT NIGHT

Agenda

6:00 - 6:40 Refreshments (Cafeteria)

6:40 - 6:45 Transition to Auditorium

6:45 - 8:00 Presentations/Q&A

6:45 - 6:50 Welcome
Ms. Sue P. White, Head of School

7:05 - 7:15 Benjamin Banneker Academic High School Presentation
Ms. Anita M. Berger, Principal

7:15 - 7:25 McKinley Technology High School Presentation
Dr. Frances A. McCabe, Director of Admissions

7:25 - 7:35 Duke Ellington School of the Arts Presentation
Ms. Barbara Power, Director of Admissions
Mr. Larry Davis, Chair of Counseling Department

7:35 - 7:55 Parent/Audience Q&A
Mr. Carlton Rucker III, School Counselor

7:55 - 8:00 Closing
Mr. Carlton Rucker, III, School Counselor

MIDDLE SCHOOL OF MATHEMATICS & SCIENCE
HOWARD UNIVERSITY
1867

HOWARD UNIVERSITY

$(MS)^2$

HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

4th Annual High School Fair Timeline

AY 2010-2011

November

Tuesday 2nd	Oldfields School
	Open House 8:00am to 11:00am
Friday 5th	Thurgood Marshall Academy
	Open House (Date TBA) 5:30pm
Saturday 6th	Banneker High School
	Open House 9:00am to 12:00pm
	Episcopal High School
	Open House 2:00pm to 3:45pm
	Sidwell Friends School
	Open House 9:00am to 12:00pm
Sunday 7th	Elizabeth Seton High School
	Open House 12:00pm to 2:00pm
	Peddie School
	Open House 1:00pm
	Phillips Academy
	Open House 12:00pm to 2:00pm
	St. Anselm's Abbey School
	Open House 11:00am to 3:00pm
Wednesday 10th	Duke Ellington School of the Arts
	Open House 2:00pm to 3:30pm
Thursday 11th	St. Andrew's Episcopal School
	Open House 9:00am to 12:00pm
Sunday 14th	Archbishop Carroll High School
	Open House 11:00am to 1:00pm
	Bishop McNamara High School
	Open House 12:30pm to 4:00pm
	Pallotti High School
	Open House 2pm to 4pm
Thursday 18th	Kingsbury Day School
	Open House 9:00am
	Thurgood Marshall Academy
	Open House 5:30pm
Sunday 21st	Gonzaga High School
	Open House 10:00am to 2:00 pm

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HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

4th Annual High School Fair Timeline

AY 2010- 2011

December

Friday 3rd	School Without Walls
	Application Deadline
Monday 6th	St. Andrew's Episcopal School
	Open House 9:00am to 12:00pm
Tuesday 7th	Elizabeth Seton High School
	Application Deadline
	Duke Ellington School of the Arts
	Open House 2:00pm to 3:30pm
Wednesday 8th	Oldfields School
	Open House 9:00am to 11:00pm
Thursday 9th	Kingsbury Day School
	Open House 9:00am
	Thurgood Marshall Academy
	Open House 5:30pm
Friday 10th	Gonzaga High School
	Application Deadline
Saturday 11th	Kingsbury Day School
	Open House 9:00am
Wednesday 15th	Bishop McNamara High School
	Application Deadline
	Pallotti High School
	Application Deadline
	Sidwell Friends School
	Application Deadline
	Academy of the Holy Cross
	Application Deadline

January 2011

Wednesday 5th	Archbishop Carroll High School
	Open House 9:00am to 11:00am
Saturday 8th	Edmund Burke School
	Open House 1:00pm to 3:30pm
Thursday 13th	Thurgood Marshall Academy
	Open House 5:30pm
Friday 14th	Edmund Burke School
	Application Deadline
	Don Bosco Cristo Rey

HOWARD UNIVERSITY

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HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

4th Annual High School Fair Timeline

AY 2010- 2011

		Application Deadline
January	2011	
	Saturday 15th	National Cathedral School
		Application Deadline
		Episcopal High School
		Application Deadline
		The George School
		Application Deadline
		Kingsbury Day School
		Open House 9:00am
		Loomis Chaffee
		Application Deadline
		Peddie School
		Application Deadline
		Phillips Academy
		Application Deadline
		The Hotchkiss School
		Application Deadline
	Sunday 16th	Edmund Burke School
		Application Deadline
		Georgetown Preparatory School
		Application Deadline
	Monday 17th	Archbishop Carroll High School
		Application Deadline
		Oldfields School
		Open House 8:00am to 11:00pm
	Thursday 20th	Duke Ellington School of the Arts
		Application Deadline
		Kingsbury Day School
		Open House 9:00am
	Sunday 23rd	McKinley Technology High School
		Application Deadline
	Sunday 30th	Banneker High School
		Application Deadline
	Monday 31st	Episcopal High School
		Application Deadline

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HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

4th Annual High School Fair Timeline

AY 2010- 2011

February

Tuesday 1st	Oldfields School
	Application Deadline
	Phillips Academy
	Application Deadline (Boarding School)
	St. Andrew's Episcopal School
	Application Deadline
Monday 2nd	The George School
	Application Deadline (Boarding School)
Tuesday 8th	Archbishop Carroll High School
	Open House 9:00am to 11:00am
Thursday 17th	Caesar Chavez Public Charter High School
	Open House (Time TBA)
	Kingsbury Day School
	Open House 9:00am
	Thurgood Marshall Academy
	Open House 5:30pm
Sunday 27th	Archbishop Carroll High School
	Open House 12:00pm to 2:00pm

March

Sunday 13th	Friendship Collegiate Academy
	Application Deadline
Tuesday 15th	Capital City Public Charter School
	Application Deadline
	Kingsbury Day School
	Open House 9:00am
Wednesday 16th	Caesar Chavez Public Charter High School
	Application Deadline
Thursday 17th	Thurgood Marshall Academy
	Open House 5:30pm
Thursday 31st	Thurgood Marshall Academy
	Application Deadline

HOWARD UNIVERSITY

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HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

4th Annual High School Fair Timeline

AY 2010- 2011

April

Friday 1st	Hospitality High School Application Deadline
Tuesday 12th	Kingsbury Day School Open House 9:00am
Thursday 21st	Thurgood Marshall Academy Open House 5:30pm

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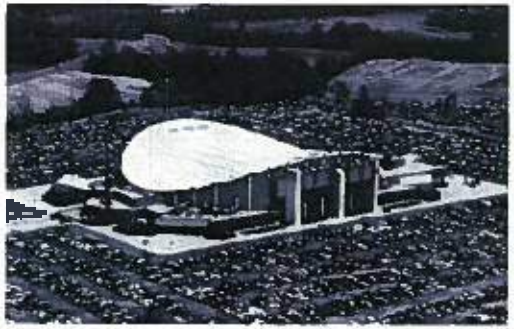
Howard University Middle School of Mathematics and Science

Appendix 13
$(MS)^2$ 2010 Graduation Program



Mathematics does matter in the real world. See inside cover for details.

HOWARD UNIVERSITY
MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

$(MS)^2$

2011

Fourth Annual Graduation

Friday, the Third of June | 11 O'clock in the Morning
Armour J. Blackburn University Center | University Campus

ORDER OF EXERCISES

Master of Ceremonies
Hassan Minor, Ph.D., *Board of Directors Chair and Founder*

Processional
(MS)² Drum Club

Lift Every Voice and Sing
(MS)² Young Voices

Welcome
Kweku Sumbry, *8th Grade Student*

(MS)²: Our Story
Allison L. Artis, *Dean of Students*

Digital Year In Review
Broadcast Media
Nicole Richbow, *8th Grade Student*

Student Presentation
Kiana Livingston, *8th Grade Student*

S.T.E.M./Extended Day Acknowledgements
Lee F. Vason, *Director of Specialized Programs*

Special Tribute to Barbara Laurie
Jocila Roberts, *8th Grade Student*
Matthew Tinker, *8th Grade Student*

Student Presentation
Tony Donaldson, Jr., *8th Grade Student*
Moises Del'Rosario, *8th Grade Student*

Faculty and Staff Acknowledgements
Olisaemeka Azikiwe, *8th Grade Student*
Khadijah Akeem, *8th Grade Student*

Presentation of Class Gift
(MS)² Parents in Action

Introduction of Graduation Speaker
Tiffany Livingston, *Class of 2011 Salutatorian*

Graduation Speaker
Sue P. White, *Head of School*

Student Honors
Wesley Ellis, *8th Grade Teacher*

Alumni Address to Graduates
Avery Coffey, *Class of 2010 Valedictorian*

Class of 2011 Valedictorian Address
Kandice Pettaway, *Class of 2011 Valedictorian*

Presentation of Certificates
Sue P. White, *Head of School*

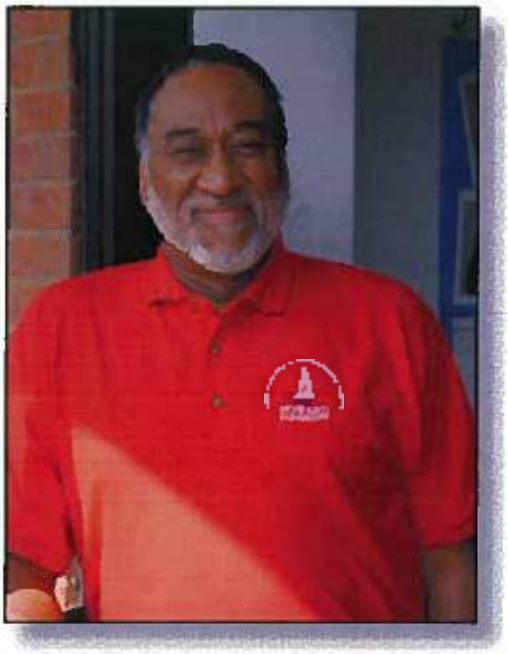
Recessional
(MS)² Young Voices

Reception to follow in Hilltop Lounge

HOWARD UNIVERSITY

$(MS)^2$

3 June 2011



Dear $(MS)^2$ Family:

On behalf of the $(MS)^2$ Board of Directors, it gives me great pleasure to congratulate the Class of 2011.

We take great pride in the effort you have invested, the bonds you have forged and the growth that you have shown. We share your sense of accomplishment as you leave $(MS)^2$ and prepare to face a future full of possibility and promise.

The exemplary faculty and staff of $(MS)^2$ have provided you with a strong foundation of scholarship and discipline, and armed you with the capacity to solve problems and think critically. These qualities not only prepare you for high school, but for the world that lies ahead. Inside the classroom and out in the community, it will be your contributions that shape the future of our country and the world.

Your hard work has gotten you this far, but the road does not end here. Your journey has just begun. Expect to confront setbacks and challenges on the path to success, but continue to build on what you've accomplished at $(MS)^2$, and there will be no limits to what you can achieve.

We also want to congratulate all of the people who have helped you to reach this milestone: the parents, grandparents, sisters, brothers, aunts, uncles, friends and neighbors, who have loved and supported you every step of the way.

As President Obama says "Do big things." This is what we expect of each of you.

As alumni, you will always be a part of the $(MS)^2$ family, and we are trusting you to set a fine example for your fellow schoolmates to follow.

Sincerely,

Dr Hassan Minor

Hassan Minor, Ph.D.
Chair, Board of Directors

HOWARD UNIVERSITY

(MS)²

3 June 2011

Dear (MS)² Class of 2011,

Congratulations! You and your families have much to be proud of for reaching this very significant educational milestone. You have just completed the first leg of a very important journey. We have proudly watched you grow from the unsure years as newcomers to the more confident year as an 8th grader. Our objectives were to provide you with a rigorous and rich academic experience, and provide for you a model that builds strong character development– both of these to prepare you for the challenges of the 21st century. We feel we have met our goal through obvious indicators like the excellent high schools to which you have been accepted, the academic maturity you now exhibit, and your newfound sense of community, volunteerism and purposeful independence.

Your class is the fourth to graduate from our hallowed halls and many of you have played a prominent role in enhancing the good reputation of (MS)² . This was a year of many "wins" and achievements –we won awards in 5 categories from the Citywide Science Fair, we can boast that for a 2nd consecutive year, we maintained the First Place Citywide Spelling Bee title, our MathCounts Team was invited to compete at the State Competition, we received a generous award from the Google Foundation to build a Fab Lab, we formed a partnership with the HU Computer Sciences Lab to enhance that aspect of the curriculum, for the 2nd consecutive year, the Architecture Club brought back Regional honors, our partnership continues for a second year with NASA, the Solar Car Club continued its reign and won 1st place again in the 2011 Metropolitan Area Junior Solar Sprint races….. and the list goes on. You carry with you a legacy of excellence and we expect even greater things from you as you go forward. Your (MS)² family has grounded you with the tools to be successful in all of your academic endeavors. Allow no one to set limitations – President Barack Obama repeatedly models that notion.

We are grateful to many for your successes – the vision of our Board of Directors, the support of loving parents, the dedication and brilliance of a super talented team of teachers, the exceptional contributions from our incredible HU interns, and our invaluable partnerships. It truly takes a village and we are soaring with ours!

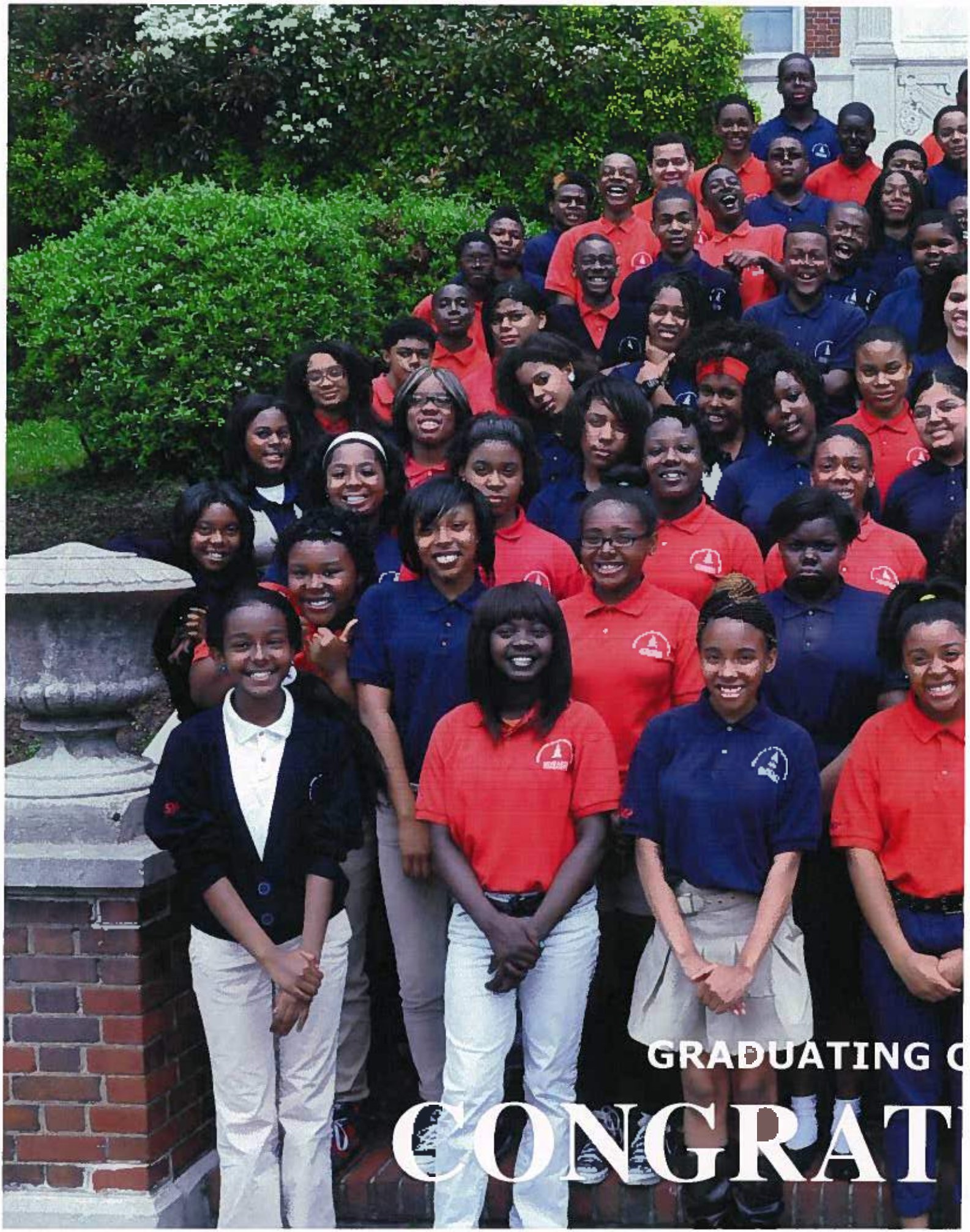
Always know that you have a real family here, poised to be the "oil in your engines". We look forward to celebrating all of your future successes. We expect from you new inventions, cures to some of our most menacing diseases, political involvement with character at the very highest levels, and an unparalleled service to our communities. We will miss you but we know that now it is time to leave the nest to go forward and do even greater things. Keep character and kindness at the forefront of all that you do.

Carry our tagline with you always – do something extraordinary!

All the Best Always,

Sue P. White

Sue P. White
Head of School


GRADUATING C
CONGRAT

CLASS OF 2011
ULATIONS

(MS)² GRADUATING CLASS OF 2011

De'Jour R. Adams
Malik R. Addison
Khadijah J. Akeem
Taylor C. Allen
Betel H. Asfaha
Olisaemeka J. Azikiwe

Biko G. Barringer
Rhythm S. Bowers
Damarrius L. Boykin
Monae D. Broadie
Destiny E. Broadnax

Laura L. Colbert
Vishaé B. Crews
Steven E. Cummings
Tyrique L. Cureton

Jeffrey Dandridge
Khalil M. Darden
Keiseana S. Davis
Moises J. Del'Rosario
Jordan D. Despertt
Tony E. Donaldson Jr.

Sabrina Encarnacion
Marlisa J. Evans

Louis E. Farrakhan III

Christian A. Garner
Anthony N. Green
Kierra M. Green

Darnell A. Hall Jr.
Esmé A. Halsey-Collins
Solomon D. Hassan

Darnell J. Hightower
Mackada K. Howell
Edward G. Huff Jr.
Gabrielle B. Hughes
Deonté M. Humphrey
Hakeem M. Hutchinson

Samuel E. Jeffers
Alisha A. Jennings
Danielle N. Johnson
Kaliyah S. Johnson
Nijah D. Johnson
Rico G. Jones

Justin N. Kelly
Nyla M. Klusmann
Kelvin E. Koonce

Kiana B. Livingston
Tiffany B. Livingston
Alaysia P. Lomax
Lorren L. Love
Sequoia M. Lucas
Terrance A. Lyons

Alexis N. Medley
Courtney J. Middleton
Laura J. Miller
Kameren K. Morgan
Dana S. Myers

Shakeithia A. Nicholson

Paul A. Oakes III
Jennifer N. Omekam
Jordan G. Otano

Frank T. Padgett III
Armani A. Peoples
Kandice L. Pettaway
Eduardo V. Portillo Tovar

Shaheed A. Rajah
Myles J. Redd
Ny'esha D. Reese
Nicole D. Richbow
Joella S. Roberts
Courtney C. Robinson
Alma A. Romero
Anayancy E. Romero

Christopher M. Seyoum
Jania F. Shaw
Roderick A. Silvers
Anthony Z. Simpson
Xena S. Smith
Subria B. Standifer
Kweku D. Sumbry

Taylor N. Thomas
Alexis D. Thompson
Matthew C. Tinker

Omar J. Ventura

Briona J. Washington
Bradi G. Watson
James D. Watson
Marquetta M. White
Kelly E. White II
Shakira K. Wilds
Alan X. Wilson
Antoinette M. Wimbish
Xavier P. Wingfield

(MS)² BOARD OF DIRECTORS

Dr. Hassan Minor, Chair and Founder**
Senior Vice President for Strategic Planning and External Affairs
Chief Strategy Officer
Howard University

Dr. Floretta Dukes McKenzie, Director Emerita*
Chairwoman and Founder
The McKenzie Group, Inc.

Mr. Frank K. Ross, Treasurer
Managing Partner, KPMG LLP (retired)

Ms. Maybelle Taylor Bennett
Director, Howard University Community Association
Howard University

Spencer H. Boyer, Esq., Parent Representative
Professor of Law, Howard University School of Law

Ms. Rebecca Christian
Chair, ELA Department/Reading Specialist
Howard University Middle School of Mathematics and Science

Dr. Aprille Ericsson*
GSFC Instrument Systems Manager, NASA

Dr. Gerunda Hughes
Associate Professor, School of Education
Howard University

Dr. Vinetta Jones
Professor and Former Dean, School of Education
Howard University

Dr. Jesse Nicholson, Assistant Treasurer
Chair, Department of Chemistry (retired)
Howard University

Mr. Diallo Sumbry, Parent Representative
Founder and President, The Adinkra Group

* Howard University Trustee
** Howard University Officer

ADMINISTRATION

Sue P. White, *Head of School*
Yohance C. Maqubela, *Chief Operating Officer*
John N. Goudeaux, *Chief Academic Officer*
Allison L. Artis, *Dean of Students*
James Cole, *Data Analyst*
Kim Mills, *Instructional Supervisor*
Claudia Hines, *Director of Finance*
Leslie B. Flack, *Director of Human Resources*
Shirley Martin, *Office Manager*
Mertine Moore Brown, *Secretary*
Tiffany L. Redford, *Student Records Coordinator*
Frances Jones, *Admissions Coordinator*

FACULTY

8th Grade

Kofi Adisa, *English Language Arts*
Mensah Alkebu-Lan, *Mathematics*
Indja D. Cheshire, *Spanish*
Terrell Munson, *Science*
Cedrick Dickens, *Physical Education*
Wesley Ellis, *Social Studies Department Chair*
Beryl Jackson, *Mathematics Department Chair*

7th Grade

Tiffany Arnold, *Social Studies*
Naimah S. Beyah, *English Language Arts*
Jason McNeil, *Mathematics*
Michelle N. Taylor, *Science*
Udoh O. Opiotennione, *Music*
Erin Scott, *Reading/English Language Arts*
Christine D. Taylor, *Spanish Department Chair*

6th Grade

Rebecca Christian, *Reading Specialist/ELA Department Chair*
Brian Johnson, *English Language Arts*
Shelby Stanley, *Mathematics*
Hector Telford, *Science*
Kethurah P. Williams, Ph.D., *Science Department Chair*
Kimberly Worthy, *Social Studies*

ACADEMIC SUPPORT

Karen Bates-Chambers, *Test Preparation Coordinator*
Beatrice Carey, *Reading Laboratory Assistant*
Michael Dickelson, *Permanent Substitute*
Patricia Toatley, *Science Laboratory*

STUDENT SUPPORT STAFF

Leslie Finley, *Special Education Coordinator*
Carlton Rucker, *School Counselor*
Kenneth Caesar, *Interim Counselor*
Lee E. Vason, *Director, Specialized Programs*
Jennifer Crawford, *Associate Director, Specialized Programs*
Robert L. Allen, *Senior Student Support Team Specialist*
Talifarro Jones, *Student Support Team Specialist*
DeVaun Walker, *Student Support Team Specialist*
Terrelle Washington, *Student Support Team Specialist*

TECHNICAL SUPPORT STAFF

Delmar S. Williams, *Chief Technology Officer*
Azi K. Handon, *Director of Instructional Technology*
Leslie Knight, *Systems Analyst*
Leonard Manukure, *Director of Technology*
Odessa Casimiro, *Technology Specialist*

FACILITIES SERVICES

Gregory R. Riley, *Senior Custodian*
Jacqueline M. Fairclough, *Cafeteria Manager*

Lift Every Voice And Sing

Composed By: James Weldon Johnson

Lift every voice and sing,
Till earth and Heaven ring,
Ring with the harmonies of liberty;
Let our rejoicing rise,
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet,
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered;
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou Who hast brought us thus far on the way;
Thou Who hast by Thy might,
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee.
Lest our hearts, drunk with the wine of the world, we forget Thee.
Shadowed beneath Thy hand,
May we forever stand,
True to our God,
True to our native land.

$(MS)^2$

HOWARD UNIVERSITY
MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE
405 HOWARD PLACE, NW
WASHINGTON, DC 20059
202.806.7725
www.howard.edu/ms2

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 14
$(MS)^2$ 2010 – 2011 Sample of School Events

Mathematics does matter in the real world. See inside cover for details.

HOWARD UNIVERSITY
MIDDLE SCHOOL OF MATHEMATICS & SCIENCE

(MS)^2

New Parent Orientation

Wednesday, August 11, 2010
6:00 pm

Order of Program

Welcome ..... Sue White, *Head of School*

History of (MS)^2 ..... Yohance Maqubela, *Chief Financial Officer*

Academic Overview ..... John Goudeax, *Chief Academic Officer*

Policies & Procedures ..... Allison Artis, *Dean of Students*

Closing Remarks & Questions ..... (MS)^2 Administrators

Uniform shirts and sweaters can be purchased outside of the auditorium

do something extraordinary™

HOWARD UNIVERSITY
MIDDLE SCHOOL OF MATHEMATICS & SCIENCE

(MS)^2

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Closing Remarks & Questions ..... (MS)^2 Administrators

Uniform shirts and sweaters can be purchased outside of the auditorium

do something extraordinary™

Special Thanks to

Board of Directors

Dr. Hassan Minor, *Interim Chair, Founder & Managing Director*
Dr. Floretta Dukes McKenzie, *Director Emeritus*
Mr. Frank K. Ross, *Treasurer*
Ms. Maybelle Taylor Bennett
Dr. Aprille Ericsson
Dr. Gerunda Hughes
Dr. Vinetta Jones
Dr. Jesse Nicholson
Ms. Roberta Willis Sims
Mr. Spencer Boyer, Esquire
Mr. Diallo Sumbry

Open House Committee

Allison Artis, *Co-Chair*
Yohance Magubela, *Co-Chair*
Jennifer Crawford, *Program*
Delmar Williams, *Information Technology*
Odessa Casimiro, *Information Technology*
Leonard Manukure, *Information Technology*
Sue P. White, *Planning*

Academic Departments

Mathematics Department
Science Department
Social Studies Department
English Language Arts/Reading Department

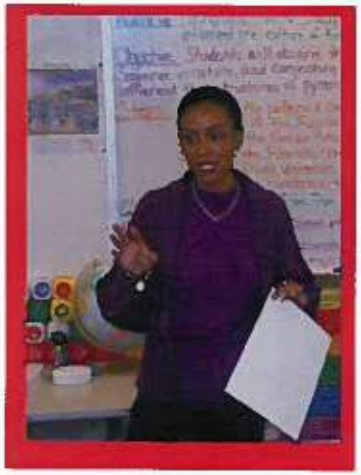
Howard University
Middle School of Mathematics & Science
$(MS)^2$

Annual

OPEN HOUSE

Saturday, December 18, 2010
Saturday, January 22, 2011
Saturday, March 12, 2011
1:00 p.m.
$(MS)^2$ Auditorium

www.howard.edu/ms2
202.806.7725



Agenda

Welcome ..... Ms. Sue White, *Head of School*
Ms. Mackada Howell, *8th Grade Honor Student*

Overview ..... Mr. Yohance Maqubela, *Chief Operating Officer*

Classroom Demonstrations

Group A		
1:35–2:00 p.m.	Mathematics Department	Room 302
2:05–2:30 p.m.	Mr. Delmar Williams, *WSE*	Room 305
2:35–3:00 p.m.	Social Studies Department	Room 304
3:05–3:30 p.m.	ELA/Reading Department	Room 101
3:35–4:00 p.m.	Science Department	Room 306
Group B		
1:35–2:00 p.m.	Science Department	Room 306
2:05–2.30 p.m.	Mathematics Department	Room 302
2:35–3:00 p.m.	Mr. Delmar Williams, *WSE*	Room 305
3:05–3 30 p.m.	Social Studies Department	Room 304
3:35–4:00 p.m.	ELA/Reading Department	Room 101
Group C		
1 35–2.00 p.m.	ELA/Reading Department	Room 101
2:05–2:30 p.m.	Science Department	Room 306
2:35–3 00 p.m.	Mathematics Department	Room 302
3:05–3.30 p.m.	Mr. Delmar Williams, *WSE*	Room 305
3:35–4:00 p.m.	Social Studies Department	Room 304
Group D		
1:35–2:00 p.m.	Social Studies Department	Room 304
2:05–2:30 p.m.	ELA/Reading Department	Room 101
2:35–3:00 p.m.	Science Department	Room 306
3:05–3:30 p.m.	Mathematics Department	Room 302
3:35–4:00 p.m.	Mr. Delmar Williams, *WSE*	Room 305
Group E		
1:35–2:00 p.m.	Mr. Delmar Williams, *WSE*	Room 305
2:05–2:30 p.m.	Social Studies Department	Room 304
2:35–3 00 p.m.	ELA/Reading Department	Room 101
3:05–3:30 p.m.	Science Department	Room 306
3:35–4:00 p.m.	Mathematic Department	Room 302

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 15
$(MS)^2$ 2010 Professional Development Agenda

Mathematics does matter in the real world. See inside cover for details.

HOWARD UNIVERSITY MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE PROFESSIONAL DEVELOPMENT

AGENDA: AUGUST 19-27, 2010

WEDNESDAY, AUGUST 19, 2010
8:30 AM – 4:30 PM
"It is the supreme art of the teacher to awaken joy in creative expression and knowledge".....Albert Einstein

7:30 AM – 4:30 PM
Rooms 303-304

A.M.

7:30 – 8:15 am **WELCOME BACK TO SCHOOL BREAKFAST**

8:30 am ***Introduction of Teachers/Staff to New 6th Graders – Auditorium***

9:15 am ***Introduction of (MS)² Staff and Neophytes***

9:30 am ***Content Areas teachers will work on supplies list for students to be posted***

10 am

An Overview of SY 2010 -2011
Sue P. White
Head of School

...(MS)² Misses New AYP target but makes Significant Gains across grade levels...
A Discussion of AYP Response and an overview of the Data
A general profile of each class

Classroom Management Strategies – Part 1
Wesley Ellis
Social Studies Chair

Classroom Management Strategies – Part 2
Erin Scott
ELA/Reading Instructor

P.M.

LUNCH

1 PM

DATA PRESENTATION
"Digging into the Data by student for ultimate student achievement"
Jim Cole, Data Analyst

Curriculum Mapping Framework ..., John Goudeaux, Rebecca Christian

Teachers will work in content groups to finalize Curriculum Mapping.

Classroom Preparation

THURSDAY, AUGUST 20, 2010

"Education is not filling a pail but the lighting of a fire ... William Butler Yeats

8:00 AM – 4:30 PM

A.M.

CONTINENTAL BREAKFAST

WELCOME & OVERVIEW OF THE DAY
Sue P. White
(MS)³ Head of School

8:30 AM

7th grade orientation

LUNCH

P.M.

TECHNOLOGY PRESENTATION
Overlay presentation
Leslie Knight

HUMAN RESOURCES - Part 1
Yohance Maqubela
(MS)³ Chief Financial Officer

Classroom Preparation

FRIDAY, AUGUST 21, 2010

8:00 AM - 4:30 PM

A.M.

Continental Breakfast

Overview of the Day
Sue P. White,
(MS)³ Head of School

USING INTERNS EFFECTIVELY
Lee Vason
Director of Supplemental Services

8th grade orientation

LUNCH

P.M.

HUMAN RESOURCES - Pt. 2
Yohance Maqubela
(MS)³ Chief Financial Officer

Classroom Preparation

MONDAY, AUGUST 24, 2010

8:00 AM – 4:30 PM

A.M.

Continental Breakfast

Overview of Day
Sue P. White
(MS)² Head of School

(MS)² Intervention Plan
Rebecca Christian
ELA/ Reading Department Chair

(MS)² Response to Intervention
Leslie Finley
Special Education Coordinator

Division Meetings
6th Grade – Koll Handon, 6th Grade Division Manager – Room 203
7th Grade – Allison Artis, 7th Grade Division Manage – Room 301
8th Grade – Lee Vason, 8th Grade Division manager

LUNCH

P.M.

Calendar Organizational Chart/Schedule
Sue P. White
(MS)² Head of School

Effective Use of Existing Technology
Technology Professional Development
Koll Handon
Director of Instructional Technology

Classroom Preparation

TUESDAY, AUGUST 25, 2010
"If everyone is thinking alike then someone isn't thinking."
– George S. Patton-

8:00 AM – 4:30 PM

A.M.

Continental Breakfast

Overview of the Day
John Goudeaux
(MS)[1] Chief Academic Officer

Where are we now?
DATA PRESENTATION - DCCAS AND NWEA ANALYSIS
James Cole, Data Analyst
Identifying individual student strengths and weaknesses and planning accordingly…

P.M.

LUNCH

Classroom Management Strategies – Part 3
Wesley Ellis
Social Studies Chair

Classroom Preparation/Lesson Plan Development

WEDNESDAY, AUGUST 26, 2010
"I hear and I forget. I see and I remember. I do and I understand."
– Chinese Proverb-

8:00 AM – 4:30 PM

A.M.

Continental Breakfast

OVERVIEW OF DAY
Sue P. White
(MS)[2] Head of School

Gradebook: Ground Rules
Odessa Cassimiro
Technology Specialist

P.M.

LUNCH

Classroom Preparation/Lesson Plan Development

THURSDAY, AUGUST 27, 2010
"I hear and I forget. I see and I remember. I do and I understand."
– Chinese Proverb-

7:30 AM – 4:30 PM

A.M.

Continental Breakfast

Overview of the Day
John Gondeaux
(MS)^2 Chief Academic Officer

Developing the Syllabus

Observation/Evaluation Tool

Classroom Preparation/Lesson Plan Development

FRIDAY, AUGUST 28, 2010
"I hear and I forget. I see and I remember. I do and I understand." – Chinese Proverb

7:30 AM – 4:30 PM

A.M.

Using Interns Effectively
Lee Vason
Director, Supplemental Programs

Parents' Perspective: Building a Working Collaborative
Maisha Hyman
President, Parent Association

Classroom Preparation/Curriculum Mapping/Content Area Meetings

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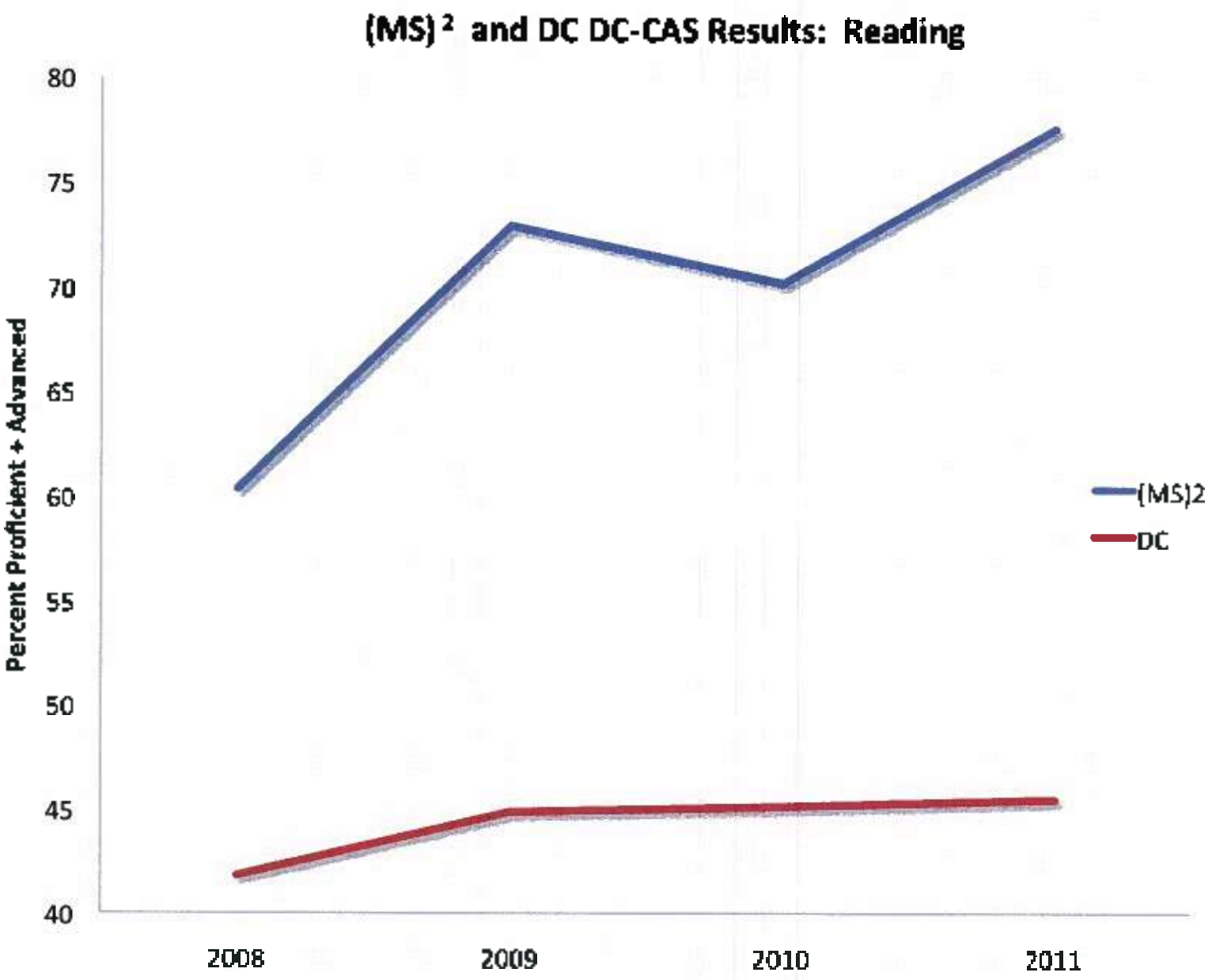
Howard University Middle School of Mathematics and Science

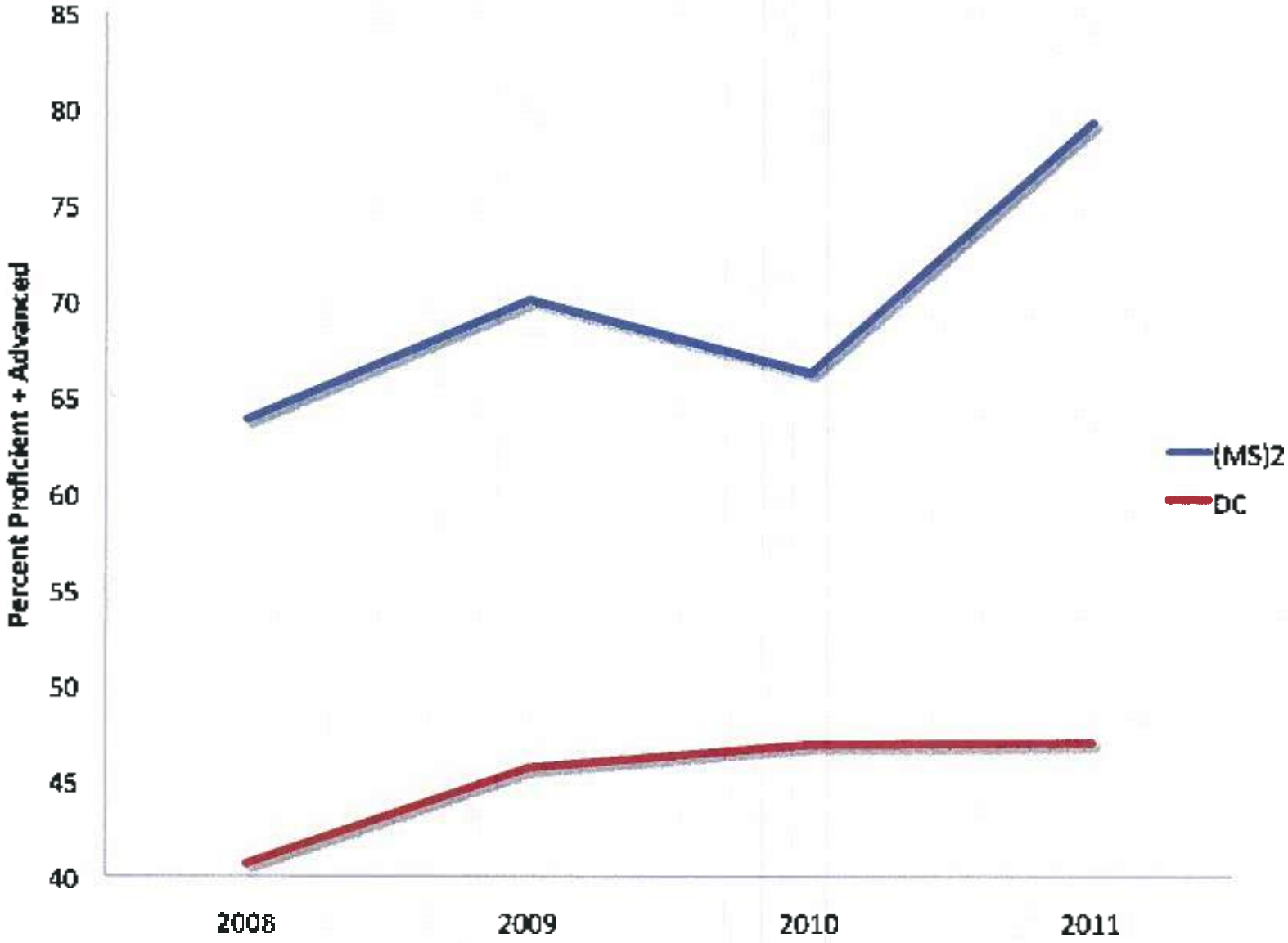
Appendix 16
$(MS)^2$ Data Presentation

Mathematics does matter in the real world. See inside cover for details.

DC-CAS Performance Results


(MS)² and DC DC-CAS Results: Reading
Percent Proficient + Advanced
80
75
70
65
60
55
50
45
40
2008
2009
2010
2011
(MS)2
DC

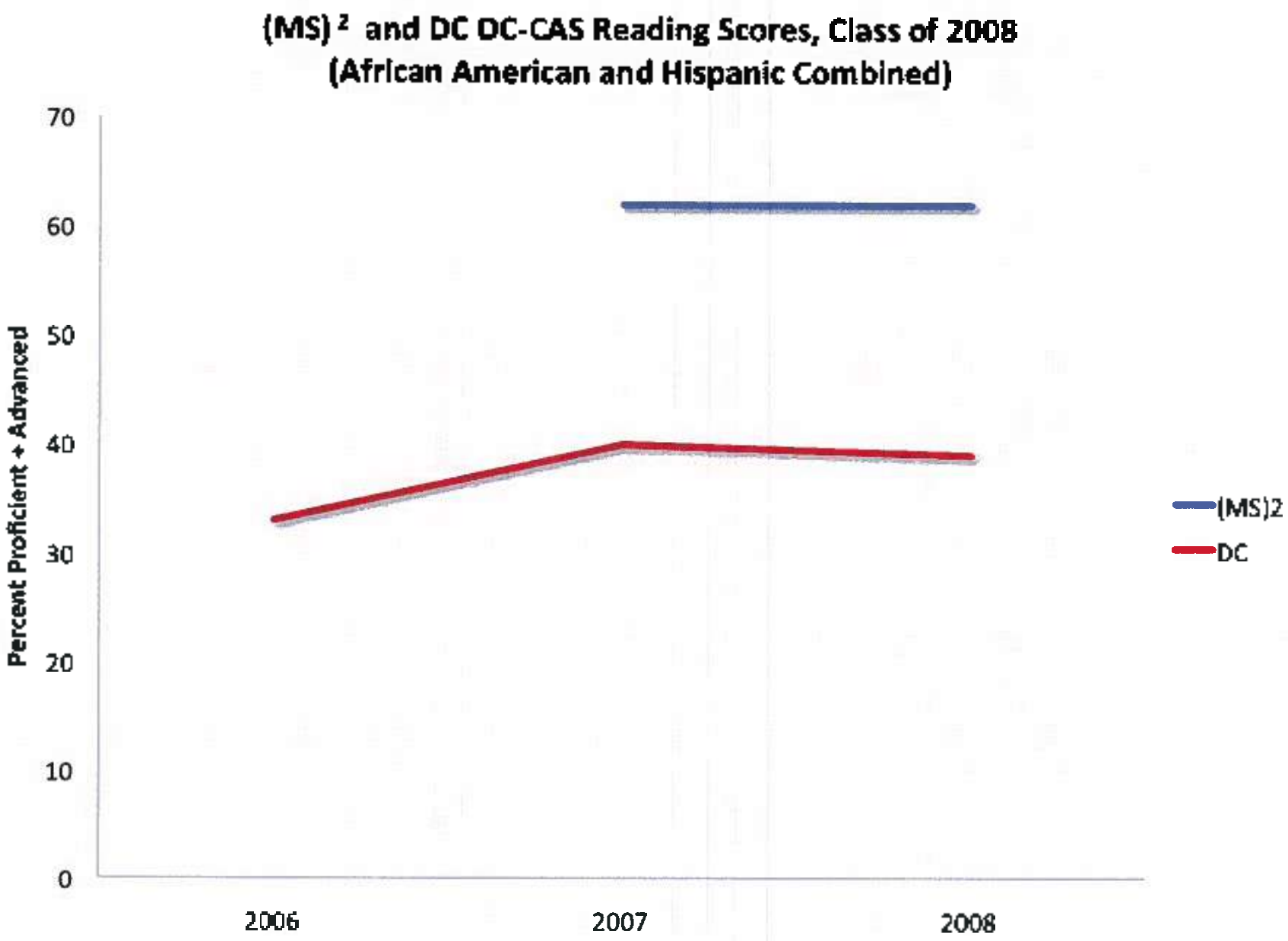
(MS)^2 and DC DC-CAS Results: Mathematics

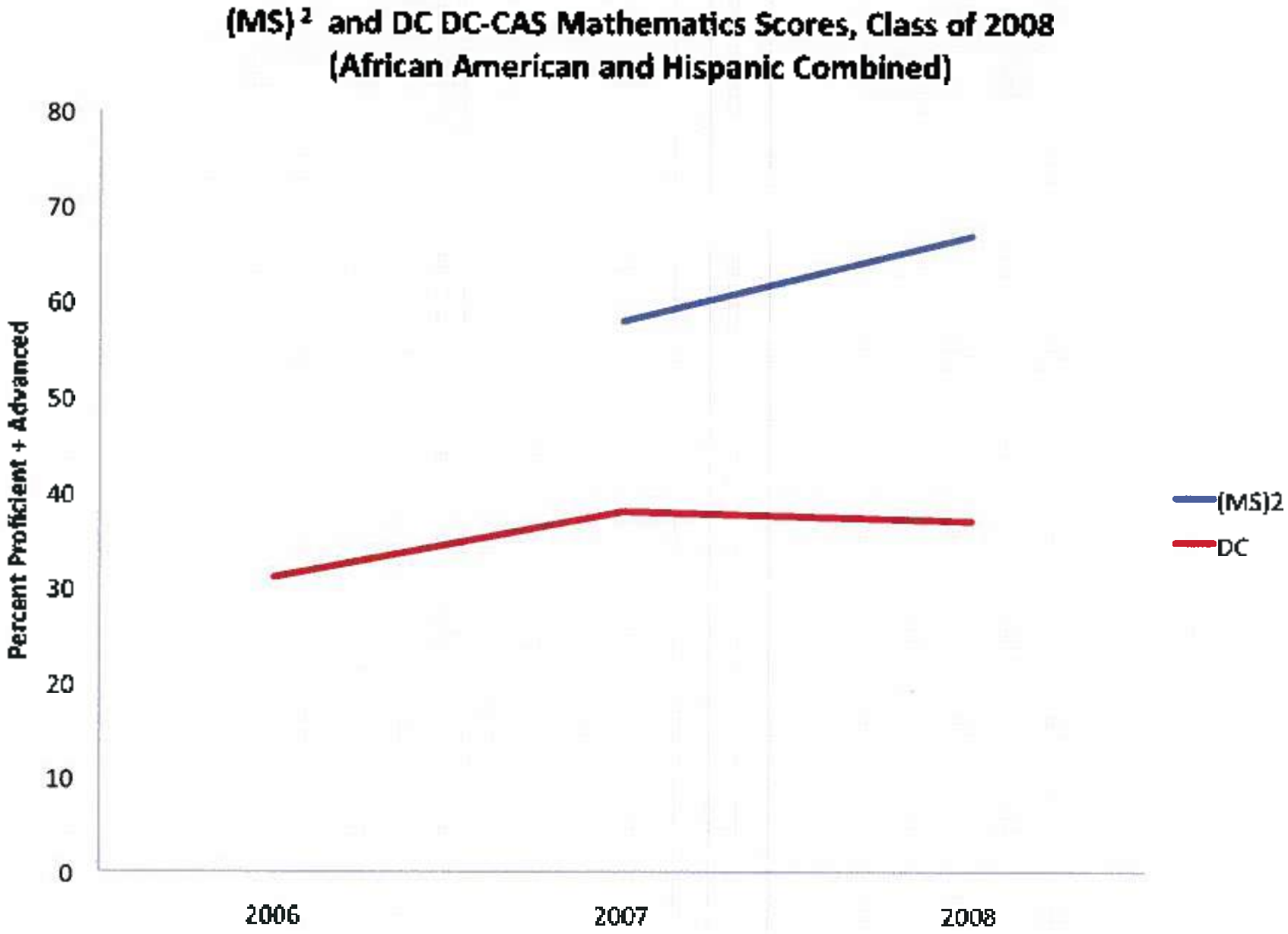


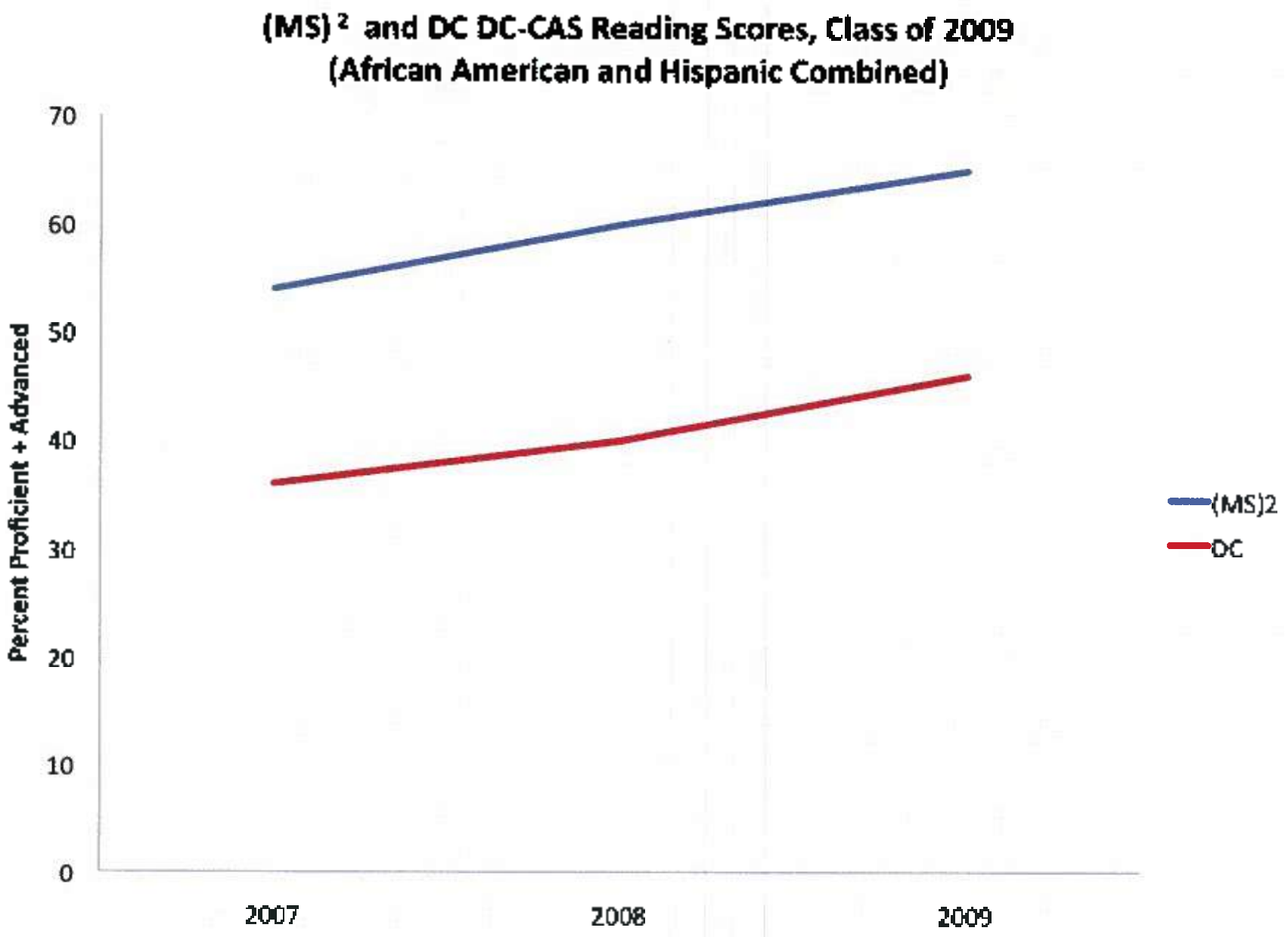
DC-CAS: $(MS)^2$ and DC (African American and Hispanic Students)

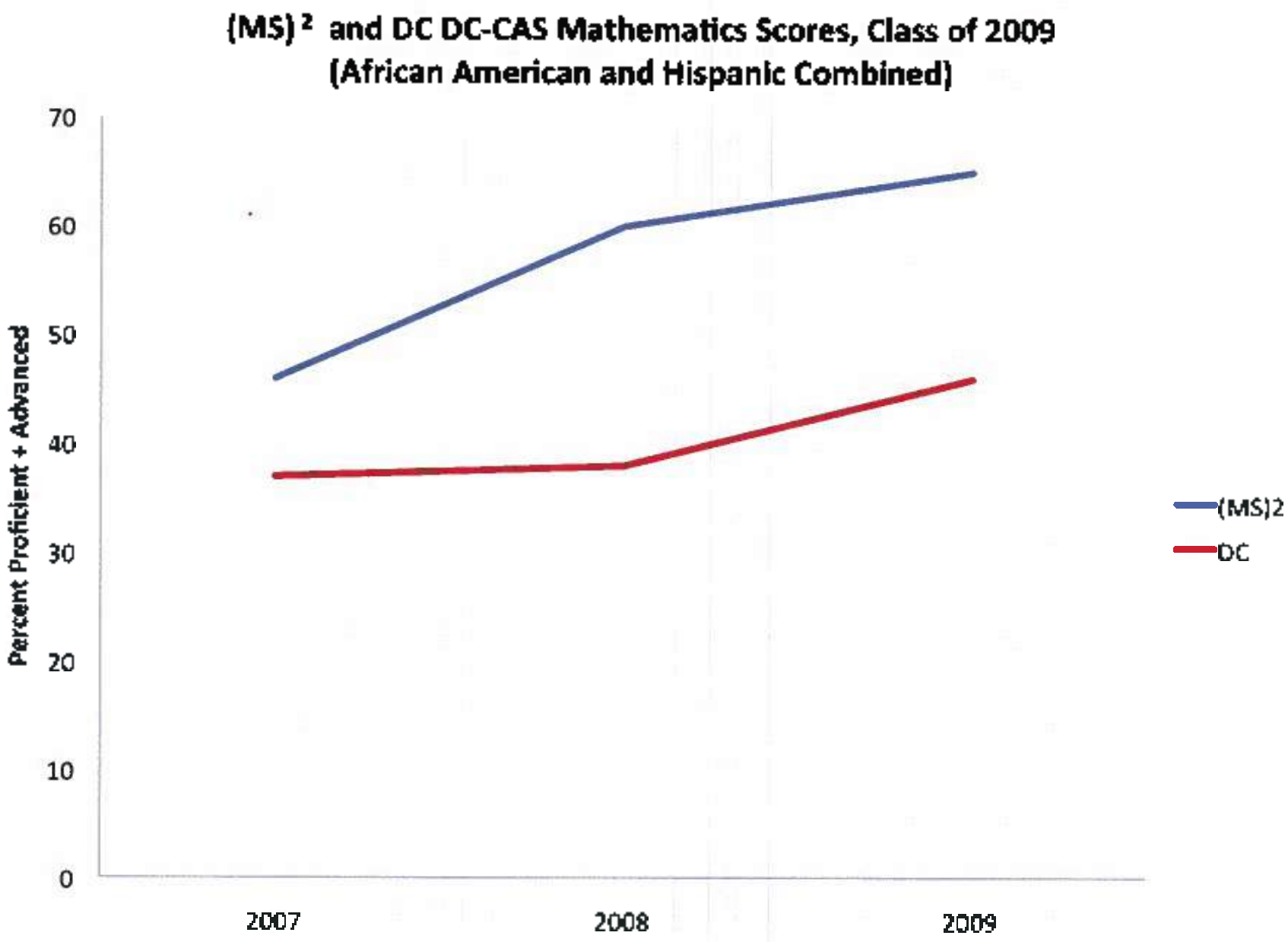
Longitudinal Results

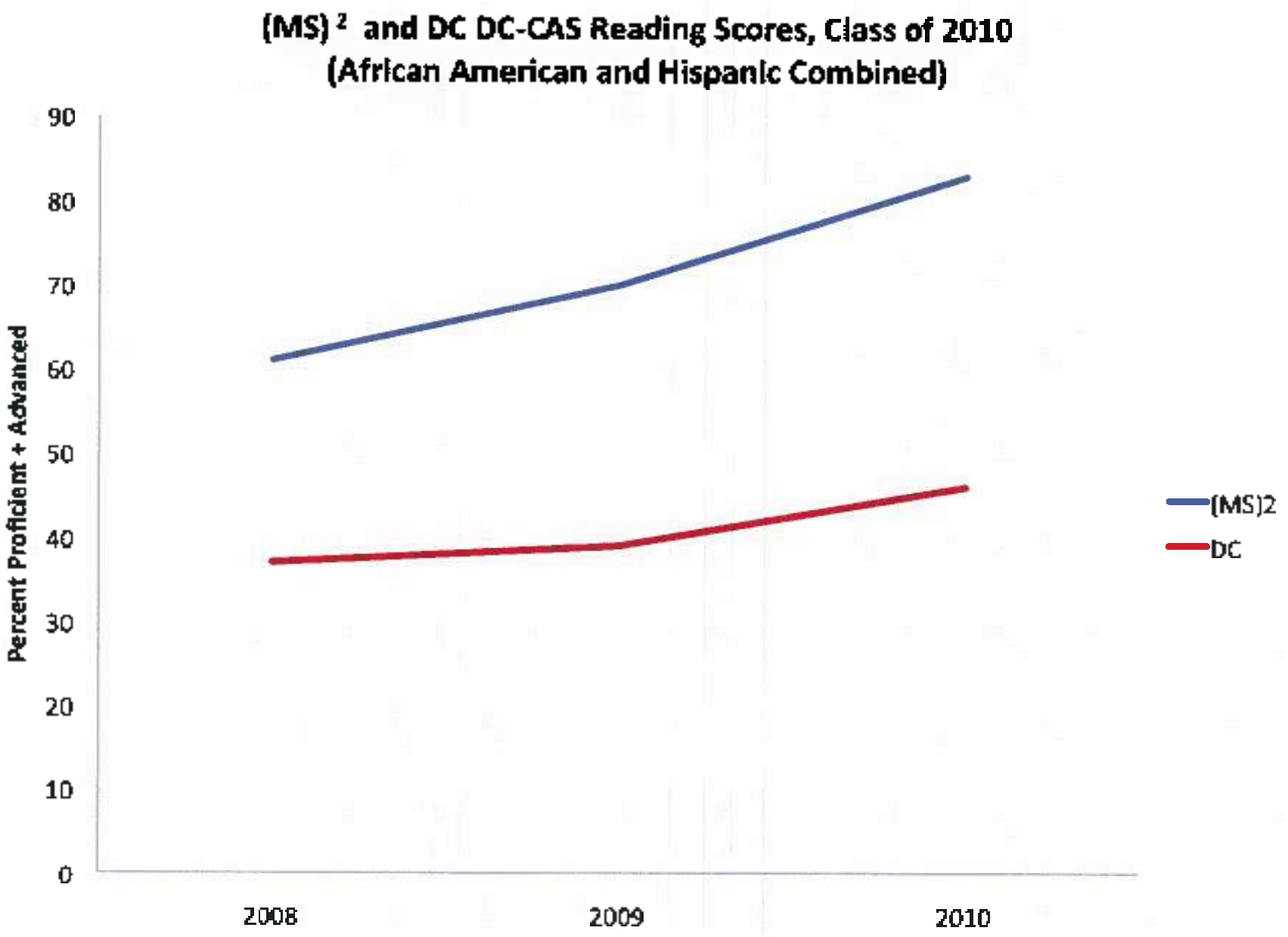
(Classes of 2008, 2009, 2010, and 2011)

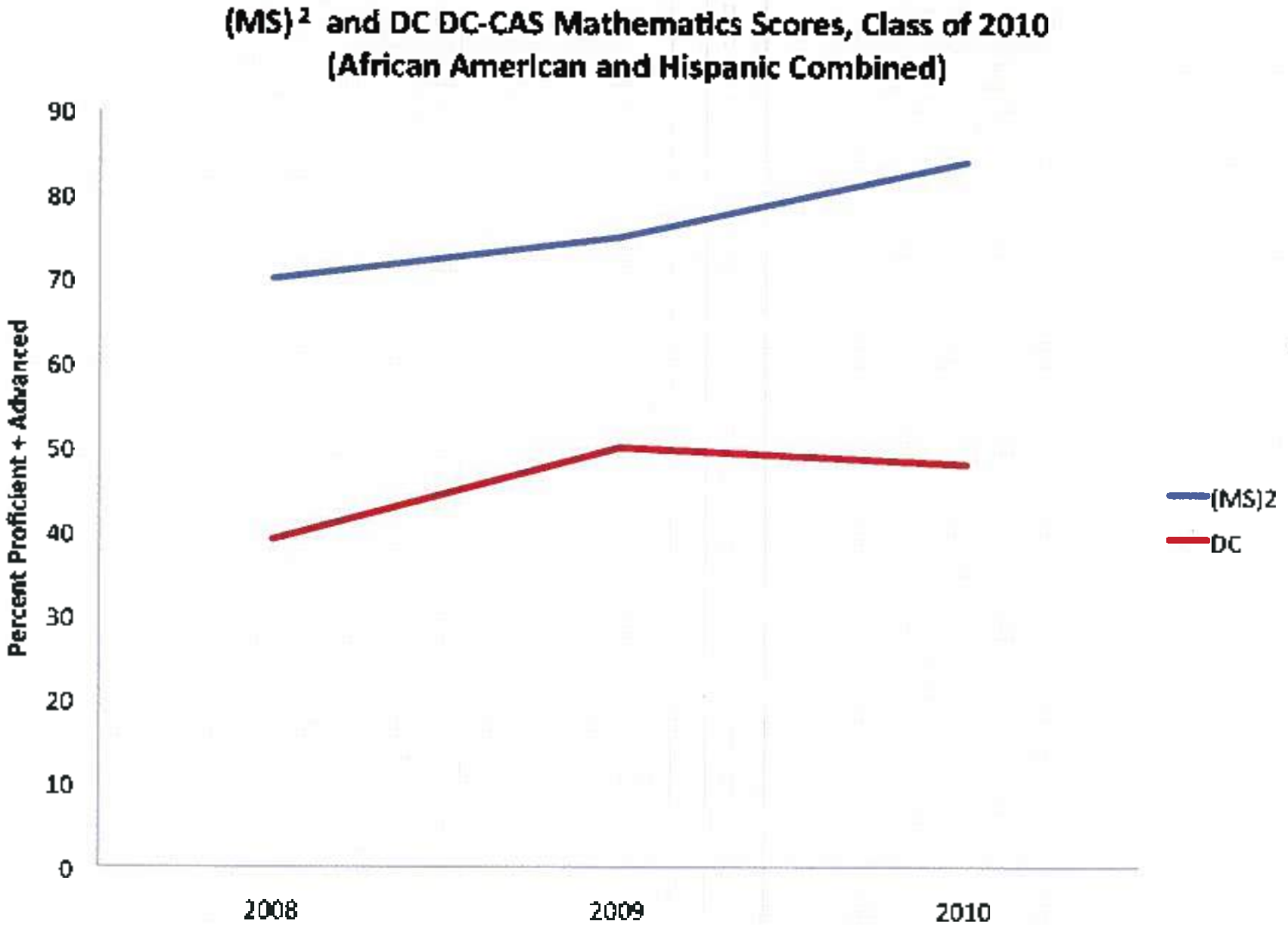

(MS) ² and DC DC-CAS Reading Scores, Class of 2008
(African American and Hispanic Combined)
Percent Proficient + Advanced
70
60
50
40
30
20
10
0
2006
2007
2008
(MS)2
DC


(MS)² and DC DC-CAS Mathematics Scores, Class of 2008
(African American and Hispanic Combined)
Percent Proficient + Advanced
80
70
60
50
40
30
20
10
0
2006
2007
2008
(MS)2
DC


(MS)² and DC DC-CAS Reading Scores, Class of 2009
(African American and Hispanic Combined)
Percent Proficient + Advanced
70
60
50
40
30
20
10
0
2007
2008
2009
(MS)2
DC


(MS)² and DC DC-CAS Mathematics Scores, Class of 2009
(African American and Hispanic Combined)
Percent Proficient + Advanced
70
60
50
40
30
20
10
0
2007
2008
2009
(MS)2
DC


(MS) 2 and DC DC-CAS Reading Scores, Class of 2010
(African American and Hispanic Combined)
Percent Proficient + Advanced
90
80
70
60
50
40
30
20
10
0
2008
2009
2010
(MS)2
DC


(MS)² and DC DC-CAS Mathematics Scores, Class of 2010
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Percent Proficient + Advanced
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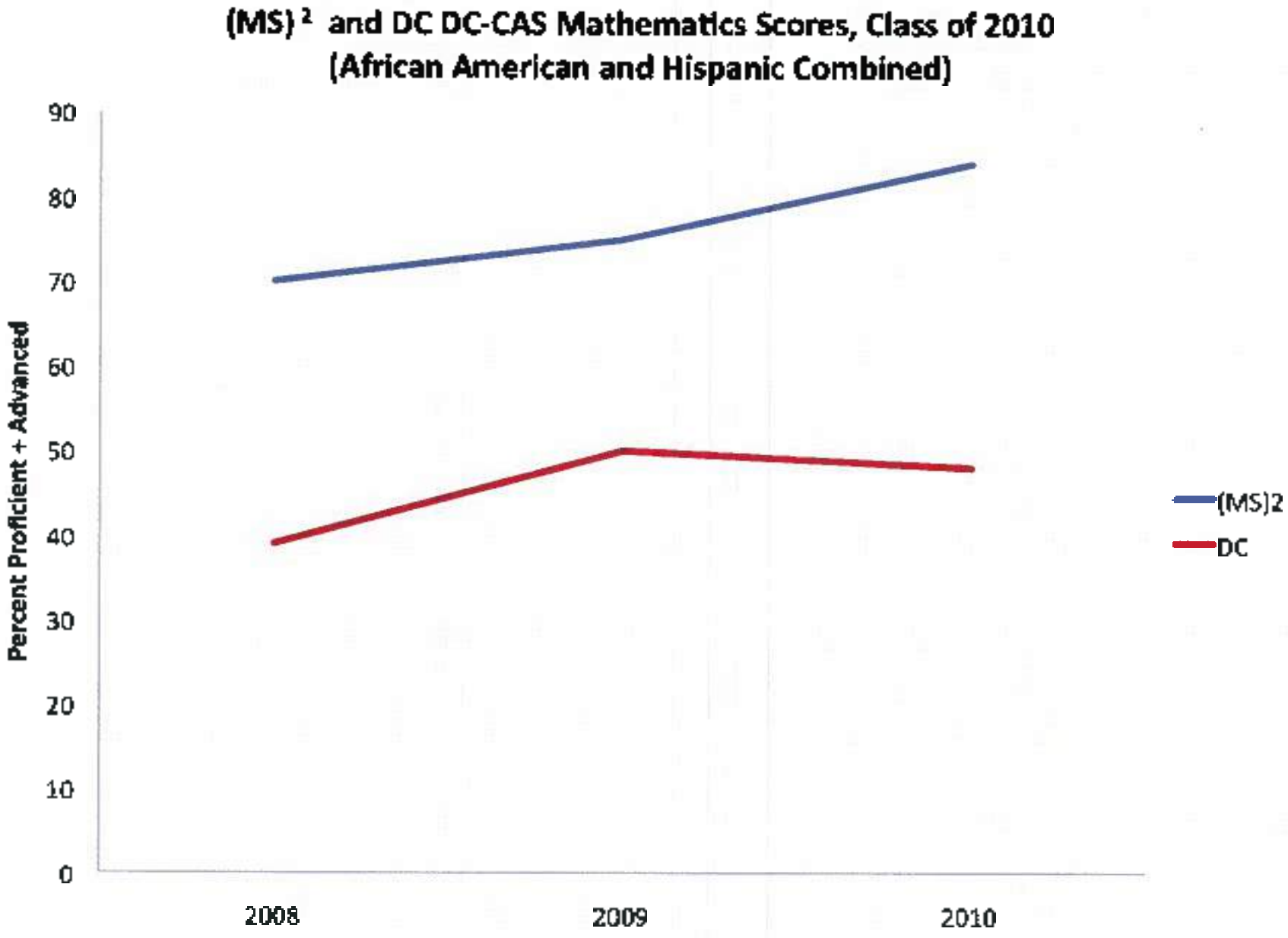
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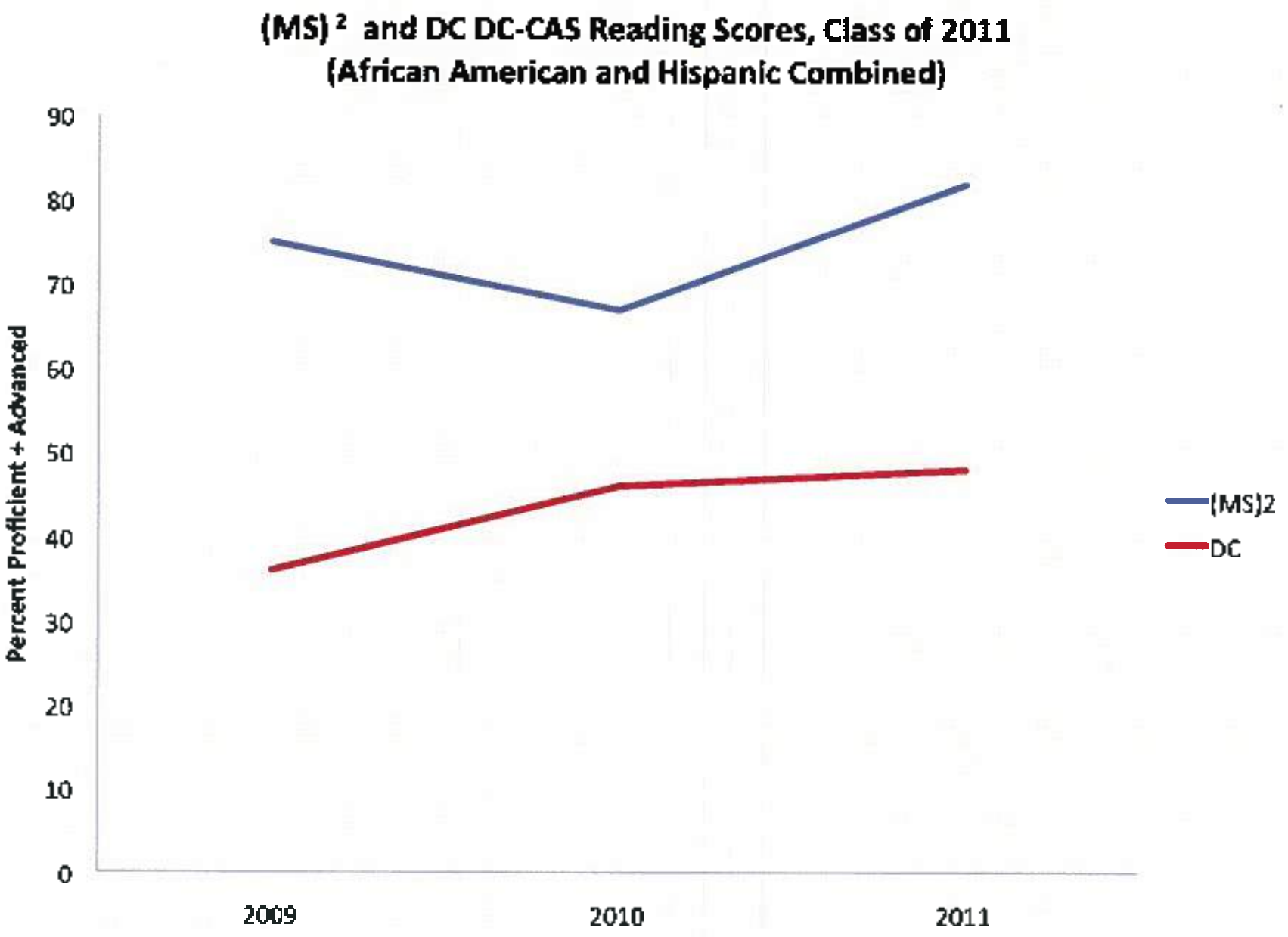
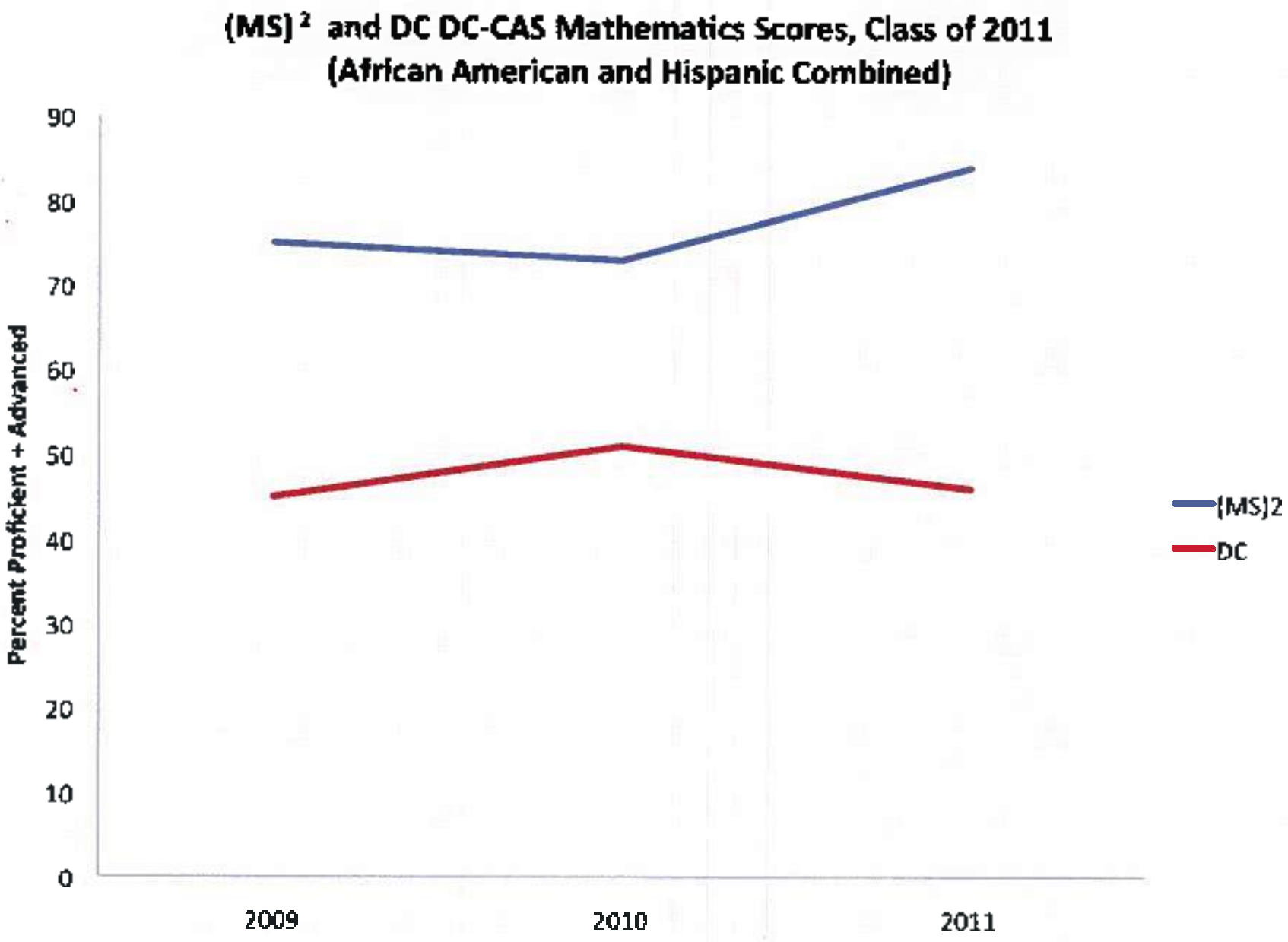
(MS)2
DC

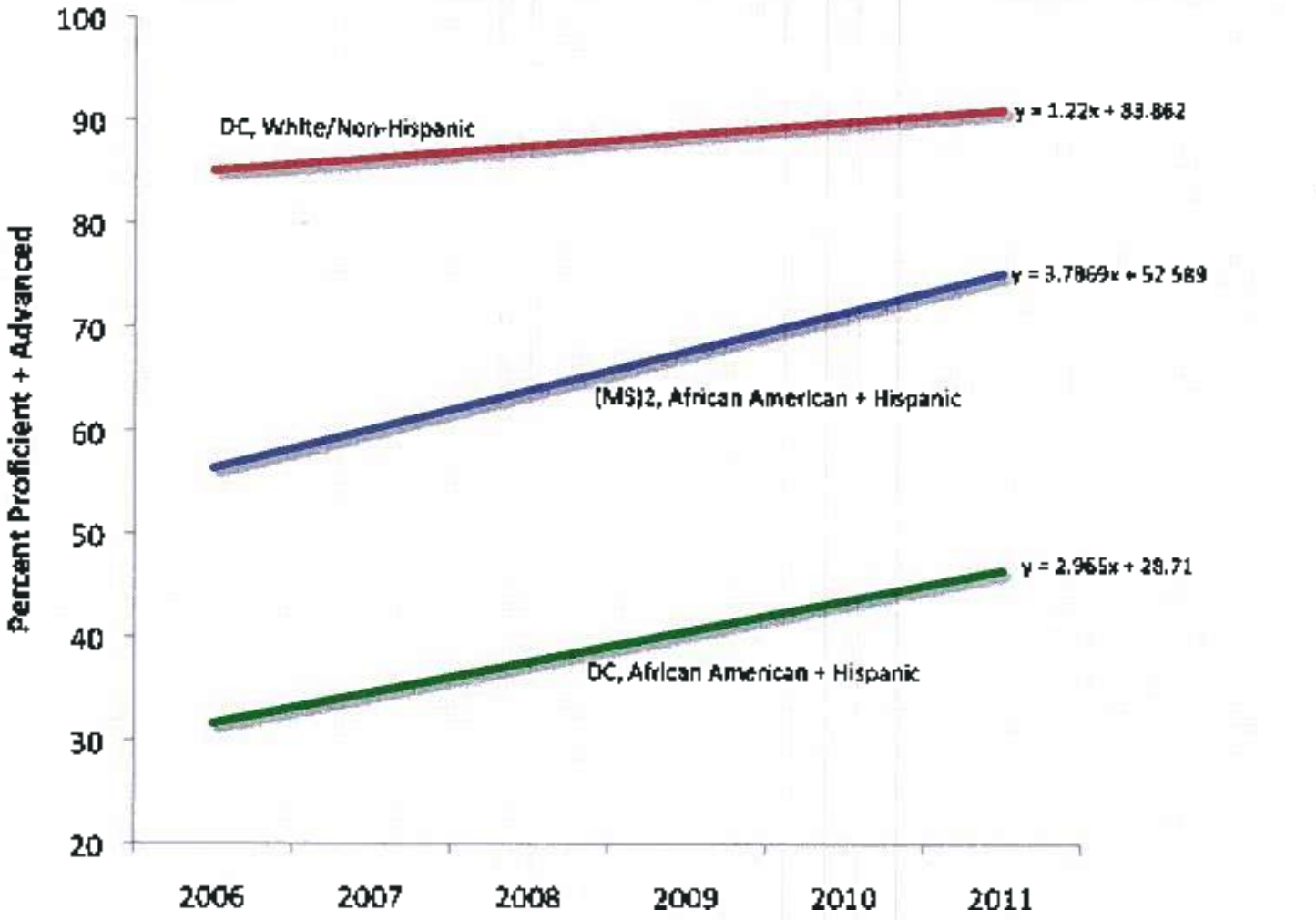

(MS) ² and DC DC-CAS Reading Scores, Class of 2011
(African American and Hispanic Combined)
Percent Proficient + Advanced
90
80
70
60
50
40
30
20
10
0
2009
2010
2011
(MS)2
DC


(MS)² and DC DC-CAS Mathematics Scores, Class of 2011
(African American and Hispanic Combined)
Percent Proficient + Advanced
90
80
70
60
50
40
30
20
10
0
2009
2010
2011
(MS)2
DC

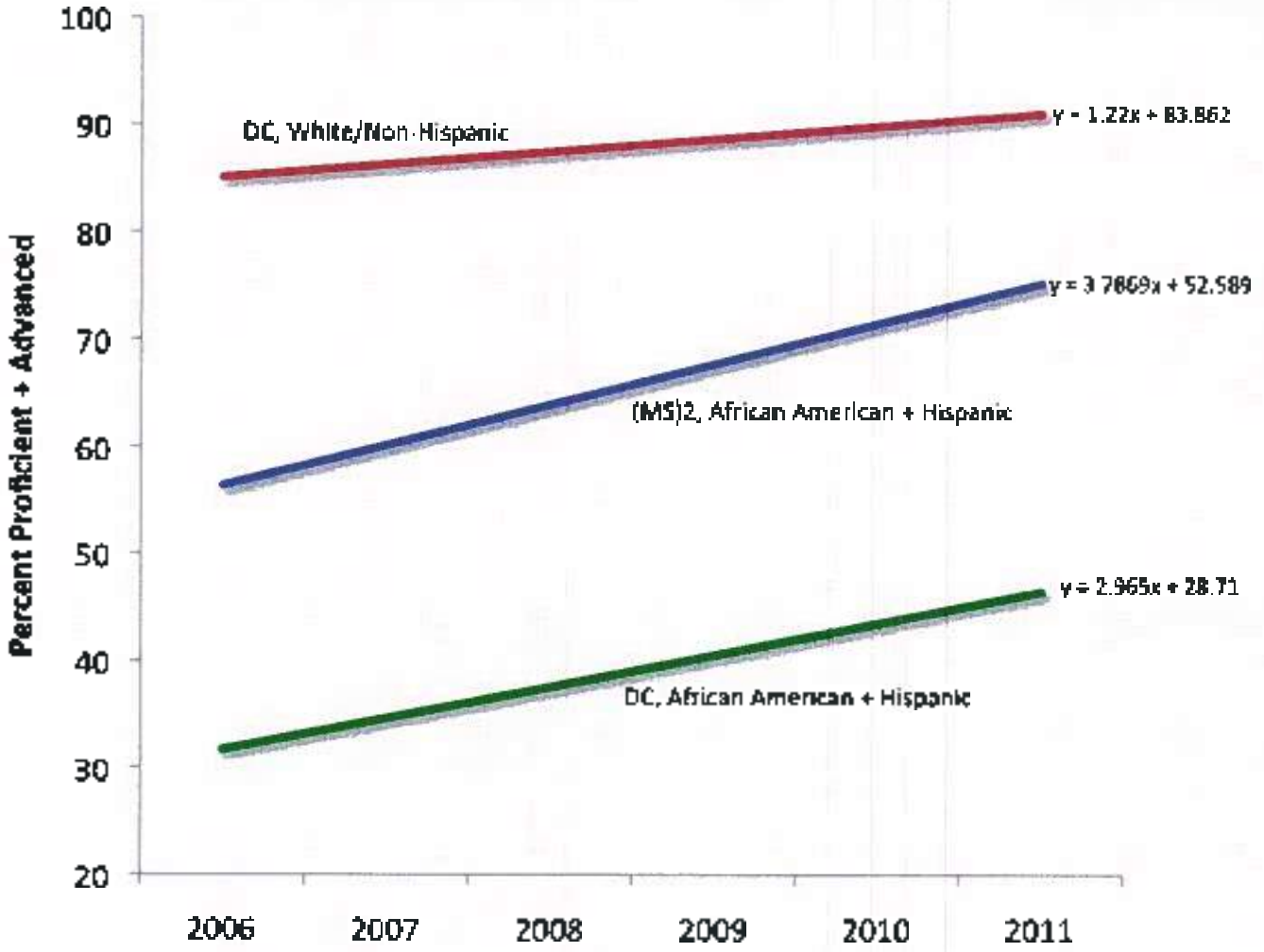
Regression Results

$(MS)^2$ Students Close the Gap with White DC Students

DC and (MS)^2 DC-CAS Reading Regression
(White/Non-Hispanic and African American + Hispanic Students)

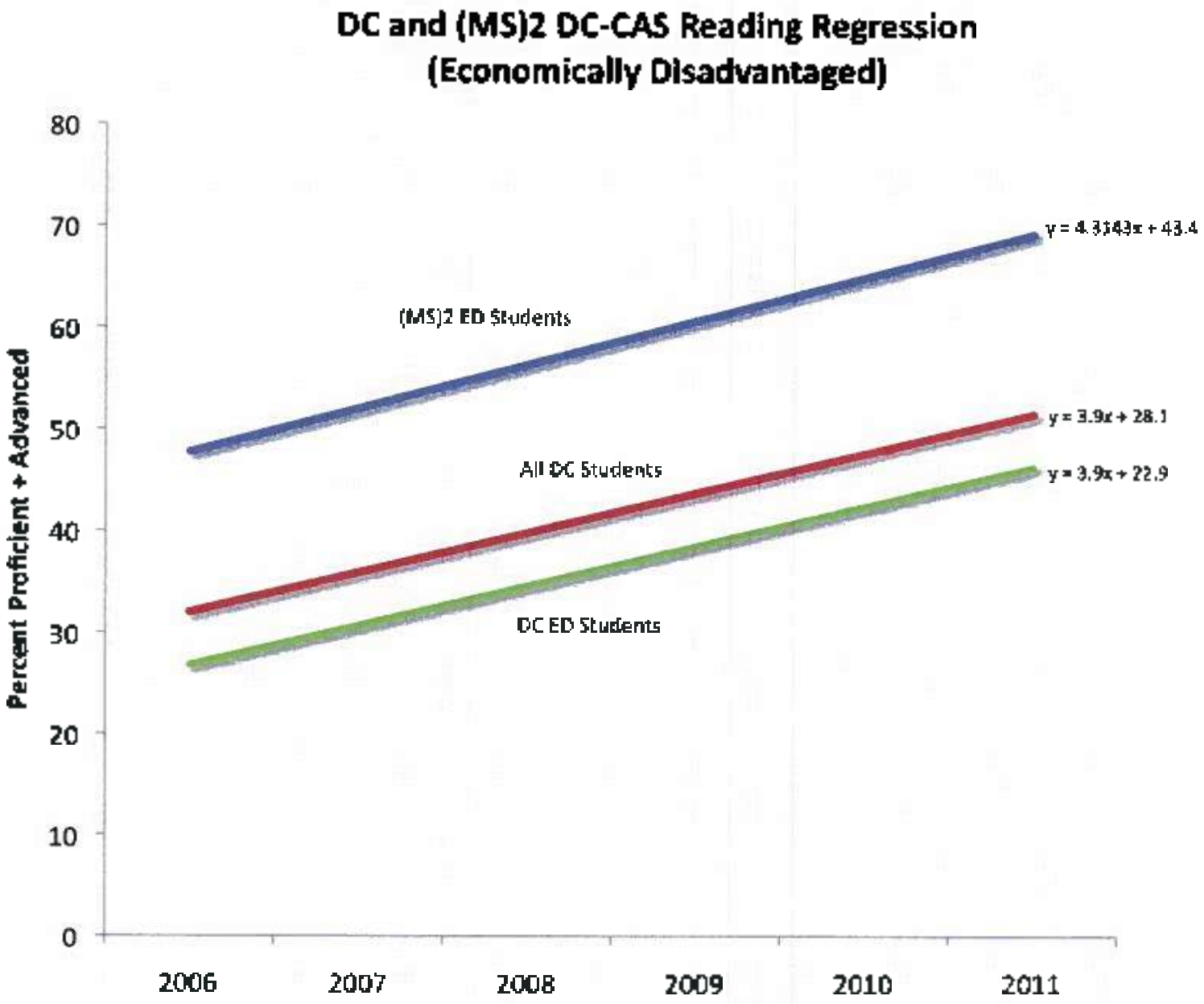


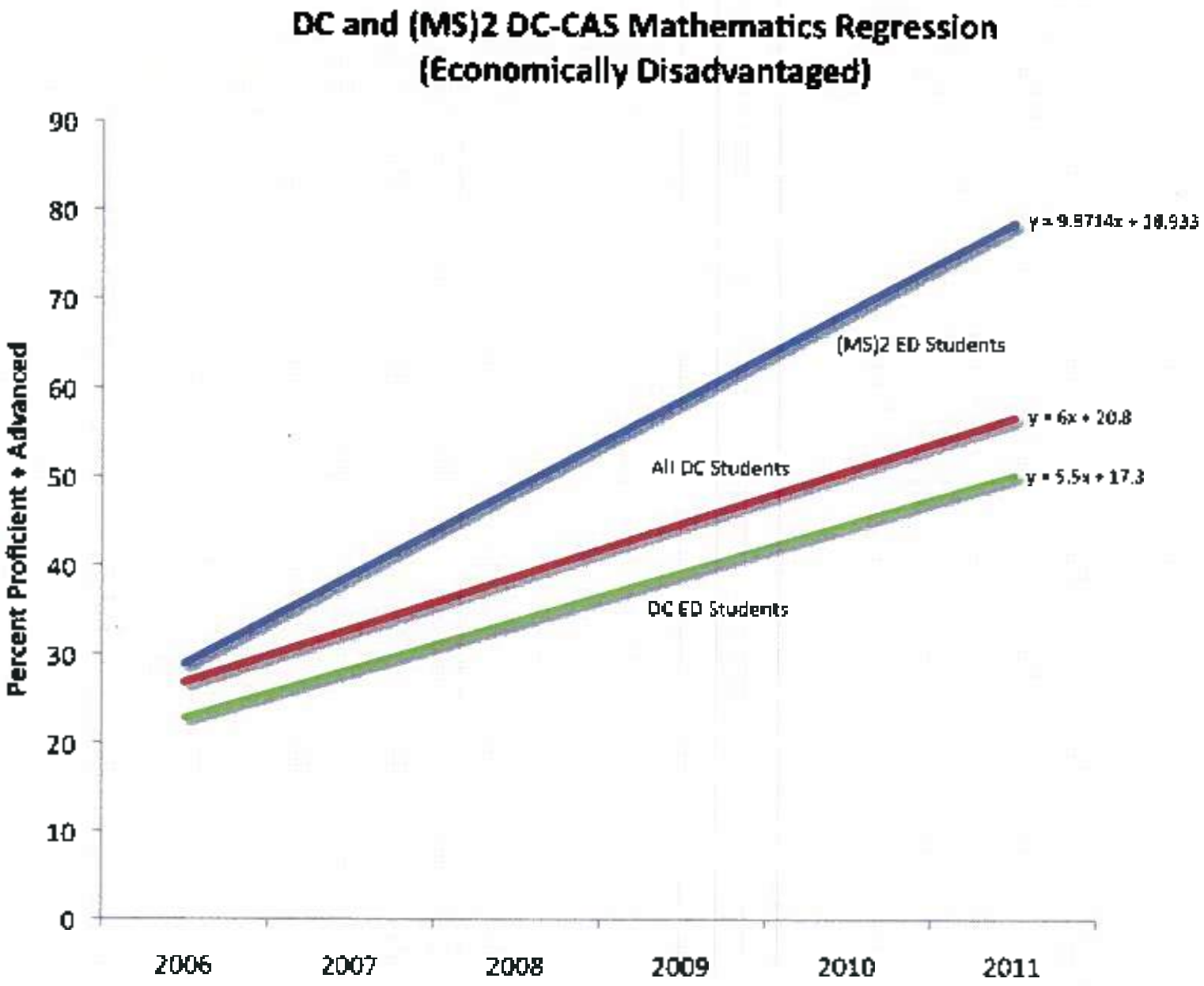
DC and (MS)^2 DC-CAS Reading Regression
(White/Non-Hispanic and African American + Hispanic Students)



Regression Results

$(MS)^2$ Economically Disadvantaged Students Outperform DC Students in Total, and DC Economically Disadvantaged Students


DC and (MS)2 DC-CAS Reading Regression
(Economically Disadvantaged)
Percent Proficient + Advanced
80
70
60
50
40
30
20
10
0
2006
2007
2008
2009
2010
2011
(MS)2 ED Students
y = 4.3343x + 43.4
All DC Students
y = 3.9x + 28.1
DC ED Students
y = 3.9x + 22.9


DC and (MS)2 DC-CAS Mathematics Regression
(Economically Disadvantaged)
Percent Proficient + Advanced
90
80
70
60
50
40
30
20
10
0
2006
2007
2008
2009
2010
2011
y = 9.9714x + 18.933
(MS)2 ED Students
y = 6x + 20.8
All DC Students
y = 5.5x + 17.3
DC ED Students

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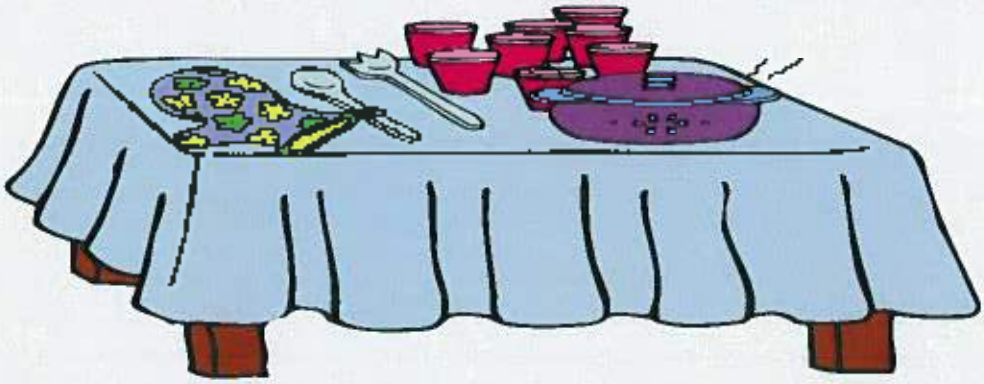
Appendix 17
$(MS)^2$ Parent Association

Mathematics does matter in the real world. See inside cover for details.

It's a PIA Potluck!



Parents in Action (PIA) is pleased to invite you to our first Potluck Dinner at (MS)^2!

Thursday, October 21st
6:00 pm
(MS)2 Cafeteria

Potlucks are a great opportunity to get to know other (MS)2 parents and to meet with teachers in a causal and informal environment!

We ask that parents and teachers contribute as follows:

6th Grade: Proteins (meats, fish, beans, tofu, etc)
7th Grade: Starches (bread, rice, pasta, potatoes, etc)
8th Grade: Vegetables

We will also be launching our Sally Foster fundraising campaign! A representative from Sally Foster will visit us with samples of fundraising items and explain the advantages of raising funds with their organization!

WE DO HOPE TO SEE YOU ALL THERE!

For More Information, Contact PIAparents@gmail.com

Agenda – PiA Meeting w/(MS)2 Administration
Wednesday, October 13, 2010 · 5:00 pm

I. Introduction of new PiA officers/standing committee members & chairs

II. Confirmation of space reservations for upcoming events

III. Review of September fundraisers – successes & lessons learned

IV. Topic for 8th grade class meeting

V. Status of tee shirt orders & inclusion of sweatshirts for fall

VI. Upcoming Kids Care Club events and support needed from school

VII. Status of PiA activities with school's volunteer commitment (Ms. Flack)

VIII. Marketing of car wash, pot luck dinner & Sally Foster fundraising to (MS)2 teachers and staff

IX. Request for involvement of interns for car wash, pot luck and chaperoning back to school dance

X. Events planned for November (launch of 2-week popcorn fundraiser, book drive?, and canned food drive)

DRAFT: PIA EVENTS – SY 2010 - 2011

September

15	Meeting with 8th grade students	Brainstorming around 8th grade activities ideas
15	Rita's Water Ice Sale/PiA membership drive	Incentive to get parents to come to the first PA meeting
16	First PiA General Body Meeting	Solicitation of vacant officer/chairperson positions

Possible Meeting Themes:

**National Hispanic Heritage Month

**Emergency Care Month

**Women of Achievement Month

October

Date	Event	PiA Action
2nd	National Custodial Staff Day	A photo to be taken of the (MS)2 custodial staff and placed in a prominent place in the building. PiA will sponsor $25.00 gift cards to each of the 3 custodial staff members
Tbc	Saturday Car Wash Fundraiser	(MS)2 students will work at a car wash on 6th and K Streets, NW. All PiA members with magnets will be given a percentage off their car wash. A percentage of total profits will go to the PiA fundraising efforts
21	PiA Potluck Meeting	6:00 pm HU(MS)2 Cafeteria
23	Parents' Night Out – Kids' Movie Night	PiA members will offer babysitting services for (MS)2 students from 7 pm – 10 pm @ Howard University's Blackburn Center. Movies will be shown and snacks will be served. Cost for PiA members - $10/(MS)2 child Cost for nonPia members - $15/(MS02 child **Follow up with Jennifer Crawford

Possible Meeting Themes:

**Family History Month

**AIDS Awareness Month

**Computer Learning Month

**Hunger Awareness Month

November

18	PiA General Body Meeting	
Tbc	Food Drive	

Possible Meeting Themes:

**Good Nutrition Month

**Diabetes Awareness Month

**American Indian Awareness Month

DRAFT: PiA Events – SY 2010 - 2011

December

16	PiA General Body Meeting	
18	Parents' Day Out – Kids' Game Day	PiA members will offer babysitting services for (MS)2 students from 12:30 pm – 5:00 pm. Board and video games, and movies will be shown. Snacks will be served. Cost for PiA members - $10/(MS)2 child Cost for nonPiA members - $15/(MS)2 child **Follow up with Jennifer Crawford

Possible Meeting Themes:

**Read a New Book Month

**Universal Human Rights Month

January

20	PiA Potluck Meeting	6:00 pm HU(MS)2 Cafeteria

Possible Meeting Themes:

**National Book Month

**National Volunteer Blood Donor Month

**National Diet Month

February

12	Parents' Night Out - Winter Dance	7:00 pm – 10:00 pm – Blackburn Center Cost for PiA members - $10/(MS)2 child Cost for nonPiA members - $15/(MS)2 child
17	PiA General Body Meeting	

Possible Meeting Themes:

**Black History Month

**National Dental Month

**American Heart Month

March

17	PiA General Body Meeting	
25	Student & Staff Talent Showcase	To be held at HUH auditorium **Tavia to follow up

Possible Meeting Themes:

**Women's History Month

**Music in Our Schools Month

**Youth Art Month

April

DRAFT: PiA Events – SY 2010 - 2011

10-14	Library Week	Helene to design marketing materials for parents
16	8th Grade Car Wash	Helene to follow up on car wash owner and arrangements for profit
	Turn off the TV Week	Helene to design marketing materials for parents
21	PiA General Body Meeting	
24-30	Administrative Professionals Week	Activities/gifts to be determined

Possible Meeting Themes:

**Book Drive

**Turn off the TV

**Stress Awareness Month

May

2-6	National Teacher Appreciation Week	Activities to be determined
6-12	National Nurses Week	Activities/gifts to be determined
19	PiA General Body Meeting	**elections, etc
20	8th Grade Day Trip	Calavia
21	8th Grade Dinner/Dance	Venue and scope of event to be determined
?	Intern Appreciation	Activities/gift to be determined

Possible Meeting Themes:

**Physical Fitness & Sports Month

June

10	Move Up Day/Rita's Water Ice Sale	Rising 7th and 8th graders will have a chance to meet their new teachers. Possible tournament type sport games and sales of Rita's water ice will close out the school year.

PiA Flagship Activity/Fundraisers:

Parents Night Out Events

Book Drive Events

This years PiA goal is to fill and organize at least one full shelf of books for the library. We are also looking to establish a partnership with the Howard University School of Library Sciences to employ interns to organize the media center.

Padres en Accion

Asociacion + Integridad = Accion

BIENVENIDOS A TODOS NUESTROS NUEVOS Y REGRESANDO (MS)² ESTUDIANTES & PADRES!!!

Unete a nosotros - Convertirse en Miembro

La organizacion de apoyo para (MS)² se llama Padres en Accion (PIA)! Conviertete en un miembro pagado y gozan de los derechos de votacion y descuentos en los eventos de PIA!

Unete a nosotros - Marquen sus Calendarios

El PIA se reune cada tercer jueves del mes a las 6:00 pm! Ven y participa! Tenemos una serie de eventos emocionantes planeadas!

Unete a nosotros - Hacer una Diferencia

La investigacion ha demostrado que los padres que participan hacen mejores estudiantes. Sabemos que nuestros miembros se llena de gente con talento como USTED que tienen mucho que ofrecer a nuestra organizacion!

Fechas Importantes para Agosto/Septiembre:

Miercoles, 11 de Agosto - Orientacion para Padres Nuevos	Miercoles, 18 de Agosto - Orientacion Estudiantil de 6to grado
Jueves, 19 de Agosto - Orientación Estudiantil de 7mo grado	Viernes, 20 de agosto - Orientación Estudiantil 8vo grado
Lunes, 30 de Agosto - Primer Dia de Escuela	Jueves, 16 de Septiembre – Primaera Reunion de First Meeting de la PIA
Jueves, 23 de Septiembre – Noche de Regreso a Escuela	

Parents in Action

Partnership + Integrity = Achievement

WELCOMES
ALL OF OUR NEW & RETURNING (MS)² STUDENTS & PARENTS!!!

JOIN US - BECOME A MEMBER

The support organization for (MS)2 is now called Parents in Action (PIA)! Become a paid member and enjoy organizational voting rights and discounts at PIA events!

JOIN US - MARK YOUR CALENDARS

The PIA meets every third Thursday of the month at 6:00 pm! Come and participate! We have a number of exciting events planned!

JOIN US - MAKE A DIFFERENCE

Research has proven that involved parents make stronger students. We know that our parent body is filled with talented people like YOU who have much to offer to our organization!

KEY DATES FOR AUGUST/SEPTEMBER:

Wednesday, August 11th – New Parent Orientation	Wednesday, August 18th – 6th Grade Student Orientation
Thursday, August 19th – 7th Grade Student Orientation	Friday, August 20th – 8th Grade Student Orientation
Monday, August 30th – First Day of School	**THURSDAY, SEPTEMBER 16TH – FIRST MEETING OF THE PIA**
Thursday, September 23rd – Back to School Night	

Don't Forget the 5K Walk/Run September 11th!

Duties of Officers

The President shall:

a) Preside at all meetings of (MS)² PA;

b) Serve as an Ex Officio member of all committees except the Nominating Committee;

c) Coordinate the work of the officers and committees of (MS)² PA, in order that the purposes may be promoted; and

d) Perform such other duties as may be provided for by these Bylaws, prescribed by the parliamentary authority, or directed by the Executive Board.

The 1st Vice President(s) shall:

a) Act as aide(s) to the President;

b) Shall in their designated order, perform the duties of the President in the President's absence or inability to serve; and

c) Perform such other duties as may be provided for by these Bylaws, prescribed by the parliamentary authority, or directed by the President or the Executive Board.

The 2nd Vice President shall:

a) Act as an aid to the President;

b) In the absence of the Fundraising Chair, act in such capacity until the vacancy is filled; and

c) Perform all duties of the 1st Vice President in his/her absence or inability to serve.

The recording Secretary shall:

a) Record the minutes of all meetings of the (MS)² PA;

b) Be prepared to read the records of any previous meeting;

c) File all records;

d) Maintain a current copy of the Bylaws;

e) Maintain a current membership list; and

f.) Perform such other duties as may be provided for by these Bylaws, prescribed by the parliamentary authority, or directed by the President or the Executive Board.

The Corresponding Secretary shall:

The Corresponding Secretary is responsible for general correspondence of the organization.

The Corresponding Secretary is the primary contact person for email received by the organization, through its web site or otherwise.

The Corresponding Secretary will notify Executive Board Members of Executive Board meetings.
The Corresponding Secretary is responsible for publishing the dates of all General Meetings, Special Meetings and Executive Board Meetings on the organization's web site.

The Corresponding Secretary is responsible for issuing all notices required by these Bylaws to the Membership, via the organization Bulletin or other means. The organization Bulletin is the preferred form of written communication to the General Membership.

The Corresponding Secretary is responsible for assisting with the production of the organization calendar.

The Treasurer shall:

a) Maintain custody of the funds of the MS² PA;

b) Maintain a full account of the funds of MS² PA;

c) Make disbursements as authorized by the President, Executive Board, or the MS² PA, in accordance with the budget adopted by the MS² PA;

d) Maintain checks or vouchers signed by two people: the Treasurer, President or CFO;

e) Cause to be kept a full and accurate account of the receipts and disbursements in the books belonging to the MS² PA;

f) Provide a written financial statement to the Executive Board including a copy of the current bank statement at each meeting;

g) Present an Annual Report of the financial condition of the association to the Executive Board, CFO and general membership;

h) Submit the books annually for a financial review, by Financial Review Committee selected by the Executive Board, of at least one month before the meeting at which new officers assume duties;

i) Report the findings of the annual financial review to the Executive Board; and

j) Perform such other duties as may be provided for by these Bylaws, prescribed by the parliamentary authority, or directed by the President, or the Executive Board.

The Assistant Treasurer shall:

The Assistant Treasurer works with and under the supervision of the Treasurer.

If the Treasurer is temporarily unavailable to perform his/her duties, the Assistant Treasurer will fill his/her position on an interim basis. If the Treasurer is removed from office or can no longer perform his/her duties, the Assistant Treasurer will become Treasurer, serving out the remainder of the unexpired term of the Treasurer. The Executive Board will nominate a new Assistant Treasurer to fill the vacancy for the remainder of the unexpired term, subject to ratification by the General Membership.

The Treasurer or Assistant Treasurer will attend monthly meetings with designated members of the organization's Executive Committee and the school administration and weigh in on the appropriations of the organization's funds to support the school's supplemental programs.

The Assistant Treasurer, in the absence of the Treasurer, shall be one of the two signatories on checks.

The Assistant Treasurer must assist the Treasurer in preparing the Audited Financial Report for the General Membership within one month of its completion, but no later than the June General Meeting of the school year.

PiA Summary of 8th Grade Activities

Event/Activity	Details	Cost Each Total: $95.85	Yes/No (Please Complete Permission Slip)
Raffle Friday, May 6- ends Thursday, May 19, 2011	We're doing a raffle to raise funds for a **Welcome to (MS)^2** floor mat for the school. This is the ideal gift to be remembered by. **Due to the high demand, your first 10 tickets MUST be sold before obtaining additional tickets. Thank you.**	**$0 - $10 ($1.00 for unreturned ticket)**	❑ YES--Please Complete Permission Slip ❑ NO
Car Wash May 21, 2011 10:00 a.m. – 3:00 p.m **TENTATIVE**	This is another fundraiser to help with the cost of the events and/or school gift. We need all available hands to assist with carrying signs, washing/drying cars, selling hot dogs/chips & beverages.	**$0**	❑ YES--Please Complete Permission Slip ❑ NO
Dinner/Dance at Argana DuPont Circle at 2147 P Street NW, Wash, DC Monday, May 30, 2011 6:00 – 10:00 p.m.	The graduates will celebrate their last dance as 8th graders at this customized dinner and dance. **Chaperones Needed.** ***Because we have to make reservations in advance, there are no refunds for absences.*** If you have any questions, please see the contact list below. **No child will be able to attend without a permission slip. All school rules are in effect.**	**$35.00**	❑ YES--Please Complete Permission Slip *Payment is due no later than Monday, May 23* ❑ NO
Kings Dominion Thursday, May 26, 2011 7:30 a.m. Return: 8:00 p.m.	The graduates will celebrate the end of the school year with a bang on this one day trip! Students must report to the school no later than 7:30 a.m. We will return at 8:00 p.m. Students must wear their graduation t-shirt (see below) or a white t-shirt. Swimwear outside of the swim areas of the park are not permitted. No bikinis. **Chaperones Needed.** ***Because we have to purchase tickets in advance, there are no refunds for absences.*** If you have any questions, please see the contact list below. **No child will be able to attend without a permission slip. All school rules are in effect.**	**$50.85 (Includes transportation)**	❑ YES--Please Complete Permission Slip *Payment is due no later than Thursday, May 19* ❑ NO
T-Shirts **TUESDAY, MAY 17, 2011** The students voted for: 	We want our students to let the world know that they *Did It* with a custom designed 2010-2011 graduation T-shirt. Each shirt will feature the student's name within the 2011 (see design to the left). We encourage you to purchase the shirt for the Kings Dominion trip. This will allow the chaperones to identify and locate our students.	**$10.00**	❑ YES-- please order a t-shirt for my student ($10); check size: ❍ Youth Large ❍ Adult Small ❍ Adult Medium ❍ Adult Large ❍ Adult AXL ***NEW DUE DATE:*** *Payment is due on* ***Tuesday, May 17, 2011*** ❑ NO

PIA Permission Slip

Student's Name: _____

I understand and acknowledge that participation in the activities involves inherent risks of injury to my child including risks associated with transportation by motor vehicle. I agree to indemnify (MS)2 for any costs or expenses arising out of my child's participation in the activities including the cost of any medical care given my child or any expenses or fees incurred in any lawsuit arising as a result of any damage or injuries caused by my child in the course of his or her participation in the activity.

I further give my consent to that in my absence the above-named minor be admitted to any hospital or medical facility for diagnosis and treatment. I request and authorize physicians, dentists, and staff, duly licensed as Doctors of Medicine or Doctors of Dentistry or other such licensed technicians or nurses, to perform any diagnostic procedures, treatment procedures, operative procedures and x-ray treatment of the above minor. I have not been given a guarantee as to the results of examination or treatment. I authorize the hospital or medical facility to dispose of any specimen or tissue taken from the above-named minor.

Student's Name_____ Student's Date of Birth_____

Known allergies including any allergies to medicine_____

Any other medical problems which should be noted_____

_____

Name of parent/guardian_____

Address, City, State, Zip_____

Phone: HOME _____ WORK _____ MOBILE _____

EMERGENCY CONTACT NAME AND NUMBER_____

PERSON TO NOTIFY IF PARENT/GUARDIAN IS UNAVAILABLE (NAME AND NUMBER) _____

Signature of Parent/Guardian_____

Date_____

Signature of witness (**to be initialed by PIA member upon drop off of child for Dinner/Dance**)_____

Date_____ _____ Yes, I plan to Chaperone

Signature of witness (**to be initialed by PIA member upon drop off of child for King's Dominion**)_____

Date_____ _____ Yes, I plan to Chaperone

Signature of witness (**to be initialed by PIA member upon drop off of child for Car Wash**)_____

Date_____ _____ Yes, I plan to participate as well

PLEASE NOTE: *Any student(s) found to be in violation of any school policies at any point from now until the upcoming events, will not take part in the events listed above.* ***Payments will be accepted by cash and credit card only – please see chart for due dates.***

CONFIDENTIAL

2010 - 2011 Annual Report
Howard University Middle School of Mathematics and Science

Appendix 18
$(MS)^2$ Technology Support

Mathematics does matter in the real world. See inside cover for details.

Howard University Middle School of Mathematics and Science $(MS)^2$

Technology Overview for $(MS)^2$ Parent

Howard University Middle School
of Mathematics & Science

Our Goal

- Overview of $(MS)^2$ technology
- Brief overview of $(MS)^2$ applications
- Demonstrate Parent access to PowerSchool, Studywiz, Teenbiz.

Overview of $(MS)^2$ Technology

- Two to One Laptop Support
- Web Based to many applications.
- Hi-Speed Internet Access to, from and within our building.
- Integrated Advance Data Management Systems
- Industry Standard Computer Support

$(MS)^2$ Classroom Systems

- 20 plus Laptops per Classroom
- Two Desktop Computers per Classroom
- Information Management and Distribution
- Web Content Filtering
- Large Screen Format Display Systems
- Integrated Audio/Video Data Distribution
- Collaborative System Resources

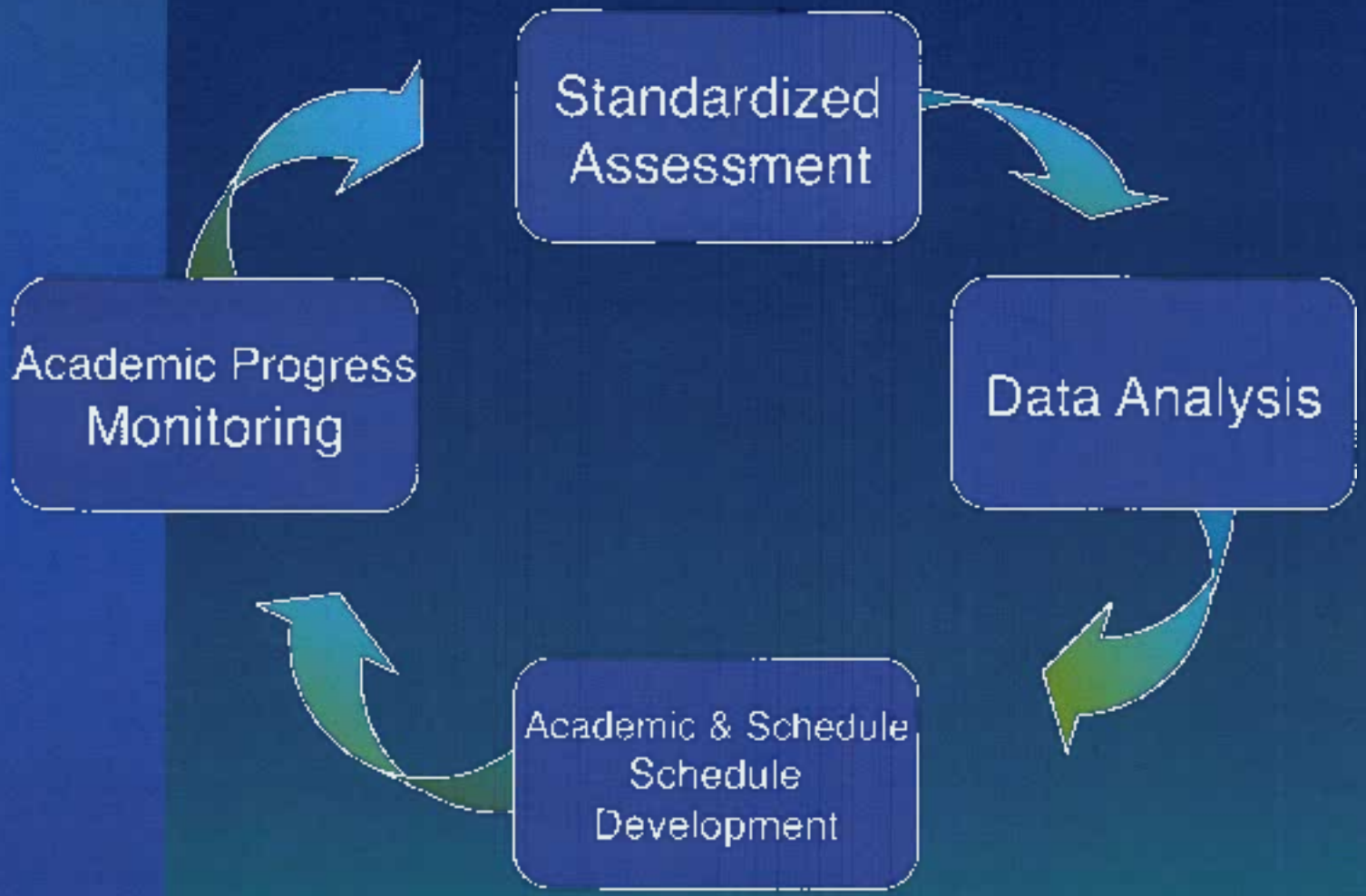
$(MS)^2$ Software Applications

- PowerSchool
- Studywiz
- Teenbiz/Achieve 3000
- Brainchild
- ALEK
- Riverdeep
- Star Reader
- Accelerated Reader
- Reading Counts

So…

How do we use all of these applications to help your student?

Individual Academic Planning Process



Student Assessment

NWEA

Assessment Testing Method

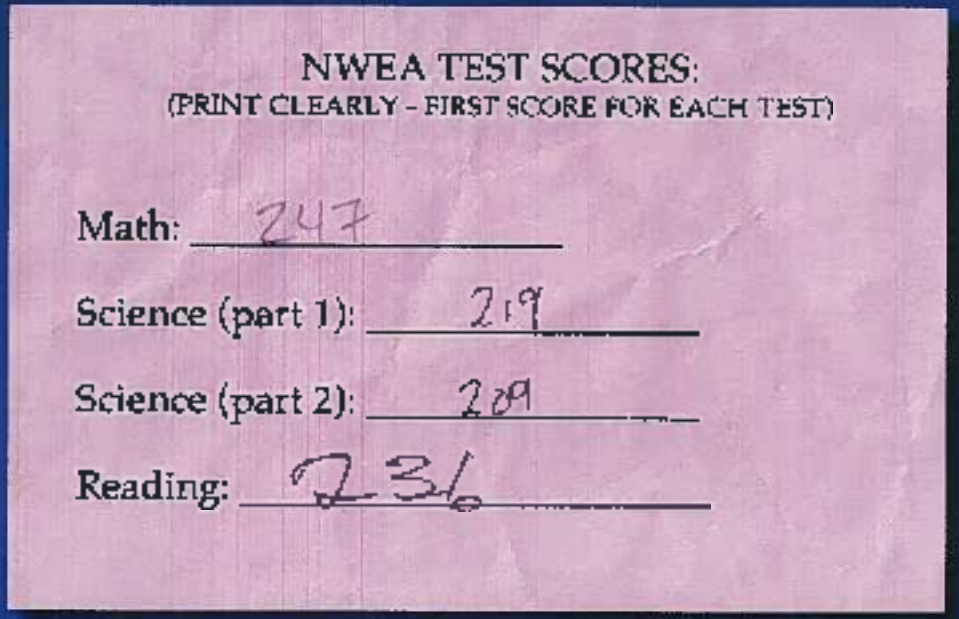
- (MS)2 uses the Measures of Academic Progress (MAP) which are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student in Mathematics, Science, Reading & Language Arts.
- Students growth is measured and tracked as they progress at (MS)2.
- MAP tests provide highly accurate results that can be used to:
  - Identify the skills and concepts individual students have learned.
  - Diagnose instructional needs.
  - Monitor academic growth over time.
  - Make data-driven decisions in the classroom.
  - Place new students into appropriate instructional programs.

MAP Results = Actionable Data

- Timely assessment reports are formatted to meet the needs of each member of a child's learning team.
- Provide intervention when it has the greatest impact. With immediate results, educators know where a student's instructional needs are and can make timely adjustments to instruction.

Scores Results - Immediate

- Upon completion of each MAP test a Proctor records the test scores for each student.



NWEA TEST SCORES:
(PRINT CLEARLY - FIRST SCORE FOR EACH TEST)

Math: 247

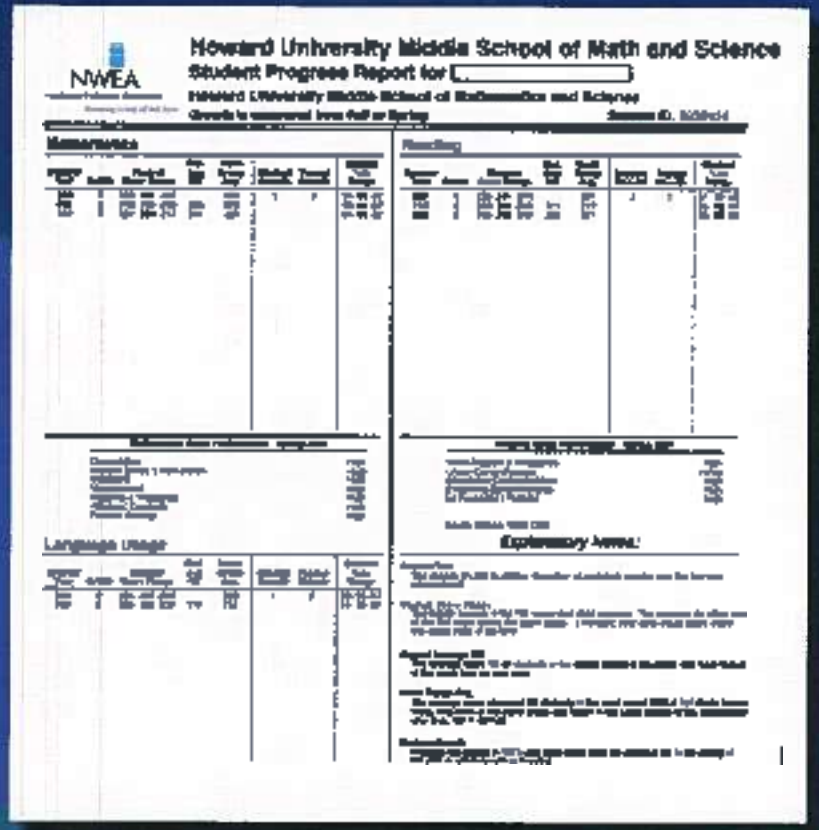
Science (part 1): 219

Science (part 2): 209

Reading: 236

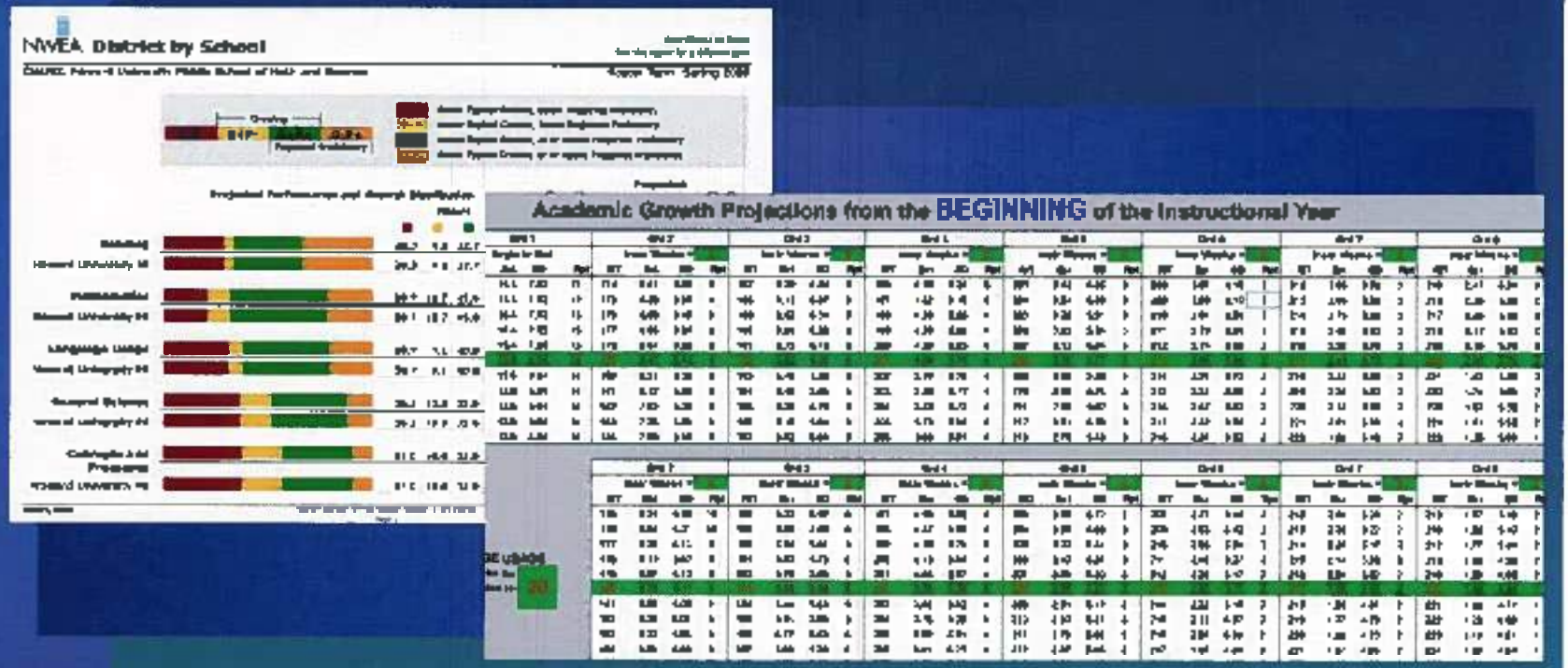
Scores Results

- Individual performance results are available to Parents.



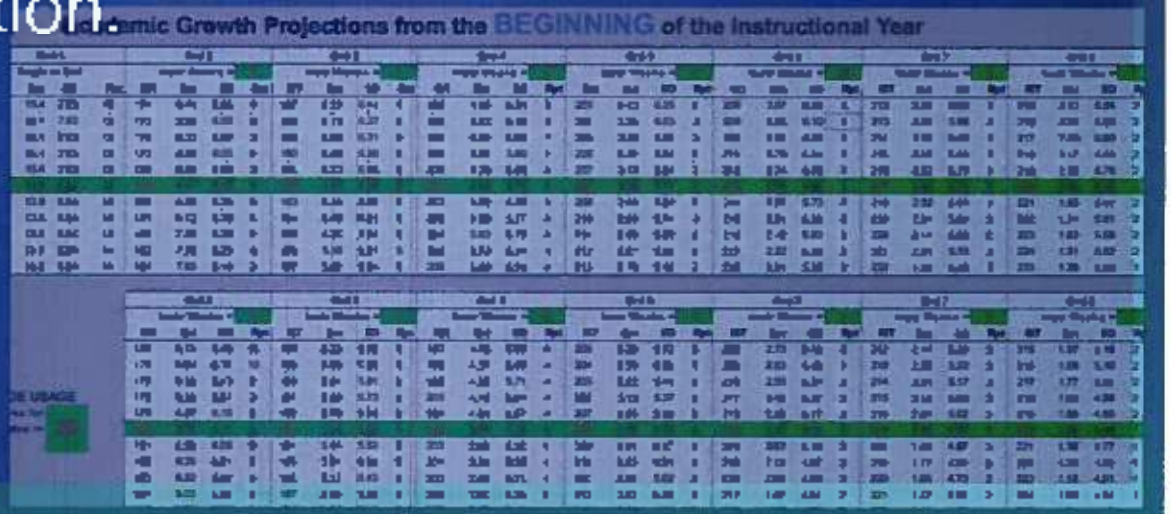
School Reports

- Within days of testing, Achievement and summary reports are available to Teachers.



Data Driven School

- In addition to the NWEA assessment, we use other assessment tools within the classroom.
- Assessment Data is used to help make decisions about school policy, curriculum, and instruction.



PowerSchool

Student Information Management System

http://powerschool.universitymiddleschool.org/public/

What is PowerSchool?

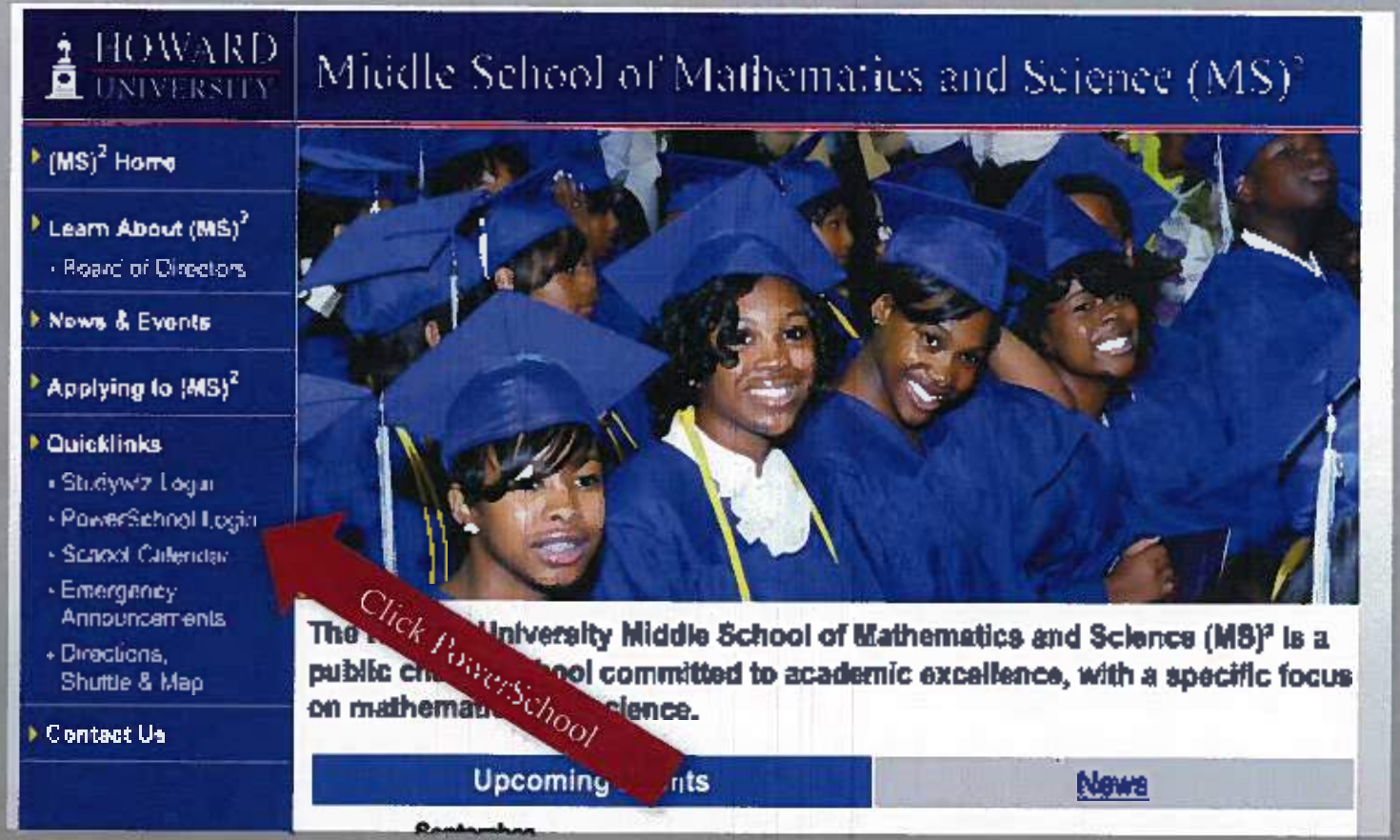
- Scholastic Database Management system
- Accessible via the World Wide Web access for Parents, Students and Teachers.
- A single centralized relational database
- All inclusive student information system; attendance, state reporting, scheduling engine and gradebook PowerTeacher.
-

HOW TO LOGIN TO POWERSCHOOL:

- **Visit our site** http://www.howard.edu/ms2/
- **Under "Quick Links", click "PowerSchool Login"**
- **Enter Login Username & Password**

HOW TO LOGIN TO POWERSCHOOL:

HTTP://WWW.HOWARD.EDU/MS2/

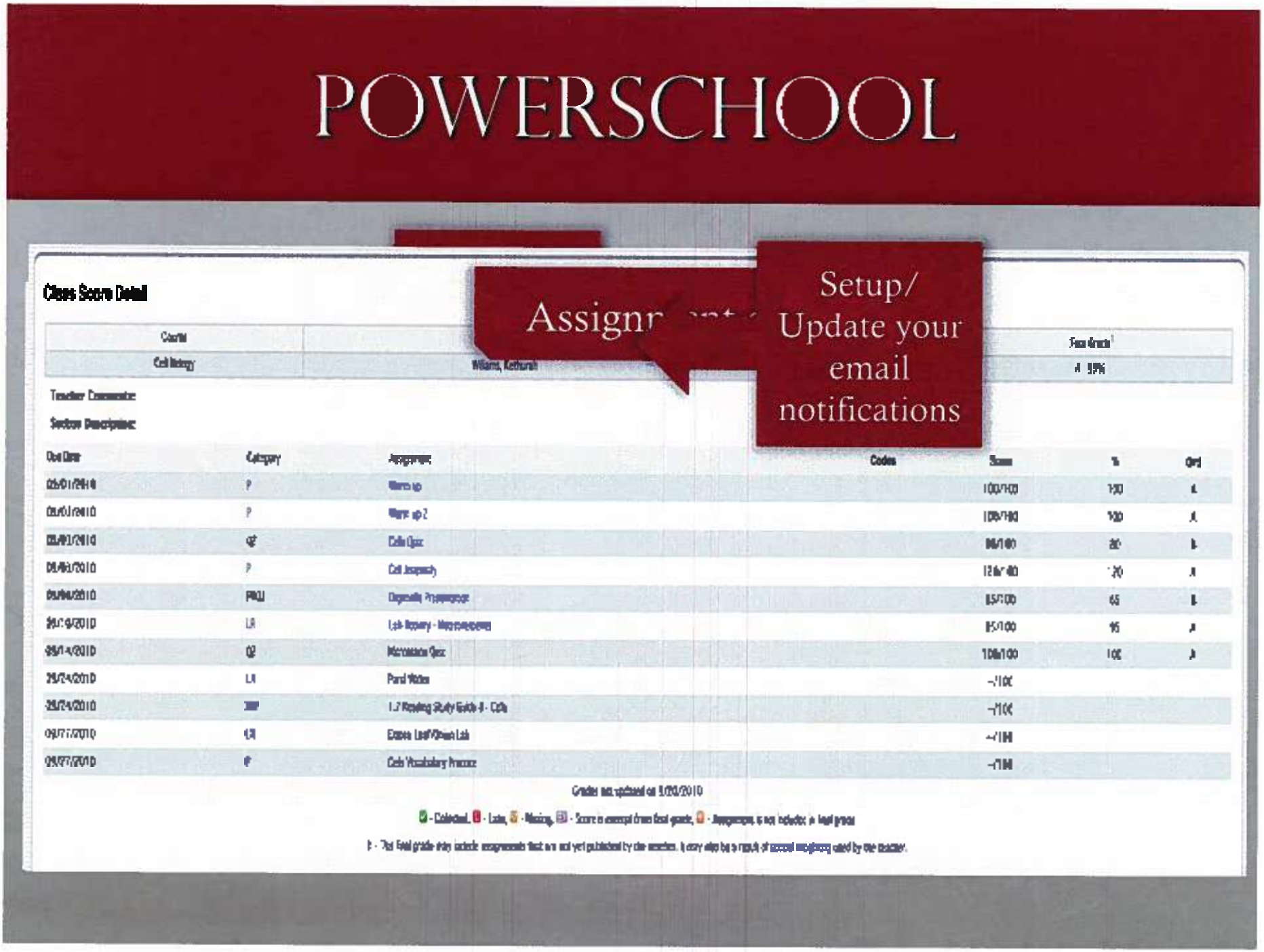


HOW TO LOGIN TO POWERSCHOOL:

HTTP://POWERSCHOOL.UNIVERSITYMIDDLESCHOOL.ORG/PUBLIC/

REMEMBER, keep your login information secure

POWERSCHOOL

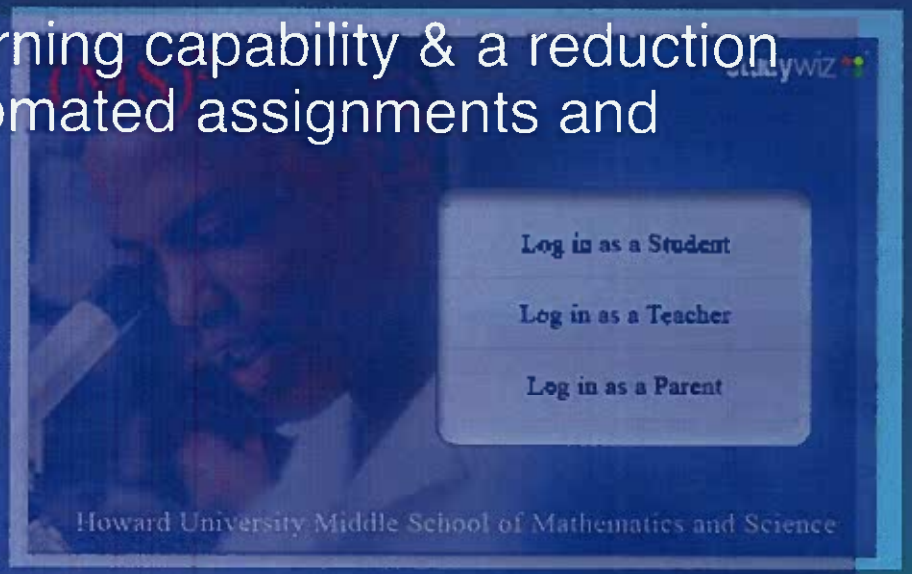


Studywiz

http://studywiz.universitymiddleschool.org/

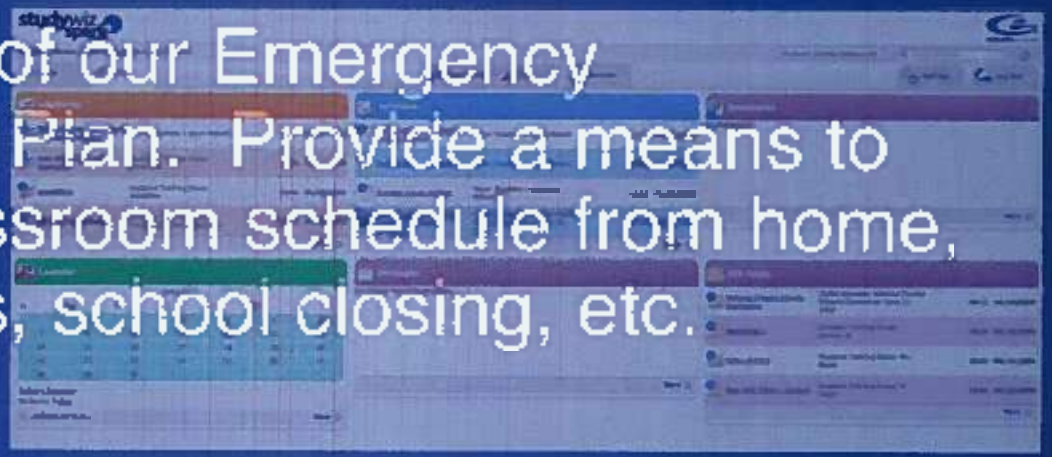
Studywiz

- Secure online Virtual Learning Environment (VLE)
- Studywiz connects teachers, students & parents.
- Curriculum development and implementation tool.
- Online repository of student assignments & data.
- Enables distance learning capability & a reduction in paper through automated assignments and testing.



Studywiz @ (MS)2

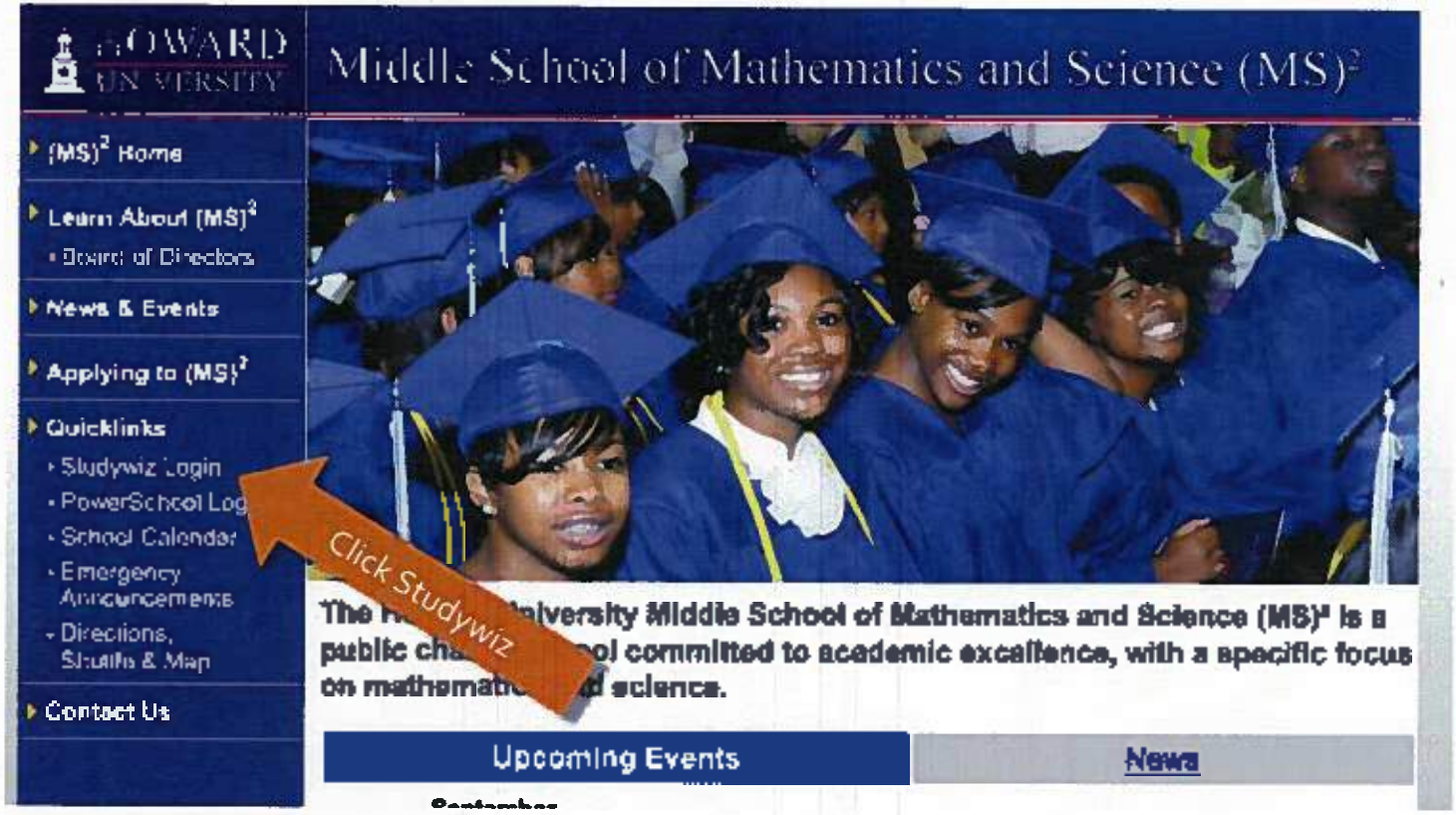
- Augment not replace traditional classroom teaching tools for a rich classroom experience.
- Used for reinforcement and enrichment both at home and in classroom.
- Integral part of our Emergency Contingency Plan. Provide a means to continue classroom schedule from home, due to illness, school closing, etc.



How to Login to Studywiz?

- Visit our site http://www.howard.edu/ms2/
- Under "Quick Links", click Studywiz
- Select "Parent"
- Enter Login Username & Password

http://www.howard.edu/ms2/



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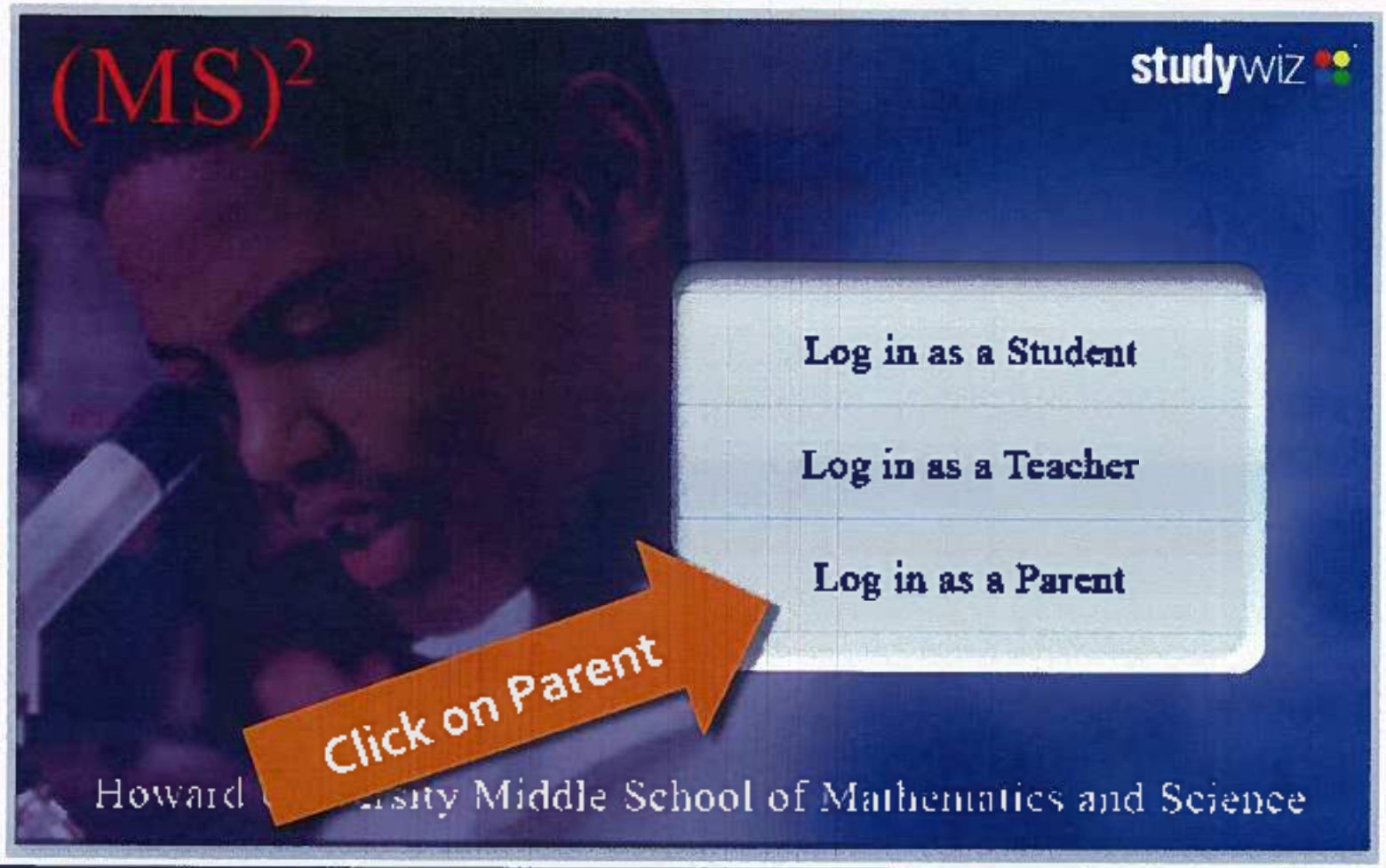
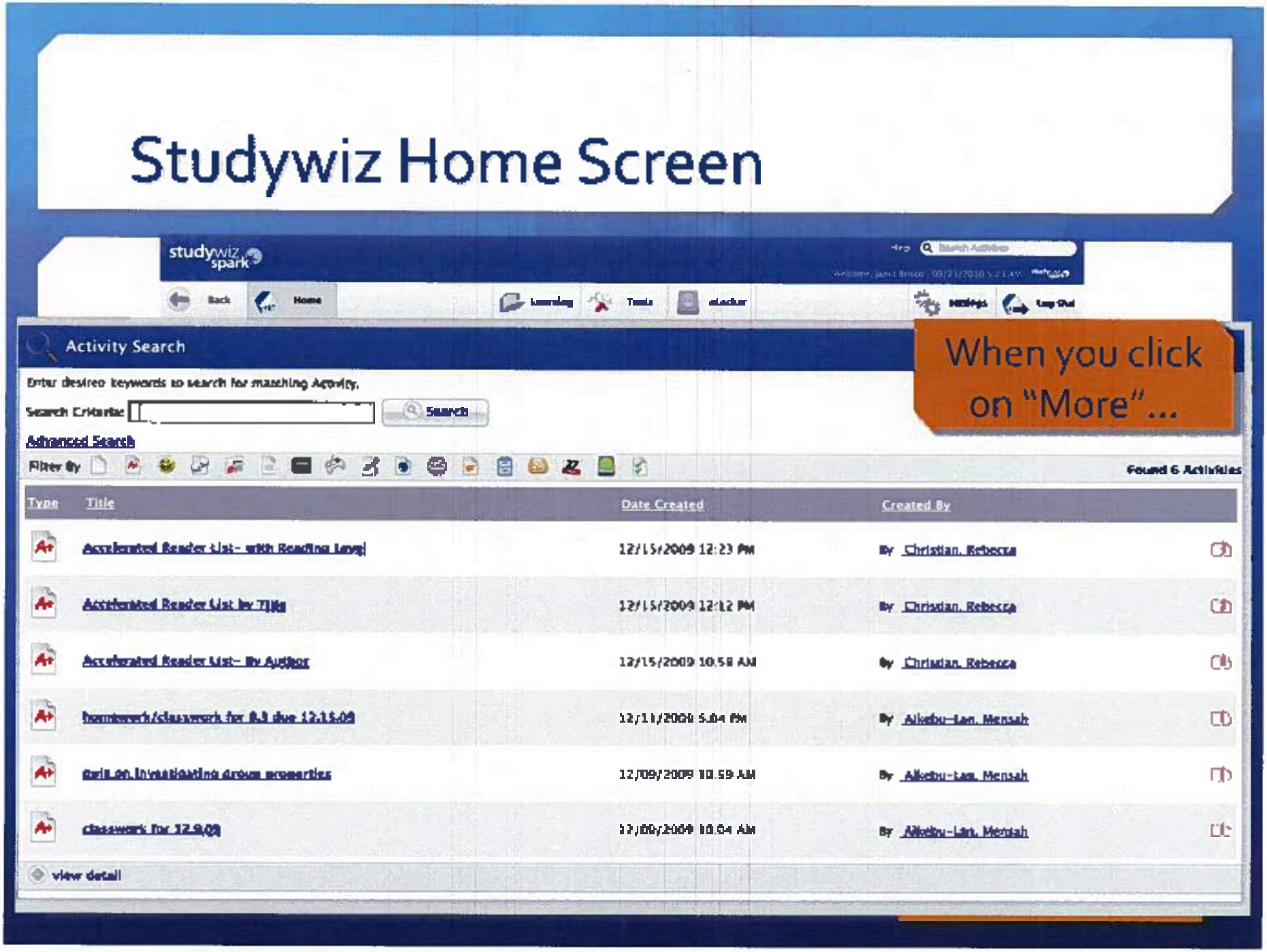


Enter User Name & Password

KEEP YOUR STUDYWIZ LOGIN INFORMATION SECURE.

TO ENSURE SECURE COMMUNICATION WITH YOUR TEACHERS!!

Studywiz Home Screen



Why check Studywiz daily?

- Now you don't have to ask "Do you have homework today?"
- You can see for yourself what assignments are due and when.
- Communicate with teachers about an assignment if your student needs help.
- Ensure your students success!!!!!

Teenbiz

http://www.teenbiz3000.com/

Teenbiz

- TeenBiz3000® provides the first Web-based, individualized reading and writing instruction solution for grades 6-8 that reaches every student at his or her Lexile® level.
- Powered by a proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level, TeenBiz enables teachers to easily customize content and monitor student progress over time.
- Perhaps most important of all, TeenBiz is proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development and high-stakes test scores.

Teenbiz - how it works…

- Assess. Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that determines each student's level of comprehension for informational text
- Individualize. Each day, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via e-mail. The assignments are interactive, engaging and highly motivating – which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas.
- Reassess. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. However, a second administration of LevelSet is given mid-year and a post-assessment is also given at the end of the year, a students' Lexiles can be adjusted as needed as they progress through the year.
- Report. TeenBiz also provides with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

Brainchild

Brainchild

- Formative assessment and instructional online assessment program to assess and adjust instruction using the Massachusetts Curriculum Framework, as measured by the MCAS tests.
- Schools using MCAS Achiever! make AYP because of dramatic improvements on the MCAS Tests. It's easy! MCAS Achiever! makes automatic individual student learning plans and provides differentiated instruction on each of the Massachusetts Curriculum Framework.

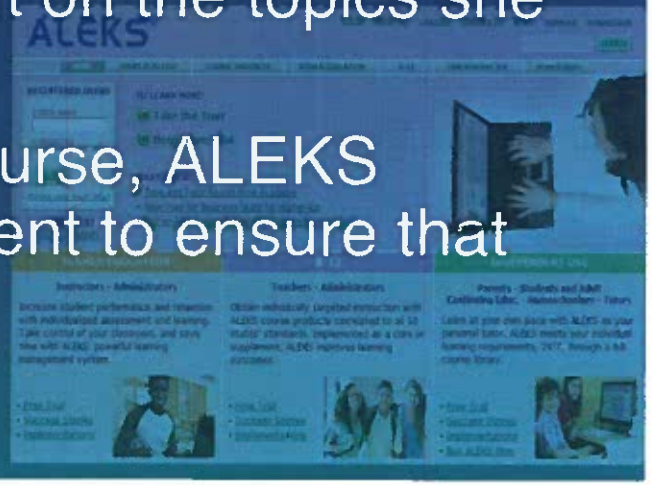
Brainchild

- A personal learning plan is automatically generated for each student to know how they are performing on the standards, and how to "close the gap" in their weak areas.
- Teachers can let students self-direct themselves through the standards. Standards-based assignments can be generated to match classroom instruction.

ALEKS

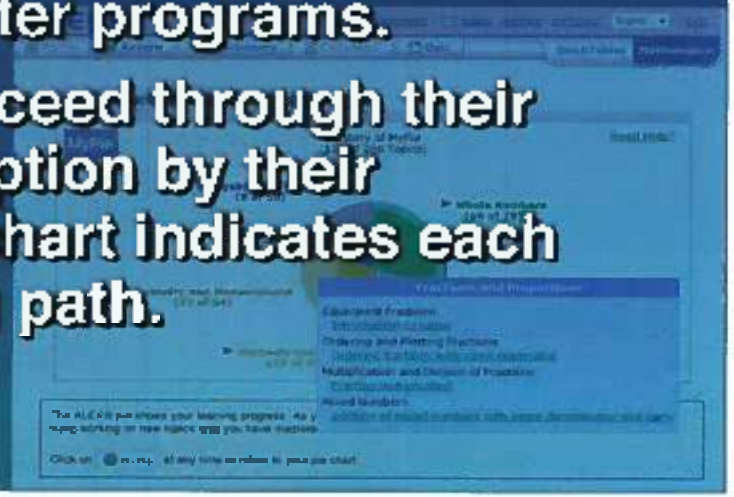
ALEKS

- Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system.
- ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and does not know in a course.
- ALEKS then instructs the student on the topics she is most ready to learn.
- As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.



ALEKS

- ALEKS was developed with support from the National Science Foundation. It is based on a field of Mathematical Cognitive Science called "Knowledge Spaces."
- The purpose of research in Knowledge Spaces is to model human knowledge of any subject for quick, precise assessment and efficient guided learning in interactive computer programs.
- Once assessed, students proceed through their Individualized course prescription by their individual pie chart. The pie chart indicates each student's prescribed learning path.



Riverdeep

Riverdeep

- Curriculum Support Learning Tool
- Computer Interactive Training
- Standards Based
- Coursework Driven
- Student Evaluation System
- Reading & Mathematics

Star Reader

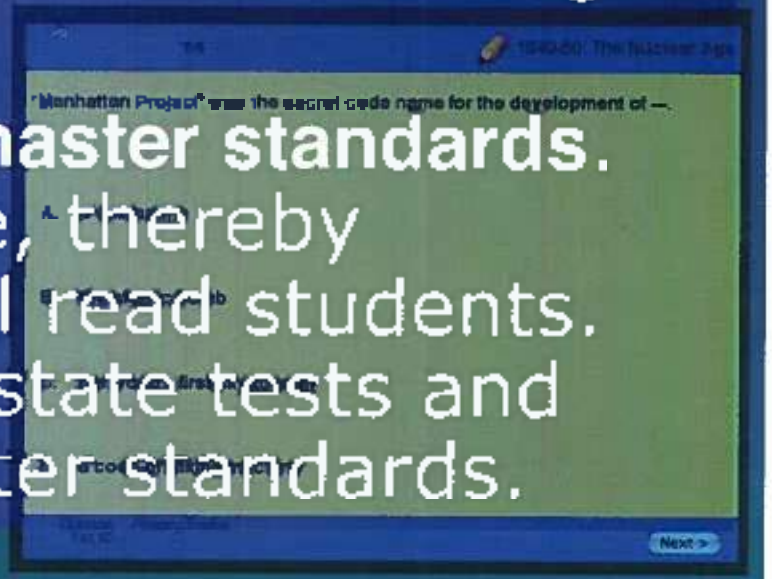
Star Reader

- Determine the reading level of each student
- Measure individual and class growth,
- Forecast results on standardized tests with the accurate, reliable, and efficient assessment.
- Students can complete assessment in approximately 10 minutes.

Accelerated Reader

Accelerated Reader

- Reading Level Assessment Tool
- Reading Assignment Repository
- National Standards Based
  - **Get students excited about reading and vocabulary.**
- **Help every student master standards.** Students read more, thereby becoming more well read students. Scores improve on state tests and more students master standards.



Reading Counts

Reading Counts

- Provides continuous assessment & feedback.
- Match students to "just right" texts on their reading level.
- Empower students by allowing them to select their own texts.
- Encourage students to take an interest in monitoring their own reading progress.
- Talk, talk, talk about books; characters, settings, and plots of stories and the content of nonfiction books.
- Support students with immediate, feedback and encouragement.
- Use technology to excite students' interest.

Tools for Classroom

- Laptop Computers
- Software Applications Support
- Teacher Assistance Computer Systems
- Audio/Video Display Management System
- Hi-Speed Internet Access

Tools for Home

- Personal Laptops
- Web Access to School Based Applications
  - PowerSchool
  - Studywiz
  - Teenbiz/Achieve 3000
  - Riverdeep
- Teacher/Student/Parent Communications
  - Students & Parents can communicate with Teachers via PowerSchool & Studywiz

Howard University Middle School of Mathematics and Science

405 Howard Place
Washington, DC 20059

(202) 806-7725

Board Chair: Aprille Ericsson

Annual Report, SY 2012/2013

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE
ANNUAL REPORT
ACADEMIC YEAR VII - 2012-2013

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MISSION STATEMENT

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science, $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven, and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery, and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social, and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel and the community.

VISION STATEMENT

To graduate 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

A. Grade and Age Levels Served

In academic year 2012-13, the seventh year of operation, the Howard University Middle School of Mathematics and Science served 316 students in the sixth, seventh, and eighth grade. These students ranged in age from 10 to 14 years.

B. Curriculum Design and Instructional Approach

1. Academic Learning Program

a. 8:10AM to 3:30PM (73-minute classroom periods on alternate day block schedule)

2. STEM Connections

a. 3:30PM to 4:30PM (Applied Mathematics, Science and Technology Extension Classes)

3. Saturday Academy

a. 9:00AM to 12PM (Bi-weekly Saturdays)

4. Summer Academy

a. 8:00AM to 12:30 (late June through late July)

5. Core Subjects

a. Mathematics
b. Science
c. English Language Arts
d. Reading
e. Social Studies
f. Spanish
g. Music
h. Health/Physical Education

CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The Howard University Public Charter Middle School of Mathematics and Science is committed to academic excellence for all students. The inquiry and standards-based curriculum offered is designed to excel students in the areas of mathematics and science and to connect and integrate these disciplines into all core subjects. The educational framework is built on a curriculum supported by problem-solving, critical thinking, and scientific inquiry. Further, commitment to developing the whole student that balances intellectual development with psychological, social, and emotional growth is a priority and evident within the learning environment.

This approach has two purposes. First, it is intended to actively engage students in hands-on and minds-on activities that develop their critical problem-solving skills, creativity, and academic confidence. Teachers paint an intellectual picture throughout the school year that promotes in-depth and enduring knowledge and understanding of mathematics and science. This momentous goal is achieved through an interdisciplinary and pedagogical approach that is vastly different from the traditional dichotomous approach to teaching. Our teachers intuitively make connections to the mathematics and/or science concepts that are inherent in their units. Additionally, cross curricular planning allows for the science and/or mathematical theme to flow naturally throughout the day as students move from course to course, which in essence makes the connections, helps students gain deeper understanding, and often addresses the importance of why they are learning the content.

Second, the curriculum is intended to reach all students regardless of skill level, epistemological styles, personalities, and cultures, to prepare them to meet and exceed the learning standards requirements for the District of Columbia. To encourage students to accept more rigorous academic challenges through advanced coursework, individual projects, activities, games, competitions, and computer-assisted technologies, $(MS)^2$ teachers facilitate multi-level heterogeneous, cooperative learning, peer coaching classrooms that emphasized the importance of relationships between the teacher and the student(s), and among the students themselves.

In an effort to become a school that has fully integrated technology in the delivery of instruction, $(MS)^2$ teachers continue to expand their utilization of StudyWiz Spark. StudyWiz is a tool used to manage, personalize, and distribute curriculum within a multimedia setting. StudyWiz Spark, a web-based program developed by the Etech Group, facilitates learning through the use of the internet. The multimedia capabilities include online testing, e-chats, and allows students to store completed assignments for ready access by themselves and their teachers. Collaboration among teachers has greatly increased, and students are becoming more engaged in learning through the multimedia rich content that has been made available through StudyWiz Spark. Not only can $(MS)^2$ teachers communicate with students, but $(MS)^2$ students can also access SutdyWiz Spark both in and out of the classroom. Even parents can access StudyWiz Spark to stay up-to-date on their children's classroom activity. What started as an effort to connect teachers has evolved into a school-wide process of engagement. StudyWiz Spark simplifies the complex interactions between technology and educational curricula, and makes existing curricula more dynamic by enabling personalized learning, active communication, and real-time assessment and results. With its roots in the K-12 education industry, StudyWiz Spark tailors itself to the current issues and trends that impact K-12 students and the key stakeholders: Teachers, parents, and Administrators.

PROVISIONS MADE FOR STUDENTS WITH DISABILITIES AND LIMITED OR NON-ENGLISH PROFICIENT STUDENTS

During the 2012-2013 academic school year, the Special Education Coordinator and the Student Support Team provided the support required for all newly enrolled and continuing students with Individual Educational Plans (IEPs), there were only nine students (3% of the student body) with limited or non-English proficiency. Services for students requiring related services were identified and such services were provided. In addition, any other students identified as needing special services during matriculation at $(MS)^2$ were also provided with the appropriate services.

The $(MS)^2$ facility meets federal requirements for persons with disabilities.

CORE SUBJECTS

1. READING/LANGUAGE ARTS COURSE DESCRIPTIONS

Creative Writing

This course is designed to explore various writing genres including: narrative writing, expository/informational writing, persuasive writing, creative non-fiction, and poetry. This class follows a workshop-style format. Students also critique the works of established authors and peers as a means of evaluating writer's craft and cultivating community. Experimentation and creativity are encouraged. Each student is expected to submit work for at least one writing competition and contribute to the creation and development of the $(MS)^2$ creative writing literary blog.

Reading Resource Laboratory

This course is an interactive and cooperative learning experience, in which students learn to develop and strengthen self-regulating reading behaviors. Instruction for the course is driven by student interest and their background knowledge. Many different reading strategies are introduced and students adopt those that meet their needs. 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, portfolios, Gates-MacGinitie) are used to assess student's progress over time.

6th Grade English/Language Arts

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

7th Grade English/Language Arts

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

8th Grade English/Language Arts

In this course, students explore works of literature through various literary genres. Eights 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.

2. MATHEMATICS DEPARTMENT COURSE DESCRIPTIONS

6th Grade Investigations in Mathematics I

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. Proportion, on e of the most important concepts students need to grasp in the 6th grade, takes center stage during a later advisory. 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.

7th Grade Investigations in Mathematics II

Seventh grade students are introduced to fundamental algebraic principles while bolstering their computational and problem solving skills. Concepts are implemented in exercises related to real world applications to obtain an in-depth and comprehensive understanding of the concept application. Technology is imbedded into the course as virtual manipulatives and real time assessments, in an effort to allow students to regulate their growth, progress, and understanding.

8th Grade Pre-Algebra

The major emphases of the Grade 8/Pre-Algebra course are rational numbers, proportionality, measurement, data collection and analysis, probability, and beginning algebra concepts that serve as a transition into the formal study of algebra and geometry. Students develop a deep understanding of rational number concepts, become proficient in rational number computation, and learn to think flexibly about relationships among fractions, decimals, and percentages. Rational number concepts are developed through problem situations covering a range of topics. Proportionality concepts are developed through extensive applications of ratio and proportion, percentage, similarity, scaling, and slope of linear equations. Students learn to recognize and generate equivalent expressions as well as solve one or two-step single-variable equations and inequalities. Students investigate geometric relationships by drawing, measuring, visualizing, comparing, transforming, and classifying geometric objects. Important aspects of measurement

include selecting and using appropriate units and scales. Students formulate questions, design studies, and collect, organize and interpret data. Students develop simple probabilities by using experimentation and analysis of possible outcomes.

Algebra I

Algebra I 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.

Geometry

This course introduces students to the basic geometry concepts using an inductive approach. Students investigate the concepts of points, lines, planes, and properties of triangles.

3. SCIENCE DEPARTMENT COURSE DESCRIPTIONS

Grade 6 Earth and Space Science

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

Grade 7 Life Science

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

Grade 8 Chemistry and Physics

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

4. Social Studies Department Course Descriptions

6th Grade World Cultures and Geography

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

7th Grade World History and Geography: Ancient World

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

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

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

5. SPANISH COURSE DESCRIPTIONS

Grade 7 Introduction to Spanish

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

Grade 8 Spanish I

Cooperative learning, dialogues, projects and web-based activities are some of the tools utilized in addressing the DC Foreign Language Standards and those of the National Foreign Language Standards. Students explore basic grammar concepts more extensively using the following themes: The Spanish culture and geography, family and home vocabulary, information, travel and transportation, professions, and leisure activities.

6. MUSIC COURSE DESCRIPTIONS

Grade 7 Music Appreciation

Students develop an appreciation for music through the introduction of various aspects, including singing, performing on classroom instruments such as the recorder and fretted instruments, reading and notating music, composing, arranging, improvising, listening, and evaluating music and music performances. Students explore the relationship of music to disciplines outside the arts, as well as history and culture.

Grade 8 Music Technology

This course is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. Instruction includes a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course explores sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing, and mastering. There is also an examination of current legal and ethical issues regarding digital music and the recording industry.

7. PHYSICAL EDUCATION/HEALTH

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

MISSION-RELATED PROGRAMS

1. DEPARTMENT OF SPECIALIZED PROGRAMS

The Department of Specialized Programs provides the administrative structure for the extended academic component of the school. This department oversees the following:

i. Internship Program

The Howard University Internship Program has become an integral part of the $(MS)^2$ academic community. During this year, our instructional program was complemented with the assistance of about 20 interns. These young people represented some of the premier students who have matriculated at Howard University. They brought love for children, concern for their education and future, and their expertise in their field of study. Interns are assigned to provide hands-on assistance in the classroom. Some facilitate STEM activities while others assist with meals program and administrative assignments.

ii. STEM Connections: Applied Mathematics, Science and Technology Extension Classes

These classes continue to provide students with the opportunity to engage in exciting and unique activities and clubs designed to target personal interests, learning styles, and/or talents. STEM activities convene daily from 3:30PM to 4:30PM. This is an integral part of the $(MS)^2$ school day. Students were offered a plethora of diverse activities to enhance and support their formal academic education. Although some of the activities and clubs are not specifically mathematics and science based, all teachers and advisors were charged with integrating science and mathematics whenever and wherever feasible. In addition to extracurricular activities and school clubs, the program also provided several supervised study halls. These provided both individual and small group tutoring sessions for students in need of intense academic assistance.

$(MS)^2$ continues to try to expand the STEM connections in upcoming school years. Possibilities include aeronautics and aerospace, creative arts, student inventions, and other clubs and activities consistent with the school's focus on mathematics, science, and technology.

iii. STEM-Related Activities

Architecture Club

Introduced students to the field of architecture and planning by relating architecture to their lives in the District of Columbia. The curriculum is designed to educate students on the use of architecture while applying the lessons they have learned in mathematics and science classes. Students learned the importance of design, programming of spaces, and design presentation.

Students were introduced to building materials and how these materials are put together to form structures. The end result provided students the opportunity to think and act like professional architects. Club activities and exercises included designing projects that allowed students to creatively program spaces to make buildings functional just as professional architects do. Students learned the use of building codes and how to apply graphical legends to create architectural plans that are compliant with building codes. Students were also able to graphically put a building together from the lessons on concrete, brick, and wood.

Students also experienced the undergraduate training on a collegiate level and witnessed a design presentation from a design studio. They also learned the history of architecture in DC through class trips in which reports displayed their learning experience.

Band and Chorus

This club gave the students an overview of the basics of music through voice and various instruments. Students were instructed in reading music and interpreting the notes appropriately using instruments and/or voice. The club promoted students working cooperatively in groups while supporting the advancement of their musical talents.

Broadcast Media

This club enabled students to learn the various aspects of video production. Students learned skills needed to produce a video including, but not limited to, the use of equipment, lighting, positioning, recording, and the writing of scripts. The activity addressed creative thinking skills, encouraged teamwork, and provided students with an enriched learning experience in the world of digital media.

Performing Arts Club

This club allowed students the opportunity to participate in supervised creative dramatic activities culminating in a final production. Students were exposed to different aspects of theatre production including skits, costume design, set design, and props. The club worked on creative thinking skills, encouraged teamwork, and provided students with enriching learning experiences in the area of performing arts. In addition, the students were exposed to various dramatic works. The club encouraged creativity and also supported discourse around life as presented within the content of some of the dramatic works introduced.

Team Sports

These activities offered students the opportunity to experience a variety of athletic activities including flag football, bowling, soccer, badminton, and kickball. The activities promoted skills such as teamwork, warm-up techniques, appropriate exercise, and understanding of rules for various sports. In addition, students were mandated to always maintain good sportsmanship.

Who Wants to be a Millionaire

This club provides students with an understanding of the underpinnings of investment through education and real-time game simulation. After developing a solid understanding of investment, its importance and terminology, students engaged in comprehensive educational activities that enabled them to manipulate imaginary funds in real-time simulated stock market online activities. Students learned about balancing risk-taking with profit making.

Students also learned how to work in teams to reach a consensus on how their collective funds should be invested.

Man Training

This club gave male students the opportunity to address specific issues, concerns and facts of life from the male perspective. The boys were engaged in a variety of activities, seminars, discussions, lectures, and video presentations that promote team building, healthy living, self-esteem, self-respect, compromise, optimism, and much more. Additionally, students were provided information on appropriate hygiene and other useful life skills.

Academic Reinforcement

Academic Reinforcement gave students the opportunities to receive direct instruction, both one-on-one and in small groups with content-based tutors and teachers. Students were able to address specific problems and receive extra assistance on concepts, skills, and specific assignments. The club also provided a safe haven for students who wanted independent study.

Robotics (Girls, Inc.)

Robotics provided a combination of all-female robotics coupled with a club that focused on just girls and their interests, both academic and non-academic. This club provided the framework for working as a cohesive team to solve a complicated technical problem (i.e. programming a robot to perform prescribed tasks), presenting the problem and beingon one accord in the presentation. In addition, this club provided the girls with role models in the STEM fields.

Design and Technology

This club introduced students to the knowledge, importance of, and the need for alternative energy sources and how they might use this knowledge to design and build a solar power car according to specifications. Students learned how to work in teams to analyze and solve problems related to the car and its capabilities. The cars were entered into the local solar car competition.

Spelling Bee Club

This club strengthened student skills and understanding of words to support their personal desire to become excellent spellers. Students engage in the $(MS)^2$ Spelling Bee with the goal of being able to compete in the national Spelling Bee competitions.

Johnny Quest

This engineering club taught students fundamental engineering processes. Using an old animation program, Johnny Quest, students learned the basics about engineering by analyzing the various story elements. They learned how to apply the four fundamentals of observation, analysis, determination, and verification.

Yearbook

This club provided students with the framework and the skills to create a pictorial reflection of the school year. Students learned all aspects of composing a yearbook and the skills required to complete these tasks. The yearbook provided a glimpse into the 2012-2013 school year including extended day and STEM activities, Parent-Teacher conferences, classroom activities, award ceremonies, and other images that reveal the school's culture.

iv. Saturday Academy

The Saturday Academy is a special educational program that provides instruction in Mathematics, English/Language Arts, Reading, and special sessions in Science, study skills, and oral expression. Sessions were held bi-weekly through most of the school year. Participation in the Saturday Academic Enrichment Program was mandatory for students who were on academic probation, and was voluntary, but strongly encouraged for students in good academic standing.

In early spring, the focus of the program was on preparing students for the District's DC-CAS standardized tests in mathematics, reading, and science. Analysis of students' early performance was generated through NWEA and Discovery Education testing throughout the year.

v. Summer Academy

The summer academy is typically held throughout most of the summer. It has three distinct programs that are offered including:

1. Recovery. The recovery program was provided for current (MS)^2 students who have earned a grade of 65 or below in mathematics, reading, English/language arts, social studies, or science. Students falling into this category were required to attend this program. Students are typically enrolled in to of the following courses, reading, English/language arts, pre-algebra, world history and ancient civilization biology, and environmental science.

2. Bridge. The Bridge program was provided for incoming students who scored at or below grade level in mathematics and reading on the DC-CAS test. Students had to have low scores in both to be considered for the program. Classes provided included mathematics, reading, and both reading and math labs.

3. Enrichment. The enrichment program was provided to $(MS)^2$ students who were not required to attend the Recovery of Bridge programs. Students elected to participate in this program. The list of likely activities was curtailed this year, and included:

    a. CSI Camp. Students involved in this camp learned the entry-level basics of forensic Science. Students conducted experiments using blood and powdery substances in addition to analyzing fingerprints. They were also detectives for a day, in which their job was to analyze a crime scene using all of the physical evidence present to determine who committed the crime.

2. Howard University School of Education and $(MS)^2$ Educational Partnership

During the school year, the $(MS)^2$ Leadership Team and the $(MS)^2$ Board of Directors continued the revitalization of the partnership with the Howard University School of Education. In the past, the partnership was lead by the School of Education Dean, and was coordinated by the former Dean, Vinetta Jones and Dr. Wilma Bonner, Director of Teacher Education. The School of Education faculty members have continued to provide professional development for the teachers and consultation services for identified students throughout the year, including mentoring for science fair and other projects.

SCHOOL YEAR AND HOURS OF OPERATION:

The 2012-13 academic year began with individual grade-level orientations on August 15, 16, and 17, 2012, and a Back-to-School Barbecue on August 18, 2012. The first day of school for academic classes was Monday, August 20, 2012, the last day was Friday, June 14, 2013.

The school hours of operation were 7:30AM through 5:30PM. Direct student service hours were from 7:30AM to 4:30PM.

SCHOOL STAFF AND FACULTY

1. Names and Titles of those in Key Leadership Positions in School

a.	Principal	Allison L. Artis
b.	Executive Director	Yohance Maqubela
c.	Director of Instruction	Kenneth Caesar
d.	Dean of Students	Lee Vason
e.	Data Manager	James Cole
f.	Chief Technology Officer	Delmar Williams
g.	Director of Instructional Technology	Kofi Handon
h.	Director of Human Resources	Leslie Boler

2. Faculty

a.	Karen Bates	RTI
b.	Indja Cheshire	Reading
c.	Rebecca Christian	Social Studies
d.	Wesley Ellis	Social Studies
e.	Leslie Finley	SPED
f.	Jocelyn Harden	English/Language Arts
g.	Amber Harrelson	SPED
h.	Beryl Jackson	Mathematics
i.	Brian Johnson	Social Studies
j.	Tequeena Jones	Mathematics
k.	Laura Maravila	Reading
l.	T'Shango Mbilishaka	Social Studies
m.	Jason McNeil	Mathematics
n.	Udoh Opiotennione	Music
o.	Shiree Slade	Science
p.	Florentina Spires	STEM
q.	Christine Taylor	Foreign Language
r.	Michelle Taylor	Science

s.	Hector Telford	Science
t.	Kerel Thompson	Mathematics
u.	Kethurah Williams	Science
v.	Shannon Williams	English/Language Arts
w.	Clarence Winchester	English/Language Arts
x.	Kimberly Worthy	Social Studies

All of the (MS)² teachers have Bachelor's Degrees, 50 percent have Master's Degrees, and 8 percent have Doctoral Degrees.

NUMBER OF TEACHER AIDES (INTERNS)

1. Twelve.

AVERAGE CLASS SIZE

1. Nineteen.

HOWARD UNIVERSITY

BOARD OF DIRECTORS DIRECTORY 2012 - 2013

(MS)²

Howard University Middle School of Mathematics and Science

BOARD OF DIRECTORS

Dr. Aprille Ericsson (Chair)
NASA GSFC, Code 556
Instrument Systems Branch
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202.494.9090 (C)
Aprille.J.Ericsson@nasa.gov

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Managing Partner, KPMG LLP (Retired)
Distinguished Visiting Professor of
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FINANCE
(See Appendix 3)

SCHOOL PERFORMANCE

EVIDENCE OF PERFORMANCE AND PROGRESS

1. To meet or exceed the DCPS standards for students scoring proficient and advanced on the DC-CAS test in reading.

   73 percent of the $(MS)^2$ students scored proficient or advanced in the 2013 DC-CAS reading test. $(MS)^2$ students performance surpassed the DC-wide average of 49.5 percent for the year, as well as the all charter school mark of 53 percent.

2. To meet or exceed the DCPS standards for students scoring proficient and advanced on the DC-CAS test in mathematics.

   79 percent of the $(MS)^2$ students scored proficient or advanced on the 2013 DC-CAS mathematics test. $(MS)^2$ students surpassed the DC-wide average of 53 percent for the year, as well as the all charter school mark of 58.6 percent.

3. To attain an annual increase in the in the percentage of students performing at or above their grade level in mathematics on the spring NWEA standardized test.

   Year-to-year comparisons are difficult to make because NWEA frequently revises their norms, the latest coming in 2011. However, school-wide data show that 55 percent of the $(MS)^2$ students scored above the most recent set of national norms on the spring 2012 test in mathematics.

4. To attain an annual increase in the number of students achieving a grade of C or better.

   In the 2011/12 school year, 75 percent of the students finished the year with an overall grade point average of 2.0 or higher. For SY2012/13, 75 percent of the $(MS)^2$ students held a GPA of 2.0 or higher, significantly higher than the previous year.

5. To attain an annual increase in the number of students submitting science fair projects.

   Teachers this year asked all students to propose and present science fair projects to their classmates. About 97% of all students participated. Teachers, with the aid of a rubric, selected students to submit their projects to the annual Science Fair Competition. The following table indicates the number of students, by grade, who participated in the science fair competition in School Year 2012/13.

Grade	Number of Students Submitting Science Fair Projects in SY 2012/2013
6	10
7	12
8	12

6. To attain an annual increase in the number of Special Education students who made progress toward attainment of goals as outlined in Individual Education Plans (IEPs).

   Both annual and six-year targets were met for all students. $(MS)^2$ continues to meet all its special education goals, including those of the District of Columbia for IEP-identified students and inclusion.

7. Attendance

In SY 2011/12, the average daily attendance rate as calculated by the DC Public Charter School Board was 94.4 percent, about the same as the preceding year, and above the target of 90 percent.

8. Enrollment levels are sufficient to sustain economic viability of the school. (Re-enrollment of eligible students must average 75 percent of higher for the immediate past three years.)

School Year	Re-Enrollment Rate (Percent)
2009/10	90
2010/11	88
2011/12	92[1]
2012/13	87[2]

9. Student Achievement

In April 2013, 310 out of 316 $(MS)^2$ students (98 percent) took the DC-CAS test in mathematics and reading. This far exceeds the minimum percentage required by OSSE.

In the reading portion of the DC-CAS test taken in 2013, 57 percent of the $(MS)^2$ students were rated as "proficient" and an additional 16 percent were rated "advanced," a total of 213 students.

[1] 3-year moving average equals 90 percent.
[2] 3-year moving average equals 89 percent.

In the mathematics portion of the DC-CAS test taken in 2013, 54 percent of the $(MS)^2$ students were rated as "proficient" and an additional 24 percent were rated "advanced," a total of 241 students.

10. Gateway

DC-CAS mathematics results for eighth graders are known "Gateway" scores. The Gateway scores for the 2012/13 DC-CAS test were outstanding once again. In all, 91 8^{th} graders took the test. There were 62 students (68 percent of the class) scoring "proficient" while an additional 19 students (21 percent of the class) scored "advanced."

11. Leading Indicators

For the 2012/13 school year, the average daily attendance rate was 94.4 percent, about the same as the preceding school year, and above the minimum requirement set by OSSE of 90 percent.

12. Evidence of Attainment of the Objectives Contained in Student Individual Educational Plan

During the course of the 2012- 2013 school year, there were fourteen students who were eligible and designated as special needs students. Of the special needs students four students (or 29%) were designated as other health impaired (attention deficit hyperactive disorder); eight students (or 57%) were designated as specific learning disability; one student (or 7%) was designated as emotionally disturbed; and one student (or 7%) was designated as speech language impaired. Additionally, there was one student referred for the initial eligibility process. Four of the existing special needs students were re-evaluated due to their triennial date due. All students met continued eligibility for special educational services except one.

Additionally, there were two (students who received accommodations under a 504 Plan. There were ten students (or 3.2% of the student body population) designated as an English Language Learners (ELL).

Of the special education students, one (7%) exited special education services at the conclusion of the year. One student was not invited to return to the school (as a result of extensive interventions and services as well as several manifestation meetings over a period of time which ruled out the disability as the causation). Thirteen students (93%) were recommended for Extended School Year (ESY); in which nine students (or 64%) actually attended ESY here at Howard University Middle School of Mathematics and Science (due to parent/guardian opting for senior students to attend at their new high school, relocation, or parent/ guardian opting for student not to attend despite previous agreement).

DCMR Title 5, Chapter 30, Section 3007 states that students who are eligible for special education must have individual educational goals established, reviewed, and, if appropriate revised periodically. At Howard University Middle School annual IEP meetings as well as other periodic meetings/discussions are held with parents/guardians to review student progress and discuss student performance toward meeting IEP goals and overall educational achievement. IEP goals written during the school year were written based on student data (both summative and formative) and student needs in conjunction with performance standards set forth by the Office of the State Superintendent of Education in the various content areas, grade levels, and related services. Most students made some progress toward their goals in their respective areas of concern as measured by the school benchmark assessments, grades, observations, work samples, intervention programs, and/or other formative assessments.

In serving our special education student population during the 2012-2013 school year, there were some successes and challenges. Some successes include: usages of data (formative and summative) and standards in establishing goals and monitoring progress; teacher collaborations; administrative support; parent accessibility and collaborations; and establishment of further intervention and inclusionary services. Some challenges included: space (square footage - due to growth in school programs) and at times parent accountability (which at some point ultimately influences student cooperation) after the school has done more than it is required to do.

School Year 2012-2013 Report

August 15, 2013

Executive Board Officers

President
Rosa Singletary

1st Vice President
Lonell Johnson

2nd Vice President
VACANT

Treasurer
Rocelia Johnson

Assistant Treasurer
VACANT

Recording Secretary
Lynne Weedon

Corresponding Secretary
VACANT

Standing Committee Chairs

Activities
VACANT

Bylaws
Billy Robinson

Communications
Farissa Elvis

Fundraising
Zina Colbert

Membership
Tina Bynum

Elections
VACANT

Auditing
VACANT

The MS² PiA had a very productive 2012-2013 school year. We had a calendar full of activities for the students and parents and though we were not able to implement all of the activities planned (due to limited parental support and student interest) we were able to provide quality and substantive programming in support of both the students and the parents of the Middle School.

The PiA held several parent workshops focused on the importance of STEM in education, financial management, and how to finance a private high school education. These workshops were well received and attended by the parents. The PiA worked with members of the MS² Board of Directors and the Middle School's Counseling Department in securing facilitators for these workshop sessions.

The PiA, with the assistance of MS² faculty, incorporated discussions with the Deans of various colleges of Howard University into monthly meetings as a way of engaging the parents and building the bridge between the Middle School and the University. The Deans of the Schools of Medicine, Dentistry, and Engineering came out and discussed the importance of a STEM education, provided tips on how to deal with middle school aged children, and offered to set up some mentoring programs for both the boys and the girls at the Middle School. The Dean's recognized the importance of engaging the children at this stage in their academic development and the parents were receptive to their words of wisdom and desire to assist.

The PiA was successful in hosting several fundraisers and activities:

- Uniform Drive: The organization collected, cleaned, and provided back to the school gently used uniform pants, shirts, and sweaters that could be issued to students in need
- Membership Drive: Raffled off two club level tickets to a Redskins game
- Box Tops for Education
- ½ Day Movies: Providing a constructive and safe place for students to be during early dismissal at the Middle School.
- Art Show featuring the art work of MS2 students and Poncho Brown
- Spring Dance: Sneaker Ball
- 8th Grade Trip: Supported by the PiA but organized and implemented by the 8th grade parent committee

The PiA Board of Directors worked closely with the Faculty and Staff of the Middle School along with the Board of Directors to make sure we were in synch with the vision for the school year at all levels of the organizational structure. The PiA Board of Directors also worked with the parents to ensure that their needs to academic support for their students as well as informational to help them in the support of their student was adequately provided

For the 2013-2014 school year, the PiA plans to continue to work closely with the faculty and staff of the Middle School along with the Board of Directors in providing much needed support for the students and parents of MS^2

Submitted By:

Rosa A. Singletary

Rosa A. Singletary
MS2 PiA Presidents 2012-2013

August 15, 2013

Middle School of Mathematics and Science (MS)²

Parents in Action (PiA)

PARTNERSHIP + INTEGRITY = ACHIEVEMENT

GENERAL BODY MEETING
Thursday, September 20, 2012
MS² Auditorium
6:30pm – 8:00pm

AGENDA

1. Opening Remarks and Welcome
2. Introduction of Officers and Committee Chairs
3. Financial Report
4. Committee Highlights
   a) Membership Committee
   b) Fundraising Committee
   c) Activities Committee
5. Volunteer Requirements and Opportunities
6. Open Board and Committee Positions
7. Presentation from the MS² Board of Directors
8. Questions
9. Adjourn

(MS)² PiA

PiA Officers

• President:	Rosa Singletary
• 1st Vice President:	Lonell Johnson
• *2nd Vice President:*	*VACANT*
• Treasurer:	Rocelia Johnson
• *Assistant Treasurer:*	*VACANT*
• Recording Secretary:	Lynne Weedon
• *Corresponding Secretary:*	*VACANT*
• *Activities Committee Chair:*	*VACANT*
• Bylaws Committee Chair:	Billy Robinson
• Communications Committee Chair:	Farissa Elvis
• Fundraising Committee Chair:	Zina Colbert
• Membership Committee Chair:	Tina Bynum
• *Elections Committee Chair:*	*VACANT*
• *Auditing Committee Chair:*	*VACANT*

Financial Report

(MS)² PiA

Monthly Treasurer Report (Sept 2012)		
Income		**$ 1,510.38**
Rollover Balance from 2011-2012		$ 751.38
Fundraisers		$ 239.00
Rita's Ice (2011-2012)	$ 100.00	
Rita's Ice (Back to School BBQ)	$ 139.00	
Membership		$ 400.00
10 memberships at $40 each		
Outstanding Deposits		$ 120.00
3 memberships at $40 each		
Expenses		**$ 559.41**
Rita's Ice		$ 187.00
Office Supplies		$ 10.59
Outstanding Expenses/Reimbursements		$ 361.82
Hospitality/Events	$ 233.56	
Office Supplies	$ 128.26	
TOTAL		**$ 950.97**
Total Bank Account Balance (does not account for outstanding income and expenses)		**$1,192.79**

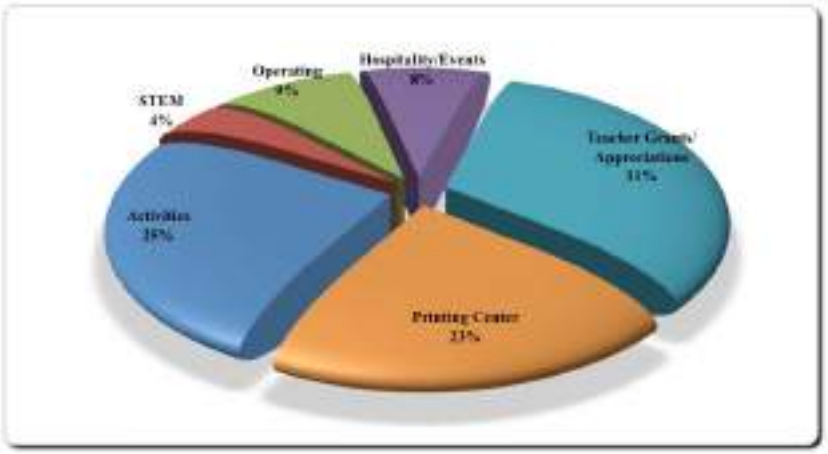
2012-2013 Proposed Budget

(MS)² PiA

2012 - 2013 Proposed PiA Income				2012 - 2013 Proposed PiA Expenses		
Income		**$ 20,800.00**		**Expenses**		**$ 20,800.00**
			Comments			
Membership		$ 6,600.00		Activities		$ 5,000.00
$40 members	$ 6,000.00			Winter Dance (Costume Party)	$ 1,000.00	
$30 teacher/faculty membership	$ 600.00			Spring Dance (Sneaker Ball)	$ 1,000.00	
Activities		$ 5,000.00		Bowling (Family Night)	$ 1,000.00	
Winter Dance (Costume Party)	$ 1,000.00			1/2 Day Activities	$ 2,000.00	
Spring Dance (Sneaker Ball)	$ 1,000.00			STEM		$ 1,000.00
Bowling (Family Night)	$ 1,000.00			General Operating		$ 1,850.00
1/2 Day Activities	$ 2,000.00			Web Hosting	$ 175.00	
Fundraisers		$ 7,200.00		Office Supplies	$ 575.00	
Car Wash (Fall)	$ 500.00			Non-Profit Filing	$ 850.00	
Car Wash (Spring)	$ 500.00			Advertising/Marketing	$ 250.00	
Rita's Ice (Various Sales)	$ 1,200.00			Hospitality and Events		$ 5,750.00
*Art Show	$ 4,000.00			Meetings/Events	$ 1,000.00	
Box Tops for Education	$ 1,000.00			Teacher/Faculty Appreciation	$ 2,500.00	
Retail		$ 2,000.00		Intern Appreciation	$ 1,000.00	
T-Shirts				Workshops/Speakers	$ 750.00	
Magnets				Miscellaneous	$ 500.00	
*Hats				**Teacher Grants		$ 2,700.00
*Pens/Pencils				*Printing Center		$ 4,500.00
Etc…				Printers	$ 3,000.00	
				Consumables	$ 1,500.00	
***New Initiatives for 2012-2013**						
****New Initiative with payoff for 2013-2014 school year**						

(MS)² PiA

PiA 2012-2013 Expenses



(MS)² PiA

Membership Committee

- We currently have 13 members. We are 7.64% towards our membership goal of 150 members and 20 faculty/staff memberships.
- The art club is currently working on a thermometer chart to visualize our membership progress.

(MS)² PiA

Fundraising Committee

- Car Wash (Fall)
  - Oct 6, 2012
- Car Wash (Spring)
  - TBD
- Rita's Ice
  - March thru June 2013
- Art Show
  - April 13, 2013 or May 18, 2013
- Box Tops for Education
  - On going

(MS)² PiA

Activities Committee

- Winter Dance
- Bowling/Family Night
- Spring Dance
- ½ Day Activities
  - Movies
  - Local Volunteering
  - Field Trips
- Parent Workshops
  - October 27, 2012
  - December 15, 2012
  - Jan 16, 2013
  - March 23, 2013
  - April 27, 2013

(MS)² PiA

Volunteering

- Freecess
- Lunch Duty
- Dismissal Support
- Classroom Support
- Field Trips
- PiA Activities and Fundraisers
- NFTE Meet and Greet
- 8th Grade Trip

(MS)² PiA

Vacant PiA Board and Committee Positions

- Executive Board
  - 2nd Vice President
  - Assistant Treasurer
  - Corresponding Secretary
- Committee Chairs
  - Activities Committee
  - Elections Committee
  - Auditing

(MS)² PiA

(MS)² Board of Directors Presentation

Gerunda Hughes

(MS)² PiA

Questions

ms2pia@universitymiddleschool.org

http://www.ms2pia.info

MS² PiA

Uniform Drive!

Do you have gently used MS² uniform shirts, pants, and sweaters that your child can no longer fit taking up room in your closet?

We'll take them off your hands!

What: MS² Uniform Donation
When: Now until Friday Sept 28th
Where: MS² Lobby (405 Howard Rd)
Who: MS² Students and Parents

Sponsored by the MS² PiA

Box Tops for Education Collection

www.BTFE.com

Help Us Reach Our Goal of
$1000.00
in Box Tops by March 2013

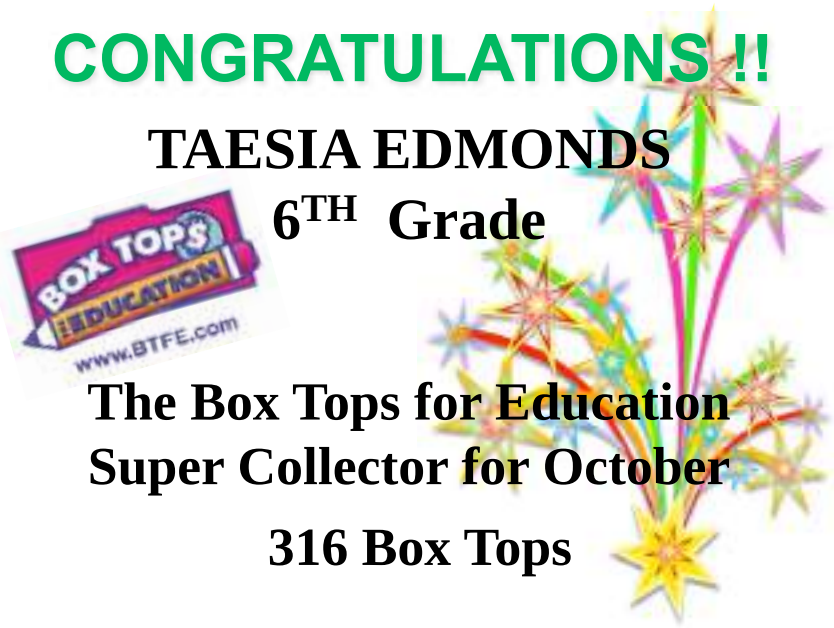
Top Contributors Will Be Recognized Monthly by the PiA

Sponsored By: Parents in Action (PiA)

PARTNERSHIP + INTEGRITY = ACHIEVEMENT

CONGRATULATIONS !!

TAESIA EDMONDS
6TH Grade



www.BTFE.com

The Box Tops for Education Super Collector for October

316 Box Tops

SAVE THE DATE

PiA General Body Meeting

Thursday Nov. 15th, 2012

6:30pm – 7:30pm

MS^2 Auditorium

Parents in Action (PiA)

PARTNERSHIP + INTEGRITY = ACHIEVEMENT

Howard University Middle School of Mathematics & Science (MS2) Presents:

"Raising the Arts" Art Show and Sale

Featuring Renowned Artist Larry Poncho Brown, Howard University student artist Jenai Davis & the MS2 Art Club
Saturday April 13, 2013
6pm - 10pm
The Blackburn Center –Howard University
2400 Sixth Street NW, Washington, DC 20059
Admission: $25 (includes refreshments)

Admission cost will be credited to any purchase made exceeding the admission price. Proceeds from this event will go directly to support the STEM initiatives of Howard University Middle School.

LESSONS LEARNED AND ACTIONS TAKEN BASED ON PERFORMANCE MANAGEMENT DATA AND REVIEW FINDINGS

What issues, if any, were encountered in collecting and reporting data for applicable performance management framework(s)? In light of the new frameworks, what changes or improvements will be made in order to remedy these data collection issues?

As in past years, the implementation of the Northwest Evaluation Association (NWEA) assessment tool and the level of performance of the $(MS)^2$ students. The NWEA tool provided the school with the basis for monitoring student growth and provided us with a basis for comparing our students' performance with a set of NWEA-generated national norms. These norms are periodically revised (last revision was 2012) and were published at that time. $(MS)^2$ regularly administers the NWEA battery of tests (5 in total) three times each school year. The test includes reading, language arts, mathematics, science concepts, and general science portions.

These tests were administered to the students at the beginning of the school year, mid-way through the school year in the winter, and in the spring (shortly before the end of the school year.) Students were reminded of the importance that tests such as NWEA have in the educational society and the effect that high and low scores can have on their placement and acceptance into high schools, colleges and universities, and employment. In addition, rising 6th graders were asked to likewise take the NWEA test during the summer prior to entering our school.

Students further took 2 standardized tests during the year from Discovery Education, bringing the total number of standardized tests taken prior to the DC-CAS to five.

The Academic Affairs Committee and the Board of Directors of $(MS)^2$ continues to feel that taking these tests positively impacts the results of the DC-CAS test typically administered in April. The faculty and staff of the school likewise believes that this is true.

What student-related issues were identified as a result of the evaluation of the school's performance framework? What program changes or continuances will be implemented as a result of the evaluation of the school's performance?

Test Preparation Instruction

All classroom teachers will continue to provide such preparation instruction. (MS)2 students will be placed in appropriate test-preparation groups, which will begin at the start of the 2012/13 school year and continue until the end of the year. All students will use software programs for reading and mathematics.

Saturday Academy

Saturday Academy will be required for all students whose reading and/or mathematics performance is deemed to be below grade level.

Extended Day Activities

Students who perform below grade level in either reading or mathematics will have additional afternoon-focused study time. Most of the STEM classes, however, will continue as a vital activity and an important part of the school day.

Parents

Parents will be required to sign a contract with the school that highlights workshops for mathematics, reading, academic software and the use of school-provided technology.

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 Review

$(MS)^2$ will continue to use the curriculum purchased from the Montgomery County Public Schools that serves as a coherent framework to guide teachers as they execute their curriculum mapping to the DC standards and, or course, Common Core. Among the many resources available to the $(MS)^2$ faculty are "*A Guide to Curriculum Mapping, Planning, implementing, and Sustaining the Process*," by Janet Hale.

Differentiation of Instruction

It is the continued objective of $(MS)^2$ to include strategies in the classrooms for differentiation throughout their instructional plans in the mapping and in the lesson plans.

Planning Time

Additional planning time has now been built into the schedule for teachers to plan vertical and horizontal lesson plans.

Data Analysis

Faculty and staff will continue to keep data and other testing results in the forefront of all aspects of the academic program. The Data Manager will provide professional development for faculty members on the effective use of data to improve student achievement.

Reporting Accountability Information to Students, Teachers, Parents and the Public

The performance goals were disseminated to the faculty for discussion and incorporated into team-level planning and departmental goal setting. These goals are reflected in the Action Plans by department, lesson plans, and all supporting academic activities.

The $(MS)^2$ Annual Report for SY 2012/13 will be posted on the $(MS)^2$ website in 2013 at http://www.howard.edu/ms2/. Electronic and soft copies will be made available upon request.

LESSONS LEARNED: PARENT SURVEY

LESSON LEARNED	REMEDY
Parent relations with faculty and staff are not as good as possible.	• Conduct PD workshop to improve relationships. • Conduct workshops and/or socials at $(MS)^2$ so that parents can interact with teachers in an informal setting.
For some questions (administration is responsible and fair, and faculty and staff meet the needs of the children on a timely basis) a high percentage of parents indicated that they had "no opinion."	• On both questions in the survey, eliminate the "no opinion" option.
Teachers do not communicate well with parents.	• Conduct PD with teachers on the importance of communicating with parents to discuss both positive and negative issues.
More than one half of the responding parents say that they spend 2 hours *or less* going over homework and other school matters with their children.	• A Saturday workshop with parents was held to discuss the importance of school-related topics.
Half of our parents use the school-provided laptop one or no times per week.	• $(MS)^2$ has offered parent workshops to discuss ways in which they can work with their children at home.
One-quarter of the parents would not recommend $(MS)^2$ to prospective parents.	• School continues to actively work with the PIA to discuss positive and negative factors.

LESSONS LEARNED: STUDENT SURVEY

LESSON LEARNED	REMEDY
Students ask many times to have their teachers spend more individual time with them.	• Students are able to meet with their teachers during freecess. • Students can communicate with teachers via StudyWiz and Email. • Teachers should respond to parents and students with 48 hours.
Bullying remains an issue at $(MS)^2$	• $(MS)^2$ will participate in National Wipe-Out Bullying Day in October, 2013. • Posters will be placed in the hallways and in classrooms to promote the anti-bullying campaign. • Parents will be informed of school activities. • Faculty and staff will wear anti-bullying wrist bands. • New Anti-Bullying policy has been written to be included in new handbooks.
Students believe that they are receiving unfair and unwarranted criticism from their teachers.	• Dean of students has implemented a more robust referral system. • Student assemblies have been conducted to hear the concerns of students and will be repeated annually.

Howard University Middle School of Mathematics and Science

405 Howard Place
Washington, DC 20059

(202) 806-7725

Board Chair: Aprille Ericsson

Appendix 1: Unique Accomplishments/Lessons Learned

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

SUMMARY OF UNIQUE ACCOMPLISHMENTS

Following is a presentation of the Howard University Middle School of Mathematics and Science "unique accomplishments." We provide our students with as many meaningful experiences, exposures, competitive opportunities, trips, mentoring relationships, and connections as we can. We are committed to the education of the *whole child*. These accomplishments provide a glimpse of the variety of activities and opportunities afforded the (MS)^2 student. We are very proud of the accomplishments of our students and staff. We publicize this information to the (MS)^2 school community throughout the school year via our newsletter, website and phone messenger and StudyWiz.

Over the course of the 2012-2013 school year, a group of (MS)^2 students worked with faculty members from both the Middle School and Howard University to conduct an scientific research project. The students worked with Dr. Kethurah Williams and Ms. Kimberly Worthy from the Middle School.

Highlights of (MS)^2 unique accomplishments of trips and programs throughout the year include:

- 8th grade honors society programs, (November 2012)
- Physics Department seminars, (throughout the school year)
- School of Pharmacy "Hands On Experiments," (all grades, November 2012)
- NCAS Chemistry Science Fest (November 2012)
- HU Literacy Program for student teachers practicum, (November 2012)
- School of Dentistry "Christmas in November," (November 2012)
- Chemistry Department Hands on Activity for 8th graders, (December 2012)
- Middle School Science Bowl, (December 2012)
- Fair Housing Clinic, (January, 2013)
- Beltsville Center for Climate and Atmosphere (January, 2013)
- Robotics, (January 2013)
- Legal Writing Program, (March, 2013)
- Codes!, (May, 2013)
- Hip-Hop Science, (May, 2013)
- Body Parts at the Gross Anatomy Lab, (May 2013)
- 8th Annual Science Fair

Reading Lab

Using summative and formative assessments (i.e. NWEA, DC CAS, TeenBiz 3000, STAR Reader, Reading Counts, and Riverdeep), the (MS)2 Reading Lab develops Learning Contracts to meet the needs of its diverse learners. Through the establishment of base-line student achievement levels, ongoing measurable academic benchmarks are developed to determine student progress. Teacher instruction is reflective and uses assessment data to provide rigorous instruction for all learners.

Following the disaggregation of NWEA and DCCAS data, students are provided instruction in the areas of need as determined by the data. The data collected is used in a variety of resources (i.e. *TeenBiz3000, Riverdeep, Accelerated Reader, Reading Counts, Open Court, Action magazine, Storyworks, and Scholastic Science magazine*) students use Learning Contracts that match each reader with specific reading resources to foster reading improvement. Assignments are aligned with the Reading/ English Language Arts content standards and are designed to address reading deficiencies; students use a variety of reading strategies to foster self-regulating reading behaviors as well. Literary genres both self-selected and assigned, written at the student's appropriate instructional level are used to help students gain greater understanding of text structure, build comprehension, vocabulary and writing skills. Student assignments are either teacher-led, independent (extension activities) or small group assignments. In addition, the integration of cooperative learning activities is utilized to promote positive learner self-efficacy and build a sense of community.

The adaptive reading computer program, TeenBiz 3000, is used to improve comprehension of informational text. Students who utilize this program at least twice a week and achieve at least a 75% score on the comprehension activities have been shown to have increased reading levels of one year or more on post TeenBiz reading assessments.

Riverdeep is an interactive reading program that allows the instructor to assign specific literature and English Language Arts related topics to an individual student, a small group, class, or school-wide population. This program provides students individualized tutorials on a specific concept as well as practice and assessment. It also permits the instructor to target academic deficiencies that may be present in an individual student, class or school-wide population. The data gleaned from this program is used to inform classroom instruction.

The *Open Court Reading Program* is used to facilitate small reading group instruction. The practice of flexible grouping is also implemented to allow fluidity as students make reading gains they are placed into new reading groups and are provided instruction with more challenging reading materials. Within the small group, students receive explicit instruction on a variety of reading strategies, practice building fluency, vocabulary and comprehension skills. The small group may be facilitated by the lead teacher, assistant teacher or student-led.

The (MS)^2 Reading Lab houses a classroom library with at least 1,000 books. Students self-select books in the classroom library and establish independent reading goals. Each student is knowledgeable of his or her Lexile reading score and is able to monitor his or her own reading progress throughout the school year. Through conferences with the instructor, students are given criteria for selecting an appropriate book that is within the student's Zone of Proximal Development (ZPD), which is acquired from the STAR Reader assessment data. The Zone of Proximal Development (ZPD) is a term borrowed from psychologist Lev Vygotsky that refers to book levels that are not too challenging and not too easy for the student (Renaissance Learning 2010). Students are expected to spend time reading a book written at their independent reading level daily. Parents are asked to sign the student's reading log daily as a means of monitoring the

reading progress. Students also maintain a classroom reading log to help them increase their self-management and set individual reading goals.

Accelerated Reader and Reading Counts are used to measure independent reading progress. These assessment databases have a combined total of 1,800 comprehension quizzes for books. The quizzes in the database cover a wide range of reading levels (K-12) and include a variety of reading interests. The quizzes were selected based on student interests and the (MS)2 instructional program goals. The Accelerated Reader and Reading Counts programs allow students to explore areas of interest as they continuously build and improve their reading skills. Students also have access to a number of magazines in the (MS)2 Reading Lab that can be used for additional reading practice.

Bi-weekly BookTalks allow a student to create PowerPoint presentations that integrate digital images, music, sound effects and share the highlights of the current book the student is reading without disclosing the book's ending. These presentations stimulate student interest in reading different book genres and increase student knowledge of technology.

$(MS)^2$ also sponsors a school-wide Read-A-Thon to promote literacy. Students earn points by reading and passing quizzes for Accelerated Reader or Reading Counts books. Students with the highest number of points on a bi-weekly basis earn prizes and are honored in an awards ceremony. The mean sixth grade NWEA reading scores improved by 4 percent.

$(MS)^2$ Pi Day

Mathematicians all over the world represent pi, ( ), with 3.14. While seriously truncating this neverending decimal, it gives all (MS)2 students and students from countries all around the world an opportunity to celebrate P Day on March 14th, with P lessons, P activities, P games, P contests, P videos and food (including pie) centered around the irrational number P. In the 2013 Pi Day Challenge, the students of $(MS)^2$ participate in several challenges. One of those challenges is the memorization of as many digits of Pi as possible. The previous $(MS)^2$ record of 47 digits was surpassed.

Howard University Middle School of Mathematics and Science

405 Howard Place
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Board Chair: Aprille Ericsson

Appendix 2: Data Collection Tool

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement and Vision Statement in the space provided below.

Mission Statement

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science, $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven, and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery, and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social, and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel and the community.

Vision Statement

To graduate 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.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

❍ Howard University Middle School of Mathematics and Science

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES
X	**NO**

Additional Comments	

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	**JIM COLE**
Title	**DATA MANAGER**
School Street Address	**405 HOWARD PLACE, NW**
School Zip	**20059**
School Ward	**1**
Direct Phone Number	**(202) 907-4454**
Email	**james.cole@universitymiddleschool.org**

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		2	x	6		10		GED Program
	PK4		3		7		11		
	K		4		8		12		
	1		5		9		Adult Ed		

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
x	8
	9
	10
	11
	12
	Adult Ed
	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

7:30 AM

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

4:30 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

None

10. Please enter the Start and End Dates for the 2011-2012 School Year.

Start Date	August 20, 2012
End Date	June 14, 2013

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year? No

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**
Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	19
Student/Teacher Ratio:	13:1

13. For the 2012-2013 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawls (total students)	19
# Short-Term Out of School Suspensions (5 days or less)	67
# Long-Term Out of School Suspensions (more than 5 days)	3
# of Expulsions (total students)	0
# of Dropouts (total students)	0
# Retained at grade level (total students)	27

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1		1			
Principal	1	1	1	1			
Assistant Principal	1	1	1	1			
Classroom Teachers	23	23	12	11		23	100
Special Subject Teachers							
Bilingual/ESL Teachers							
Special Education Teachers	2	2	2	2	2	2	100
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	2	2	2	2	2		
Librarians/Media Specialists							
Coordinators							
Classroom Aides	2	N/A	N/A	N/A	N/A	2	100
Title I Educational Aides							

29. Are you a single-campus LEA or a central office?

X	**YES** Skip to Question 28
	NO Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	20%
Number of Teachers	23
Salary Range for Teachers	$47,000 - $101,000 per year
Average Teacher Salary	$63,000 per year
Number of School Support Staff	14
Salary Range for School Support Staff	$30,000 - $60,000 per year
Average School Support Staff Salary	$51,900 per year
Number of School Administrators	4
Salary Range for School Administrators	$78,000 - $120,000 per year
Average School Administrator Salary	$93,100 per year
Number of Central Office Administrators	4
Salary Range for Central Office Administrators	$55,000 - $150,000 per year
Average Central Office Administrator Salary	$81,500 per year

31. To ensure that PCSB has up to date information for the 2012-2013 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	Dr. Aprille Ericsson
Board Chair Title	Chair
Board Chair Email	aprille.j.ericsson@nasa.gov
Board Chair Phone	(202) 494-9090
Board Chair Mailing Address	1958 Second St. NW
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20001
Exec. Director Name	Yohance Maqubela
Exec. Director Title	Chief Executive Officer
Exec. Director Email	yohance.maqubela@universitymiddleschool.org
Exec. Director Phone	(202) 806-7725
Exec. Director Mailing Address	405 Howard Place
Exec. Director Mailing City, State	Washington, DC
Exec. Director Mailing Zip	20059
Principal Name	Allison Artis
Principal Title	Principal
Principal Email	allison.artis@universitymiddleschool.org
Principal Phone	(202) 806-7725
Asst. Principal Name	Kenneth Caesar
Asst. Principal Title	Dean of Students
Asst. Principal Email	kenneth.caesar@universitymiddleschool.org
Asst. Principal Phone	(202) 806-7725
Business Manager Name	Leslie Boler
Business Manager Title	Business Manager
Business Manager Email	leslie.t.boler@universitymiddleschool.org
Business Manager Phone	(202) 806-7725
Business Manager Mailing Address	405 Howard Place
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20059
Special Ed Coordinator Name	Leslie Finley
Special Ed Coordinator Title	Special Education Coordinator
Special Ed Coordinator Email	leslie.finley@universitymiddleschool.org
Special Ed Coordinator Phone	(202) 806-7725
Attendance Manager Name	Ricardo Perez
Attendance Manager Title	Attendance Manager
Attendance Manager Email	ricardo.perez@universitymiddleschool.org
Attendance Manager Phone	(202) 865-0282
Admissions Manager Name	Shirley Martin
Admissions Manager Title	Admissions Manager
Admissions Manager Email	shirley.martin@universitymiddleschool.org
Admissions Manager Phone	(202) 806-7725

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Jim Cole
Campus/LEA Staff Member Title	Data Manager
Campus/LEA Staff Member Phone	(202) 907-4454
Campus/LEA Staff Member Email	james.cole@universitymiddleschool.org
Board Member Name	Dr. Aprille Ericsson
Board Member Title	Chair
Board Member Phone	(301) 286-9154
Board Member Email	aprille.j.ericsson@NASA.gov
Additional Campus/LEA Staff Member Name	
Additional Campus/LEA Staff Member Title	
Additional Campus/LEA Staff Member Phone	
Additional Campus/LEA Staff Member Email	

Howard University Middle School of Mathematics and Science

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Appendix 3: Financial Statements

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

H.U. (MS)2
FY 2014 Adopted Budget

	FY 2013 Actual	FY 2014 Adopted	$ Increase	% Increase
Student Enrollment	316	316		
REVENUES				
DC Per capita (instruction)	$ 3,379,932.00	$ 3,417,759.12	$ 37,827.12	1.12%
Facility	$ 948,000.00	$ 948,000.00	$ -	0.00%
Federal Entitlements	$ 299,185.87	$ 240,000.00	$ (59,185.87)	-19.78%
School Lunch Revenue	$ 53,901.38	$ 75,000.00	$ 21,098.62	39.14%
Other Revenue	$ 2,138,993.05	$ 2,309,000.00	$ 170,006.95	7.95%
TOTAL REVENUE	**$ 6,820,012.30**	**$ 6,989,759.12**	**$ 169,746.82**	**2.49%**
EXPENSES				
Personnel Costs	$ 4,450,738.60	$ 4,676,433.96	$ 225,695.36	5.07%
Direct Student Costs	$ 465,910.40	$ 500,000.00	$ 34,089.60	7.32%
Office Expenses	$ 87,273.54	$ 93,000.00	$ 5,726.46	6.56%
Occupancy Expenses	$ 1,089,862.73	$ 1,089,000.00	$ (862.73)	-0.08%
General Expenses	$ 627,204.48	$ 630,000.00	$ 2,795.52	0.45%
TOTAL EXPENSE	**$ 6,720,989.75**	**$ 6,988,433.96**	**$ 267,444.21**	**3.98%**
SURPLUS/(DEFICIT)	**$ 99,022.55**	**$ 1,325.16**	**$ (97,697.39)**	**-98.66%**

Howard University Middle School of Mathematics and Science

Profit and Loss Statement

July 1, 2012-June 30, 2013

INCOME

Per Pupil Allocation	$4,316,225.00
Federal Entitlements	$299,185.87
Grants and Donations	$2,110,400.20
Food Service Income	$14,587.91
USDA Food Reimbursements	$39,313.47
Uniform Income	$15,915.75
Other Income	$23,870.57
Interest Income	$513.53
Total Income	$6,820,012.30

EXPENSE

Personnel Expenses	
Salaries	$3,563,849.99
Employee Benefits	$432,091.63
Payroll Taxes	$309,393.08
Travel	$3,566.39
Lodging	$451.36
Food	$5,629.28
Professional Development	$13,113.58
Staff Celebratiions	$1,879.44
Retirement	$120,763.85
Total Personnel Expenses	*$4,450,738.60*
Direct Student Costs	
Educational Supplies & Material	$53,811.72
Library & Media Center Material	$22,632.06
Computer and Related (student)	$49,518.31
Student Assessment Materials	$9,278.70
Contracted Instr. Student Servi	$185,872.66
Food Service/ Catering	$88,121.46
Miscellaneous Student Costs	$41,323.69
Awards, Gifts, and Premiums	$2,706.74
Celebrations/Ceremonies	$10,365.08
Equipment (Instructional)	$2,279.98
Total Direct Student Costs	*$465,910.40*
Occupancy Expenses	

Maintenance and Repairs	$20,579.95
Rent	$1,009,000.00
Utilities	$42,000.00
Building Supplies/ Materials	$12,020.28
Contracted Building Services	$6,262.50
Total Occupancy Expenses	*$1,089,862.73*
Office Expenses	
Office Supplies and Materials	$16,583.05
Office Equipment Rental & Maint	$4,803.37
Telephone/ Telecommunications	$28,385.11
Printing and Copying	$12,118.93
Postage and Shipping	$5,251.33
Computer and Related	$8,685.01
Memberships and Subscriptions	$3,280.00
Marketing/Promotion	$8,166.74
Total Office Expenses	*$87,273.54*
General Expenses	
Insurance	$54,404.76
Transportation	$3,470.70
Administration Fee	$30,797.53
Depreciation	$211,826.41
Fees and Licenses	$8,035.23
Other General Expense	$1,576.85
Professional Fees	$316,093.72
Interest Expense	$324.28
General Expenses - Other	$675.00
General Expenses	*$627,204.48*
Total Expense	$6,720,989.75
Net Income	**$99,022.55**

Howard University Middle School of Mathematics and Science
Balance Sheet
June 30, 2013

ASSETS

Current Assets	
Cash & Cash Equivalents	$539,650.66
Accounts Receivable	$309,299.50
Other Current Assets	$43,173.84
Total Current Assets	*$892,124.00*
Fixed Assets	
Office Equipment	$119,734.09
Office Equipment - A/D	-$80,342.87
Instructional Equipment	$154,468.47
Instructional Equipment - A/D	-$48,229.85
Leasehold Improvements	$57,823.23
Leasehold Improvements - A/D	-$6,315.20
Computer Hardware/Software	$1,534,645.84
Computer Hard/Software - A/D	-$1,235,973.30
Net Property & Equipment - Other	$4,238.69
Total Fixed Assets	*$500,049.10*
TOTAL ASSETS	**$1,392,173.10**

LIABILITIES & EQUITY

Liabilities

Current Liabilities	
Accounts payable	$58,735.64
Accrued Expenses	$27.21
Accrued Compensation	$169,351.56
Retirement Liability	$2,737.24
Deferred Revenues	$112,218.96
Capital Lease Oblg-Current	$9,000.43
Total Current Liabilities	*$352,071.04*
Long Term Liabilities	
Capital Lease Obligation	$25,184.55
Total Long Term Liabilities	*$25,184.55*
Total Liabilities	$377,255.59
Equity	
Retained Earnings	$915,894.96
Net Income	$99,022.55
Total Equity	*$1,014,917.51*
TOTAL LIABILITIES & EQUITY	**$1,392,173.10**

Howard University Middle School of Mathematics and Science

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Board Chair: Aprille Ericsson

Appendix 4: Summer Bridge Academy

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

1867

HOWARD
UNIVERSITY

Middle School of Mathematics & Science

$(MS)^2$

BRIDGE SUMMER ACADEMY 2013 HANDBOOK

Kenneth Caesar
Director of Instruction

Yohance Maqubela
Executive Director

Lee Vason
Dean of Students

405 Howard Place NW♦ Washington DC 20059 ♦ 202.806.7725 ♦ www.howard.edu/ms2

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Summer Academy
BRIDGE & RECOVERY PROGRAMS

DAILY SCHEDULE

8:30 am – 9:00 am	Breakfast	11:10 am – 12:10 pm	3rd Session
9:00 am – 10:00 am	1st Session	12:15 pm – 1:15 pm	4th Session
10:05 am – 11:05 am	2nd Session	1:15 pm – 2:00 pm	Lunch

COURSE LISTINGS

RECOVERY	TEACHER
Earth & Space Science	Mrs. Michelle Taylor
English/Language Arts 6th Grade	Mrs. Karen Bates-Chambers
English/Language Arts 7th & 8th Grades	Ms. Ariel Pierson-Tabron
Life Science	Mrs. Michelle Taylor
Mathematics 6th Grade	Ms. Amber Harrelson
Mathematics 7th & 8th Grades	Mr. Jason McNeil
Physical Science	Mrs. Michelle Taylor
World Geography & Cultures	Mr. Wesley Ellis
World History & Geography	Mr. Wesley Ellis
U.S. History & Geography I	Mr. Wesley Ellis

BRIDGE	
Introduction to Math	Mr. Kerel Thompson
Introduction to English/Language Arts	Mr. Brian Johnson
Introduction to S.T.E.M. Literacy	Ms. Rebecca Christian
Introduction to Technology	Ms. Christine Taylor

COURSE DESCRIPTIONS

Earth & Space Science: Students will be actively engaged learning the concepts of the solar system, the universe, radiation, convection, conduction, and the earth's atmosphere, waters, and surface. In addition to these core elements, this curriculum also stresses laboratory safety, the scientific method, and experimental designs. Students will utilize problem solving, critical thinking, time management, and inquiry-based skills throughout the course.

English/Language Arts 6: This course is aligned to the DC Grade 6 Standards of Learning and the Common Core standards. It consists of the study of language development, reading comprehensions, research, writing, and English language conventions. Units of study include a variety of genres such as personal narrative, essay, adventure/survival, folktale, fantasy, poetry, and informational text. Instruction and study involve individual tasks, daily reading and writing, working in pairs, cooperative group task, and whole group instruction.

English/Language Arts 7: This course is designed for seventh grade students to learn how to write clearly, read critically, speak thoughtfully, and listen carefully. The goal of the course is to create literate, thoughtful communicators, capable of controlling language effectively as they negotiate complex and information-rich world. The course is organized by the overarching theme of Forging New Connections that includes four thematic units: Identity, Sense of place, Voices of the Past, and Imagination.

English/Language Arts 8: This course focuses on reading challenging texts, research study, and writing. The over-arching theme for grade 8 is Journeys. It includes four themes: Journeys, Community, Responsibility, and Discoveries. Students will read literature specifically selected for each theme and write a variety of compositions during each unit. Grammar will be taught and will include instruction in parts of speech, capitalization, punctuation, usage and sentence structure. Students will be taught vocabulary as it relates to reading and writing assignments.

Mathematics 6: Students in the sixth grade math program will use problem solving, mathematical communication, mathematical reasoning, connections, and representations. Students will focus on mastering rational numbers, as rational numbers play a critical role in the development of proportional reasoning and advanced mathematical thinking. The study of rational numbers builds on the understanding of whole numbers, fractions, and decimals developed by students in the elementary grades.

Mathematics 7: Students in this course will continue to improve mastery of strategies for basic addition facts and related subtraction facts. They will also continue to improve their understanding of the numeration system and place-value concepts. The goal is to increase their ability to recall addition and related subtraction facts & fluency with multi-digit addition and subtraction. They will also continue to develop and increase their understanding of whole number relationships.

Mathematics 8: This course emphasizes rational numbers, proportionality, measurement, data collection and analysis, probability, and beginning algebra concepts that serve as a transition into the formal study of algebra and geometry. Students will develop a deep understanding of rational number concepts, become proficient in rational number computation, and learn to think flexibly about relationships among fractions, decimals, and percentages.

Physical Science: Grade 8 students will study four concepts that help to unify physical science: force and energy; the laws of conservation; atoms, molecules, and the atomic theory; and kinetic theory. Students will study motion, forces, structure of matter, chemical reactions, the periodic table, density, and scientific thinking and inquiry. The Physical Science program utilizes the Pearson (2011) Interactive Science Curriculum. This program, centered on meaningful research and best practices, will engage all learners and help them to maximize their learning.

World Geography & Cultures: This course will use basic geographic tools and concepts to examine various regions across the globe. Students will examine the influences of physical geography, religion, culture, economics, politics, and more, on the way individuals live and countries govern. Relationships between various peoples and countries in different regions will be examined. Students will learn to think logically as they critically examine the phenomena of the past and the state of the world today.

World History & Geography: The primary purpose of this course is to examine the progression of human history to the Renaissance. Students will focus on the foundations of the modern era laid by the ancient Greeks and Romans, as well as the formation of the world's major religions. Learning will take place using a variety of methods. Methods include, but are not limited to, reading, writing, lecture, the Socratic method, simulations, listening exercises, and training in logic.

U.S. History & Geography I: This course traces issues of oppression and independence from colonization through the aftermath of the American War

of Independence. Students will explore the colonial interests that caused increasingly harsh treatment of Native American and enslaved Africans. Students will compare that philosophy with the ideas contained in the independence movements of that shaped the Constitution. Students will also trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g., through the writings of David Walker, Henry Highland Garnet, Martin Delaney, and Frederick Douglass, and the historical documents of Nat Turner and Denmark Vesey).

Introduction to Math: This course will improve student development of addition and subtraction and strategies for basic addition facts and related subtraction facts. Students will also develop an understanding of the base-ten numeration system and place-value concepts. Lastly, they will develop an increased understanding of whole number relationships including grouping in tens & ones for the purpose of mastering quick recall of addition and subtraction facts.

Introduction to English/Language Arts: This is an introductory course aligned to the DC Grade 6 Standards of Learning and the Common Core standards. It consists of an introduction to the study of language development, reading comprehensions, research, writing, and English language conventions. Units of study include a variety of genres such as personal narrative, essay, adventure/survival, folktale, fantasy, poetry, and informational text. Instruction and study involve individual tasks, daily reading and writing, working in pairs, cooperative group task, and whole group instruction.

Introduction to S.T.E.M. Literacy: In this course, students can become efficient readers when provided opportunities to read a variety of texts with appropriate scaffolding and instruction. During middle school, students become efficient readers of informational text and determine reading preferences. Moreover, students develop lifelong reading habits to use in their personal, professional, and civic lives.

Introduction to Technology: The purpose of this course is to provide students with the information and skills necessary to use the technological resources of $(MS)^2$ in a manner that yields success both academically and socially. The Introduction to Technology course will outline and review the policies and procedures as it relates to effective use of the technological resources of $(MS)^2$. In this course, students will be provided with the opportunity to develop a high level of proficiency in utilizing applications such as, but not limited to, PowerSchool, Studywiz, Microsoft Word, Microsoft PowerPoint, iPhoto, iMovie,

Summer Academy
ENRICHMENT PROGRAMS

DAILY SCHEDULE

8:30 am-9:00 am	Breakfast	11:00 am-11:30 am	SNACK BREAK
9:00 am-11:00 am	Session 1	11:30 am-1:00 pm	Session 2

CAMP SCHEDULE

CSI (Science) Camp
June 26 – July 5, 2013

Business Camp
July 8 – July 12, 2013

Broadcast Media
July 15 – July 19, 2013

Architecture Camp
July 22 – July 26, 2013

Summer Academy
POLICIES & PROCEDURES

ATTENDANCE:

Attendance will be taken within the first ten minutes of class, just as it is during the regular school year. Any student who misses more than 3 days during the course of the summer will not receive credit for the course. In the case of tardiness, three (3) tardies will equal one (1) absence.

TARDINESS TO CLASS:

Classes begin at 9:00 am, 10:05 am, 11:10 am, and 12:15 pm. Please refer to your student's individual schedule for his/her assigned arrival time. Students are tardy if they report after class has started. An excused tardy or absence is limited to a doctor's note or a letter from a parent stating a legitimate excuse. Letters from parents will be reviewed and determined legitimate at the discretion of the Director of Instruction. **It is critical to be on time.**

LEAVING THE BUILDING:

Students must check-in at the guard's desk upon arrival to Summer Academy. Students are **not** to leave the school building unless they are leaving the school grounds for the day. Please refer to your student's individual schedule for his/her assigned dismissal time. **Students must notify the Main Office before leaving the building.** Students must enter and exit the building using the 1st floor only.

STUDY & GUIDANCE:

Summer Academy courses cover a great deal of material in a short time. Consequently, students must study both during the school day and after school. Books are to be taken home each day. Lockers are not available. During the summer, guidance will be available for any student who needs assistance with classes.

GRADES:

Students enrolled in the Summer Academy Recovery Program will receive the same type of grades as given during the regular school year. Students who are enrolled in the Summer Academy Bridge and Enrichment programs will not receive credit towards their GPA, but may receive a grade of Pass or Fail, which will be noted on his/her transcript.

SPECIAL SERVICES:

Students requesting accommodations due to and IEP or 504 Plan should contact Ms. Leslie Finley, the school's Special Education Coordinator, for information or questions regarding Summer Academy services.

FINAL EXAMS:

PLEASE NOTE: Each course is expected to end with a culminating activity, be it a final exam or project. Students in the Recovery Program will take their final examination by July 24th. The last day of Summer Academy is July 26, 2013 and grades are due at the close of business on this day.

DRESS CODE:

Students in Summer Academy are expected to conduct themselves and to dress in the FULL UNIFORM, which includes the following: $(MS)^2$ monogram polo shirt, navy blue or khaki bottoms, a black belt, and shoes (**excludes** open toe, open heel, & high heel shoes).

ELECTRONIC DEVICES POLICY:

Please note that **no personal electronics can be used** during the hours of Summer Academy. Unlike the academic school year, students may have electronic devices on their person, **BUT they must be turned off.** Any student found in violation of this policy will have his/her electronic device confiscated. On the 1st offense, the device will be returned to a parent or guardian. On the 2nd offense, the confiscated electronic devices will not be returned until the last day of Summer Academy, July 26, 2013.

CITIZENSHIP & DISCIPLINE POLICY:

Students are in Summer Academy voluntarily or based on need. They are expected to maintain a wholesome attitude towards learning. We operate on a zero-tolerance policy that gives students minimum opportunities to misbehave (see Summer Academy Discipline Policy). Students who do not maintain good citizenship may be dismissed from school and receive a grade of "F".

Summer Academy Discipline Policy

1st Offense – Verbal redirection or reprimand. Teacher/Student Conference, and parental contact by phone by the teacher (documented using Summer Academy Referral)

2nd Offense – Temporary removal of student from classroom and parental contact by phone by Summer Academy Administrator (documented using Summer Academy Referral; conference with parent if necessary)

3rd Offense – Teacher/Parent/Administration Conference and removal of student from Summer Academy Program

Instructional Expectations

In all of our classrooms, you can expect:

- Technology-based instruction
- Collaborative learning
- Project-based & inquiry-based learning
- Standards-based instruction
- Data-driven instruction
- Evaluation of learners at regular intervals (quizzes & tests)

Uniform Policy Reminder

The uniform policy is strictly enforced each day. Any student deemed to be in violation of the uniform policy will be removed from class and will not be allowed to return until the correct uniform is brought for that student. Otherwise the student is dismissed for the day.

- $(MS)^2$ monogrammed polo shirt (navy or red)
- $(MS)^2$ monogrammed navy blue sweater
- Navy blue or khaki pants, shorts, or skirts
- A black belt (if the bottoms have belt loops)
- Shoes (**excludes** open toe, open heel, & high heels)
- Watches & stud earrings are the only permissible accessories

2013 Summer Academy Calendar

Monday, June 24	Summer Academy Recovery & Bridge Programs Begin
Wednesday, June 26	Summer Academy Enrichment Program Begins CSI Camp Begins
Thursday, July 4	Independence Day – SCHOOL CLOSED
Friday, July 5	CSI Camp Ends
Monday, July 8	Business Camp Begins
Friday, July 12	Business Camp Ends
Monday, July 15	Broadcast Media Begins
Friday, July 19	Broadcast Media Ends
Monday, July 22	Architecture Camp Begins
Wednesday, July 24	Summer Academy Recovery Program Final Exams
Friday, July 26	Summer Academy Ends Architecture Camp Ends

Howard University Middle School of Mathematics and Science

405 Howard Place
Washington, DC 20059

(202) 806-7725

Board Chair: Aprille Ericsson

Appendix 5: Intern Handbook 2012 - 2013

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

School Administration

Allison Artis, *Principal*
Yohance Maqubela, *Executive Director*
Tamara Cooper, *Director of Instruction*
Kenneth Caesar, *Dean of Students*
Delmar Williams, *Chief Technology Officer*
James Cole, *Data Analyst*
Kali Handon, *Director of Instructional Technology*
Lee Vason, *Director of Supplemental Programs*
Jennifer Crawford, *Associate Director of Supplemental Programs*
Leslie Boler, *Director of Human Resources*
Shirley Martin, *Office Manager*
Merline Moore Brown, *School Secretary*
Ricardo Perez, *Enrollment & Attendance Coordinator*
Tiffany Redford, *Administrative Liaison*

Board of Directors

Dr. Aprille Ericsson, *Chair*
Ms. Maybelle Taylor Bennett, *Vice Chair*
Mr. Frank K. Ross, *Treasurer*
Mr. Spencer H. Boyer, Esq.
Ms. Kimberly Worthy
Dr. Lorraine Fleming
Dr. Kerry-Ann Hamilton
Dr. Gerunda Hughes
Mr. Wendell L. Johns
Dr. Vinetta Jones
Ms. Barbara Laurie
Ms. Wendy Pace Lewis
Dr. Floretta McKenzie, *Director Emerita*
Dr. Hassan Minor, *Founder and Managing Director*
Mr. Diallo Sumbry
Dr. Cynthia Winston

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HOWARD UNIVERSITY

Middle School of Mathematics & Science

$(MS)^2$

2012-2013 Professional Internship Handbook

LETTER FROM ALLISON L. ARTIS, *PRINCIPAL*

Dear (MS)² Family,

Welcome to the Howard University Middle School of Mathematics and Science! (MS)² is a special place that strives to provide a safe, nurturing environment in which each child can flourish in our school community. The staff and I look forward to working with all of the interns towards this goal.

This handbook communicates many of the procedures and policies that are implemented at our school. We trust that the clarity about our programs, policies and procedures will assist you in serving our (MS)² families and teachers as we strive to make (MS)² an exciting place to learn. This handbook should be used as a reference when questions arise during the year. Please do not hesitate to contact us should you have questions or concerns.

The administration, faculty and staff members are dedicated to providing a rigorous, twenty-first century education that will promote excellence and academic integrity. I want to thank you for joining the (MS)² community! When all community members work together to create an environment that fosters academic excellence in conjunction with addressing social and emotional needs, each student can be successful.

Communication is key in this process and that is the prime reason for this handbook. It contains the kind of information that we think will prove valuable to you in helping us make the educational experience worthwhile and rewarding for each (MS)² student.

In the words of Dr. Neil deGrasse Tyson *E = MS² — Excellence equals Howard University Middle School of Mathematics and Science.* We invite you take to advantage of, as well as celebrate this opportunity for excellence with us during this academic year.

Educationally,

Allison L. Artis
Principal

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LETTER FROM LEE VASON, *DIRECTOR OF SUPPLEMENTAL PROGRAMS*

Greetings Interns,

Welcome all returning and incoming interns to the 2012-201 academic school year of the Howard University Middle School (Mathematics & Science, (MS)². As the Director of the *Departmer of Supplemental Programs (DOSP)*, my number one goal remair the same, lead by serving. Each year we go through countle hours of intern interviews to select the best that Howard Universi has to offer. We are very proud to say that all interns selecte have been chosen because they are qualified and ready to b the best! With that said, I know that each of you will com committed and prepared to make a positive impact on th students of (MS)².

From classroom support to lead instructors, interns help to nourl the vision of this department and the school's mission. (MS students benefit a great deal from your presence. They look up t you! So it is our expectation that you come with full intent to ac value to our organization by your commitment and dedication the program.

Furthermore, we expect you to maintain your obligation to Howa University by sustaining good academic standing. Past interns hav proven that academic success is achievable by using tim strategically. You have been selected because we believe th you will do what is necessary to uphold the name of Howard bo at the middle school and university level. We are glad to have yc on board and look forward to another great year!

Sincerely,

Lee Vason
Director of Supplemental Programs

WORKING AT THE (MS)²

Purpose of Internships in Academic Programs

The HU (MS)² Internship Program helps Howard University students obtain practical experience in their respective fields of study. Many employers are now looking for college graduates who have completed an internship.

Internship Application Process

All applicants for the internship program are required to complete a (MS)² Internship Application, which can be found and submitted online. Each applicant must attach the following with their completed application: web copy of Student Detail Schedule and a current Web Transcript. While applications are accepted throughout the school year, most interns are hired at the beginning of the Fall Semester.

What makes a professional?

As professionals, we must give our best to the educational system in which we work. We are the direct link to the success of our students. We must never be satisfied with anything less than excellence in what we do or what our students do. We have responsibilities to ourselves as well as to our students in the way we work and in the way we conduct ourselves. The following are traits we look for in our professionals:

- Maintain the highest moral character possible.
- Develop leadership and expect leadership from others.
- Respect for others.
- Promote high standards of conduct and academic achievement for all students.
- Respect the integrity and judgment of fellow workers.
- Demonstrate a commitment to continued learning and growth through professional improvement.
- Command quality work from themselves and our students.
- Respect and promote the values of education.

Strive to develop worthy habits, qualities of leadership, initiative, and good judgment. With these traits, each of us can be a better person, a better educator, and a better professional.

WORKING AT THE (MS)²
(continued)

Active Supervision

Interns must be observant at all times, whether in the classroom, cafeteria, auditorium, or outside the building. At no point should any Intern be observed sitting, talking/texting on cell phones, or socializing with another intern while they are supposed to be supervising students. **Students are always our priority.** Failure to adhere to this policy could result in a demerit.

Intern-Student Interaction

Although students and interns are close in age, it is very important that interns set clear boundaries. Interns should not have inappropriate conversations (please refer to the "Inappropriate Conversations" section) or physical contact with any students. If you are unclear of what may be deemed inappropriate, please see the Director or Associate Director of Supplemental Programs for clarification (also refer to your training manual).

Intern-Staff/Intern-Intern Interaction

All interaction between interns and other staff members should be kept on a professional level. Both staff and interns much remain aware that we work in a school environment & any inappropriate interactions consequently can impact our students. Any uncomfortable interactions must be reported to Human Resources.

Inappropriate Conversations

Conversations concerning topics unrelated to (MS)² could be deemed inappropriate. This includes, but is not limited to, conversations about sex, inappropriate weekend activities, and public discussions about another intern, teacher, or staff member. Interns who are approached by students attempting to initiate inappropriate conversation, must report that conversation to the school counselor and a DOSP administrator.

WORKPLACE EXPECTATIONS

ATTIRE:

All Interns are required to dress in business casual attire, including the (MS)² ID Badge. Below you will find a description of this policy with specifications in regards to gender.

The requirements for MALE attire are as follows: all attire should be neat and without wrinkles, all shirts must have a collar/neckline and sleeves (collars/necklines should be no lower than one (1) inch past the underarm), shirts must be tucked in at all times, bottoms must be worn above the waist, a belt must be worn if there are belt loops, and all footwear must cover the foot.

The requirements for FEMALE attire are as follows: all attire should be neat and without wrinkles, all shirts must have a collar/neckline (collars/necklines should be no lower than one (1) inch past the start of the underarm, must not show any cleavage and must cover at least fifty percent [50%] of each shoulder), shirts must be tucked in at all times, bottoms must be worn above the waist and come no higher than two (2) inches above the top of the knee, a belt must be worn if there are belt loops, and all footwear must cover the foot.

RESTRICTIONS on attire for both MALES and FEMALES include, but are not limited to, the following: shirts/tops exposing the upper body—with exception to arms—(i.e. maxi dresses, tube/halter/strapless/racerback tops, spaghetti strap shirts, or tops that show the midriff and/or cleavage), clothing with inappropriate language or graphics, clothing that is fitted to the skin/ill-fit (i.e. spandex/leggings), athletic wear (i.e. sweatpants, hoodies, sweatshirts, jerseys etc.), jean/denim bottoms, cargo shorts, Bermuda shorts, hats (with exceptions to those worn for religious purposes), do-rags, stocking or wave caps, slippers, flip flops, thongs sandals, crocs, and sneakers (with exception to Auxiliary and Physical Education Interns in regard to sneakers).

CASUAL FRIDAYS have been authorized by DOSP every Friday of the month, except the Friday of the Board of Directors Meeting. These Fridays ARE NOT considered Casual Fridays and Interns will be required to abide by the normal attire policy. Casual Friday attire must fall within the parameters of the policy in regards to overall body coverage, tightness, neatness, language & graphics, hats etc. Please refer to the 2012-2013 Friday Attire Schedule that was issued during training for the specific dates of Casual Fridays and Board of Directors Meetings. The (MS)² DOSP Administration reserves the right to continue, extend, revise or revoke this policy at its discretion.

WORKPLACE EXPECTATIONS
(continued)

ID BADGE POLICY:
All interns will be issued an official (MS)² ID Badge. The ID badge is required as part of the Attire Policy. It should be worn on the upper left chest with the issued DOSP badge holder. To receive the badge, one must sign the ID Badge Policy stating that all rules and requirements concerning the ID are understood. All lost/misplaced badges must be reported **IMMEDIATELY** (within 24-hours) to the Associate Director to be voided temporarily. The intern will have to pay for a replacement badge prior to the next pay period. Checks cannot be picked up without presenting the (MS)² ID badge. Failure to report a lost/misplaced ID badge will result in a demerit. Failure to wear ID badge will result in a demerit and/or the Intern being sent home. All ID badges must be returned at the end of employment to receive the last check.

WEEKLY MEETINGS:
All interns are REQUIRED to attend the DOSP All-Staff weekly meetings. These meetings will be held on Wednesdays at 4:45 pm in the auditorium.

Additionally, all Extended Enrichment Lead Instructors are REQUIRED to attend the Extended Enrichment biweekly meetings. These meetings will be held on Tuesdays at 4:35 pm, the location will be announced.

SERVICE REQUIREMENT:
The DOSP sponsors a variety of programs each year. To assist with these programs and to maintain DOSP's relationship with University departments, Interns are required to volunteer for five (5) hours each semester. Service opportunities will be posted on the DOSP website throughout the year and are available for sign at a first-come first-serve basis.

SCHOOL RULES:
Interns are responsible for enforcing all school rules (please see "Discipline Protocol" section). Please refer to a copy of the (MS)² Student and Family Handbook for a list of rules and infractions.

DISCIPLINE PROTOCOL/INCIDENT REPORTS:
Interns are not trained nor required to handle disciplinary issues. All discipline issues should first be reported to the student's teacher and/or floor level SST Member. All incidents and disciplinary issues, no matter how big or small, must be reported to the DOSP office using the appropriate referral/form.

INTERN CONDUCT ON-SITE AND OFF-SITE:
All Interns must remember that their behavior in and away from the school influences our students. Our students live in the Howard University community, so interns must be conscious of their conduct outside of the building. Inappropriate behavior and/or language observed and reported to the school can result in suspension or termination.

LUNCH:
The school provides lunch for the students daily. While there are times when there is extra food for the (MS)² staff and interns, NO ONE IS ENTITLED TO THE LUNCH. No intern should be eating lunch or making plates of food while on the clock. Failure to adhere to this policy will result in a demerit. Interns are expected to make provisions for their own lunch while on their lunch break. Interns who bring lunch, may eat it in the Teachers' Lounge during their scheduled lunch break.

***NOTE:** Interns are not allowed to retrieve lunch from the cafeteria for any faculty or staff member.*

ELECTRONICS/INTERNET POLICY:
Interns must not use electronics while on duty. **All electronics are to be powered off and out of sight.** Anyone caught using electronics (i.e. cell phones, iPods, etc.) for any reason will be given a demerit and asked to leave. Interns should not be on the Internet for any reason that does not pertain to (MS)². Anyone caught on sites such as Facebook, MySpace, Twitter, MediaTakeOut, or conducting personal business (i.e. checking email) will be given a demerit and will be in jeopardy of having hours reduced.

SOCIAL MEDIA:
DOSP requires that intern do not "friend" or "follow" students' profiles on social media websites. Doing so compromises the professional that is required in the Intern position. This is also for the protection and privacy of the intern.

PAYROLL PROCEDURES:
All interns are required to submit a timesheet at the end of each pay period (timesheets must be filled out in **black ink only**). The Intern Pay Schedule will be distributed during training. All payroll concerns must be submitted formally, **in writing**, to DOSP with a copy of the pay stub attached to the document. Requests for time verification, must also be submitted in writing to the Associate Director of Supplemental Programs 48-hours (two business days) in advance and require a donation of $2 per request. Donations must be received with the written request.

***NOTE:** In efforts to offer direct deposit, interns are paid on a two (2) week delay. However, this does not change the due date of timesheets.*

INTERN POLICIES & PROCEDURES

VIOLATING CONTRACTUAL OBLIGATIONS:

All interns are expected to abide by all rules and regulations set forth by (MS)² and DOSP. Failure to do so will result in demerits.

1st offense:	Verbal Warning (documented)	4th offense:	Probation
2nd offense:	Written Warning	5th offense:	Termination
3rd offense:	Conference w/a consequence*		

***NOTE:** During the conference, the intern may be assigned a consequence such as additional Community Service hours or a reduction in scheduled paid hours, depending on the infraction.*

ENTERING AND EXITING THE BUILDING:

All interns are required to use the front door when entering and exiting (MS)². Anyone using the side door (except in cases involving a Physical Education class or an emergency evacuation) will be referred to the Director of Supplemental Programs for reprimanding and a demerit for violating contractual obligations.

CLOCKING IN AND OUT:

All interns are required to clock in and out upon entering and exiting the building. The clock in procedure includes a thumb scan that will automatically record the time. There should be no point when an intern exits the building without clocking out. Not clocking in or out will result in being docked 0.25 hours. In the case where the thumb scan is malfunctioning, interns are required to record time on the Manual Clock-In/Out Form using the manual clock in system located in the front office. This form must be signed and turned into the DOSP Timesheet Drop Box immediately. Theses forms are considered void if the time is handwritten.

REPORTING TO WORK LATE:

All interns are expected to report to work at least five (5) minutes before their scheduled time. Anyone reporting to work five or more minutes late without submitting a 48-hour notice form will receive the following demerits and will be docked 0.25 hours:

1st offense: Verbal Warning	3rd offense: Conference/ Probation
2nd offense: Written Warning	4th offense: Termination

Two times calling out without giving 48-hour notice is equivalent to one demerit for reporting to work late.

Failure to report to work without giving any notice will also result in a demerit violating contractual obligations.

FORMS & DESCRIPTIONS

48-HOUR REQUEST FORM:*

This form is used to request days off, late arrival, or early departure from work. As stated by the title of the form it MUST be submitted at least 48-hours (2 business days) before the day(s) requested. As with any request, submission of this form does not mean that the request will be approved.

EXTRA HOURS REQUEST FORM:

This form is to be used to request to work extra hours. Undergraduate interns will not be allowed to work more than sixteen (12) hours a week. For those who are not scheduled to take advantage of the maximum hours, this form can be filled out to request extra hours during the University's breaks/holidays, such as Spring Break, Christmas Break, Reading Period, Final Exams, and at the end of the University school term in May.

SCHEDULE CHANGE REQUEST FORM:

At the end of the University's Fall Semester, interns will be required to submit this form reflecting their class schedule and availability for the Spring Semester. This form can also be used if the intern has to change his or her schedule during the semester (permanently or temporarily).

SEASONAL REQUEST FORM:

(MS)² operates on a schedule similar but not identical to Howard University's schedule. This form is to be used to inform DOSP of each intern's schedule with regards to holidays and Spring Break. Attached to this form should be transportation itineraries. Dates requested off during this time will not affect the number of requests off designated.

TIMESHEET:

This form is to be filled out at the end of each pay period. In-Class and Administrative Interns must have their teacher and/or immediate departmental supervisor sign it on the top right hand corner above the word "Timesheet", before it is paid out.

All request forms will be available online via the DOSP website (please see the Associate Director to get the URL to the website) and must be submitted by noon at least 48-hours (2 business days) in advance. The Director or Associate Director will approve or deny each request and interns will receive email notification of the request status.

Interns are hourly employees and all days off are unpaid.

Howard University Middle School of Mathematics and Science

405 Howard Place
Washington, DC 20059

(202) 806-7725

Board Chair: Aprille Ericsson

Appendix 6: Employee Handbook 2012

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

HOWARD UNIVERSITY

MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

$(MS)^2$

EMPLOYEE HANDBOOK

Updated as of September 2012

Welcome to the Howard University Middle School of Mathematics & Science!

Starting a new job is exciting, but at times can be overwhelming. This Employee Handbook has been developed to help you become acquainted with our school and answer many of your initial questions.

As an employee of the Howard University Middle School of Mathematics and Science, the importance of your contribution cannot be overstated. Our goal is to provide the finest-quality education to our students. By satisfying our students' and their parents' needs, we will establish and promote our school's reputation as a premier place of learning here in Washington, D.C., and throughout the country.

You are an important part of this process for your work directly influences our school's reputation.

We are glad you have joined us, and we hope you will find your work to be both challenging and rewarding.

Sincerely,

Yohance C. Maqubela
Executive Director

LETTER FROM THE PRINCIPAL

Dear Teachers and Staff,

Welcome to our school and to becoming a member of our faculty or staff. You are now part of a Community of Learners where every adult is a teacher. We therefore expect you to teach our students by all aspects of your behavior, starting with how you speak, dress, how you interact with your peers, and how well you perform your duties. We also expect that your methods will embody the philosophy that teaching does not end until learning had been demonstrated.

Further, we expect that as a member of our Community of Learners, you will be fastidious about your own learning and professional growth. The Administrators of the $(MS)^2$ are here to assist you become successful in all that you do. Let us work together to exceed the goals for which this school was established.

Sincerely,

Allison L. Artis
Principal

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A WORD ABOUT THIS HANDBOOK

This Employee Handbook contains information about the employment policies and practices of the $(MS)^2$. We expect each employee to read this Employee Handbook carefully, as it is a valuable reference for understanding your job and the school. The policies outlined in this Employee Handbook should be regarded as management guidelines only, which in a developing business will require changes from time to time. The school retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the employees and the $(MS)^2$. This Employee Handbook supersedes and replaces any and all prior Employee Handbooks and verbal or written policy statements. Except for the policy of at-will employment, which can only be changed by the Executive Director in writing, the school reserves the right to revise, delete and add to the provisions of this Employee Handbook. All such revisions, deletions or additions must be in writing and must be signed by the Head of School. No oral statements or representations can change the provisions of this Employee Handbook.

The provisions of this Employee Handbook are not intended to create contractual obligations with respect to any matters it covers. Nor is this Employee Handbook intended to create a contract guaranteeing that you will be employed for any specific time period.

OUR SCHOOL IS AN AT-WILL EMPLOYER. THIS MEANS THAT REGARDLESS OF ANY PROVISION IN THIS EMPLOYEE HANDBOOK, EITHER YOU OR THE SCHOOL MAY TERMINATE THE EMPLOYMENT RELATIONSHIP AT ANY TIME, FOR ANY REASON, WITH OR WITHOUT CAUSE OR NOTICE. NOTHING IN THIS EMPLOYEE HANDBOOK OR IN ANY DOCUMENT OR STATEMENT, WRITTEN OR ORAL, SHALL LIMIT THE RIGHT TO TERMINATE EMPLOYMENT-AT-WILL. NO OFFICER, EMPLOYEE

OR REPRESENTATIVE OF THE SCHOOL IS AUTHORIZED TO ENTER INTO AN AGREEMENT - EXPRESS OR IMPLIED - WITH ANY EMPLOYEE FOR EMPLOYMENT OTHER THAN AT-WILL UNLESS THOSE AGREEMENTS ARE IN A WRITTEN CONTRACT SIGNED BY THE HEAD OF THE SCHOOL.

This Employee Handbook refers to current benefit plans maintained by the school. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plans. Those documents are controlling.

BUILDING FOR THE FUTURE

As with any school, meeting our educational goals is an absolute necessity for establishing and maintaining successful outcomes. The future of the $(MS)^2$ depends on our ability to assure that our students learn. The most important element of this is with teamwork. Together we must meet the challenges we face on a daily basis.

In general, we have mentioned benefits, responsibilities and operations. We have saved the most crucial component of this business for last --You.

At all times, you represent the $(MS)^2$, and it is up to each one of you to take this responsibility seriously. Our school exists with your joint efforts. Don't underestimate your contribution to it. A great many people in the community have invested their time, money and faith in us and are part of that equation. The success of our students will determine how fast we grow, how many people we employ in the future, and the track record we establish. Working together well provides us with a bright future and with the most important commodity, a good reputation as a Middle School.

EQUAL EMPLOYMENT OPPORTUNITY

Our school is committed to equal employment opportunity. We will not discriminate against employees or applicants for employment on any legally-recognized basis including, but not limited to, veteran status.

In addition, actual or perceived race; color; religion; national origin; gender; pregnancy, childbirth or related medical conditions; age; marital status; personal appearance; sexual orientation; family responsibilities and disability are protected classes in the District of Columbia.

You may discuss equal employment opportunity related questions with a member of the human resources staff or any other member of the school's administration.

A WORD ABOUT OUR EMPLOYEE RELATIONS PHILOSOPHY

We are committed to providing the best possible climate for maximum development and goal achievement for all employees. Our practice is to treat each employee as an individual. We seek to develop a spirit of teamwork; individuals working together to attain a common goal. We are members of a Community of Learners.

In order to maintain an atmosphere where we may accomplish our goals, we provide a comfortable and progressive workplace. Most importantly, we have a workplace where communication is open and problems can be discussed and resolved in a mutually respectful atmosphere. We take into account individual circumstances and the individual employee.

We firmly believe that with direct communication, we can continue to resolve any difficulties that may arise and develop a mutually beneficial relationship.

NON-HARASSMENT

We prohibit harassment of one employee by another employee, supervisor or third party for any reason including, but not limited to, veteran status. Harassment of third parties by our employees is also prohibited.

In addition, actual or perceived race; color; religion; national origin; gender; pregnancy, childbirth or related medical conditions; age; marital status; personal appearance; sexual orientation; family responsibilities and disability are protected classes in the District of Columbia.

The purpose of this policy is not to regulate the personal morality of employees. It is to assure that in the workplace, no employee harasses another for any reason.

While it is not easy to define precisely what harassment is, it includes: slurs, epithets, threats, derogatory comments or visual depictions, unwelcome jokes and teasing.

Any employee who believes she/he has been harassed should report the situation immediately to their supervisor or the Director of Human Resources. If an employee prefers not to discuss the matter with these individuals, she/he may go directly to any other member of management.

The school will investigate all such reports as confidentially as possible. Adverse action will not be taken against an employee because he or she, in good faith, reports or participates in the investigation of a violation of this policy. Violations of this policy are not permitted and may result in disciplinary action, up to and including dismissal.

SEXUAL HARASSMENT

Sexual harassment is against the policies of the $(MS)^2$ and is unlawful under state and federal law.

We firmly prohibit sexual harassment of any employee, student, parent/guardian, or any other member of the $(MS)^2$ community by an employee, supervisor or third party. Harassment of third parties by our employees is also prohibited. The purpose of this policy is not to regulate the morality of employees. It is to assure that in the workplace, no employee is subject to sexual harassment. While it is not easy to define precisely what sexual harassment is, it may include: unwelcome sexual advances, requests for sexual favors and/or verbal or physical conduct of a sexual nature including, but not limited to: sexually-related drawings, pictures, jokes, teasing, uninvited touching or other sexually-related comments.

Sexual harassment of an employee will not be tolerated. Violations of this policy may result in disciplinary action, up to and including dismissal. There will be no adverse action taken against employees who, in good faith, report violations of this policy or participate in the investigation of such violations.

Any employee who feels that she/he is a victim of sexual harassment should immediately report such actions in accordance with the following procedure. All complaints will be promptly and thoroughly investigated as confidentially as possible.

1. Any employee who believes she/he has been sexually harassed or retaliated against for complaining of sexual harassment, should report the situation immediately to either the Head of School (who has been designated to receive such complaints), or to a member of the Human

Resources staff or any other member of $(MS)^2$ administration.

2. The school will investigate every reported incident immediately. Any employee, supervisor or agent of the school who has been found to have violated this policy may be subject to appropriate disciplinary action, up to and including immediate dismissal.

3. The school will conduct all investigations in a discreet manner. The school recognizes that every investigation requires a determination based on all the facts in the matter. We also recognize the serious impact a false accusation can have. We trust that employees will continue to act responsibly.

4. The reporting employee and any employee participating in any investigation under this policy have the school's assurance that no reprisals will be taken as a result of a sexual harassment complaint. It is our policy to encourage discussion of the matter, to help protect others from being subjected to similar inappropriate behavior.

CATEGORIES OF EMPLOYMENT

FULL-TIME EMPLOYEES regularly work at least a 30-hour workweek.

PART-TIME, REGULAR EMPLOYEES work 10 or more hours each week.

PER DIEM EMPLOYEES do not work regularly scheduled hours, but are called in to work on an as-needed basis.

In addition to the preceding, employees are also categorized as "exempt" or "non-exempt."

NON-EXEMPT EMPLOYEES are entitled to overtime pay as required by applicable federal and state law.

EXEMPT EMPLOYEES - Pursuant to applicable federal and state laws, exempt employees are not entitled to overtime pay, and are not subject to certain deductions to their weekly salary under the school's policies.

Upon hire, your supervisor will notify you of your employment classification.

ANNIVERSARY DATE

The first day you report to work will be recorded in school records as your anniversary date. This date may be used to calculate many different benefits for $(MS)^2$ employees. If you have any questions regarding your anniversary date, please see your supervisor.

DRIVER'S LICENSE/DRIVING RECORD

Employees in positions where the operation of a motor vehicle is an essential duty of the position must present and maintain a valid driver's license and acceptable driving record to our insurer. Changes in your driving record must be reported to your supervisor immediately. Violations of this policy may result in immediate termination of your employment.

NEW EMPLOYEE ORIENTATION

Upon joining the $(MS)^2$, you were given this copy of our Employee Handbook. After reading this Employee Handbook please sign the receipt page and return it to your supervisor. You will be asked to complete personnel, payroll and benefit forms.

If you lose your Employee Handbook or if it becomes damaged in any way, please notify your supervisor as soon as possible to obtain a replacement copy.

Your supervisor is responsible for the operations of your department. She/he is a good source of information about the $(MS)^2$ and your job.

IMMIGRATION REFORM AND CONTROL ACT

In compliance with the federal Immigration Reform and Control Act of 1986 (IRCA), as amended, our school is committed to employing only individuals who are authorized to work in the United States.

Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility.

If an employee is authorized to work in this country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the $(MS)^2$.

YOUR HUMAN RESOURCES DEPARTMENT

The Human Resources department acts as an information center for both employees and management. This department plays an important part in formulating and interpreting $(MS)^2$'s policies and offers help with a variety of problems and matters that concern employees and management. Human resources staff members are available to discuss subjects such as employment/ recruitment, benefits, employee records, safety and disciplinary problems.

The human resources department is open Monday through Friday, 9:00 a.m. to 5:00 p.m. Appointments may be arranged for other times.

You are encouraged to contribute suggestions and/or questions so the staff may be more responsive to your needs.

TALK TO US

We encourage you to bring your questions, suggestions and complaints to our attention. We will carefully consider each of these in our continuing effort to improve operations.

If you feel you have a problem, present the situation to your immediate supervisor or the Principal. In the event that such action is not an option, then please present the matter to the Director of Human Resources so that the problem can be settled by examination and discussion of the facts. We hope that the Director of Human Resources is able to satisfactorily resolve most matters.

If you still have questions after meeting with the Director of Human Resources or if you would like further clarification on the matter, request a meeting with the Executive Director, who will review the issues and meet with you to discuss possible solutions.

Your suggestions and comments on any subject are important, and we encourage you to take every opportunity to discuss them with us. Your job will not be adversely affected in any way because you choose to use this procedure.

YOUR PAY AND PROGRESS

RECORDING YOUR TIME

All employees must record their hours on time sheets and give them to your supervisor by 12:00 p.m. on the 1st and the 16th of each month, unless otherwise directed.

All employees are required to accurately record all time worked on their time sheet, and then sign this time sheet to affirm that the information submitted is correct. Upon receiving time sheets supervisors must review them for accuracy and then sign them as well with their certification prior to submitting them to the Director of Human Services

The above-mentioned time sheets and procedure (including the employee and supervisor certifications) will apply to any grant programs, public or private, that require the documentation of time and effort, on behalf of employees that are paid in full or in part by such grant, unless the specific grant mandates a different time and effort reporting mechanism.

For payroll purposes, the workweek starts on Sunday and ends on Saturday.

PAYDAY

You will be paid semimonthly on the 18th of the month and the 3rd of the month for the periods which have ended on the 15th of the month and the last day of the preceding month.

If our payday falls on a Saturday or a Sunday, you normally will be paid on Friday.

You may pick up your paycheck after 1:00 p.m. from the business office.

Please review your paycheck for errors. If you find a mistake, report it to your supervisor immediately. Your supervisor will assist you in taking the steps necessary to correct the error.

PAYCHECK DEDUCTIONS

The $(MS)^2$ is required by law to make certain deductions from your paycheck each pay period. Such deductions typically include federal and state taxes and Social Security (FICA) taxes. Depending on the state in which you are employed and the benefits you choose, there may be additional deductions. All deductions and the amount of the deductions are listed on your pay stub. These deductions are totaled each year for you on your Form W-2, Wage and Tax Statement.

It is the policy of the $(MS)^2$ that exempt (salaried) employees' pay will not be "docked," or subject to deductions, in violation of salary pay rules issued by the United States Department of Labor and any corresponding rules issued by the state government, as applicable; however, the school may make deductions from employees' salaries in a way that is permitted under federal and state wage and hour rules. Employees will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law.

Thus, exempt employees may be subject to the following salary deductions, except where prohibited by state law, but only for the following reasons:

- Absences of one or more full days for personal reasons, other than sickness or disability;
- Absences of one or more full days due to sickness or disability, if there is a plan, policy, or practice providing replacement compensation for such absences;
- Absences of one or more full days before eligibility under such a plan, policy, or practice or after replacement compensation for such absences has been exhausted;
- Suspensions for violations of safety rules of major significance;

- Suspensions of one or more full days for violations of workplace conduct rules, such as rules against sexual harassment and workplace violence;
- Payment of actual time worked in the first and last weeks of employment, resulting in a proportional rate of an employee's full salary;
- Any unpaid leave taken under the Family and Medical Leave Act;
- Negative paid-time-off balances, in whole-day increments only; or
- Loss or damage of school-owned property or equipment.

If questions or concerns about any pay deductions arise, employees may discuss and resolve them with the Human Resources Department.

GARNISHMENT/CHILD SUPPORT

When an employee's wages are garnished by a court order, the $(MS)^2$ is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. The $(MS)^2$ will, however, honor federal and state guidelines which protect a certain amount of an employee's income from being subject to garnishment.

DIRECT DEPOSIT

You have the option of receiving your pay in a payroll check or having your pay deposited into your bank account through our direct deposit program.

PERFORMANCE REVIEWS

Your performance is important to the $(MS)^2$. At least once a year, your supervisor will review your job progress within the $(MS)^2$ and help you to set new job performance plans.

Our performance review program provides the basis for better understanding between you and your supervisor, with respect to your job performance, potential and development within the school.

PAY RAISES

Depending upon your performance and our school's profitability, adjustments in your pay may be made when there has been an improvement in or sustainment of an already good performance during the review period.

JOB DESCRIPTIONS

The $(MS)^2$ maintains a job description for each position in the school. The job description outlines the duties and/or responsibilities of the position. When the duties and the responsibilities of a position change, the job description is revised to reflect those changes. If you have any questions or wish to obtain a copy of your position's job description, please see your supervisor.

OVERTIME

There may be times when you will need to work overtime so that we may meet the needs of our students. Although you will be given advance notice when feasible, this is not always possible. All employees must have all overtime approved in advance by their supervisor.

Non-exempt employees will be paid at a rate of time and one-half their regular hourly rate for hours worked in excess of 40 hours in a workweek, unless state law provides otherwise.

Holidays, PTO, sick days, jury duty and military leave count as days worked when computing weekly overtime.

If you have any questions concerning overtime pay, check with your supervisor.

TIME AWAY FROM WORK AND OTHER BENEFITS

EMPLOYEE BENEFITS

Our school has developed a comprehensive set of employee benefit programs to supplement our employees' regular wages. Our benefits represent a hidden value of additional income to our employees.

This Employee Handbook describes the current benefit plans maintained by the school. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling.

The $(MS)^2$ reserves the right to modify its benefits at any time. We will keep you informed of any changes.

HOLIDAYS

The $(MS)^2$ normally observes the following holidays during the year:

New Year's Day
Martin Luther King, Jr. Day
Presidents' Day
Memorial Day
Independence Day
Labor Day
Thanksgiving Day
The Day after Thanksgiving
Christmas Day

In addition to the above holidays, 12-month employees receive one floating holiday that may be taken at their discretion with approval from management.

If one of the above holidays falls on Saturday, it normally is observed on the preceding Friday. If one falls on Sunday, it normally is observed on the following Monday.

Full-time and part-time, regular employees receive a paid holiday only if the holiday falls on a day they are normally scheduled to work.

Full-time and part-time, regular employees are eligible for paid holidays immediately upon hire.

Exempt employees will receive holiday pay in compliance with state and federal wage and hour laws.

Part-time, regular employees are eligible for holiday pay in proportion to the number of hours they normally are scheduled to work.

Non-exempt employees must work their scheduled work day before and after the holiday in order to be paid for the holiday, unless they are absent with prior permission from their supervisor. Upon termination, eligible employees are not paid for earned but unused floating holidays.

PAID TIME OFF (PTO)

All 12 month full-time and part-time, regular employees are eligible for paid time off (PTO).

PTO is calculated according to your anniversary date as follows:

> Immediately upon hire, you will begin to earn 1.25 days of PTO each month, up to a maximum of 15 days of PTO annually.
>
> After 6 full anniversary years, you will begin to earn 1.66 days of PTO each month, up to a maximum of 20 days of PTO annually.
>
> After 10 full anniversary years, you will begin to earn 2.08 days of PTO each month, up to a maximum of 25 days of PTO annually.

Part-time, regular employees receive PTO in proportion to the number hours they are normally scheduled to work.

Exempt employees will receive sick pay in compliance with state and federal wage and hour laws.

Submit PTO requests in writing at least four weeks in advance to your supervisor. When possible, PTO requests are granted, taking into account operating requirements. Length of employment may determine priority in scheduling PTO.

PTO can be used as vacation time, sick time or to take care of personal matters.

You may use accrued PTO to care for a child who is sick.

Pay is not granted in lieu of taking the actual time off. However, PTO can be carried over to the following year, up to a maximum of 32 days with special management approval.

Upon termination, eligible employees will be paid for accrued but unused PTO.

SICK DAYS

Full-time and part-time, regular employees are eligible for paid sick days each year.

10 Month Employees
Ten month employees are eligible, immediately upon hire, for 10 paid sick days each year, accrued at one day per month.

12 Month Employees
Twelve month employees are eligible, immediately upon hire, for 12 paid sick days each year, accrued at one day per month.

Sick days are calculated according to your anniversary date.

Part-time, regular employees are eligible for sick days in proportion to the number of hours they normally would be scheduled to work.

Exempt employees will receive sick pay in compliance with state and federal wage and hour laws.

You may use accrued sick time to care for a child who is sick.

Employees are not paid for any unused sick days. However, if you do not use your sick days during the year, you can carry them into the following year.

Employees are not paid for earned but unused sick days upon termination.

JURY DUTY

Full-time and part-time, regular employees summoned for jury duty are paid the difference between their normal rate of pay and the jury duty pay for up to five days. Thereafter the leave is unpaid. All other employees are granted an unpaid leave in order to serve.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Make arrangements with your supervisor as soon as you receive your summons.

We expect you to return to your job if you are excused from jury duty during your regular working hours.

VOTING LEAVE

The $(MS)^2$ believes that every employee should have the opportunity to vote in any state or federal election, general primary or special primary. Any employee whose work schedule does not provide him/her with four hours to vote while polls are open will be granted up to four hours of excused time in order to vote.

Notify your supervisor of the need for voting leave as soon as possible.

MILITARY LEAVE

Employees who are required to fulfill military obligations in any branch of the Armed Forces of the United States or in state military service will be given the necessary time off and reinstated in accordance with federal and state law.

The time off will be unpaid, except where state law dictates otherwise. Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Accrued PTO may be used for this leave if the employee chooses. Military orders should be presented to the Director of Human Resources and arrangements for leave made as early as possible before a departure. Employees are required to give advance notice of their service obligations to the school unless military necessity makes this impossible. You must notify the Director of Human Resources of your intent to return to employment based on requirements of the law. Your benefits may continue to accrue during the period of leave in accordance with state and federal law.

Additional information regarding military leaves may be obtained from the Director of Human Resources.

WITNESS LEAVE

Employees are given the necessary time off without pay to attend or participate in a court proceeding in accordance with state law. We ask that you notify your supervisor of the need to take witness leave as far in advance as is possible.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

SCHOOL VISITATION

Employees who are parents, guardians or acting in place of the parents of a school-aged child are allowed up to 24 hours of leave without pay during any 12-month period to attend their child's school conference, classroom activity or other school-related event. In addition, employees are entitled to a paid day of leave each year on April 16th in celebration of the District of Columbia Emancipation Day. You must provide a written request for the leave at least ten calendar days prior to the event, unless the need to attend the school-related event cannot be reasonably foreseen.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

EDUCATION LEAVE

All full-time employees who have completed three years of employment are eligible for an unpaid leave of absence to attend college full-time. Education leaves may not exceed one year during which time no benefits will accrue.

Your application for an education leave of absence must be made and approved by the Director of Human Resources prior to registration.

We will make reasonable efforts to return you to the same or similar position you held prior to the leave, unless business conditions dictate otherwise. For more information about an education leave of absence, please ask the Director of Human Resources.

LEAVE OF ABSENCE

Under special circumstances, full-time and part-time, regular employees who have completed one year of employment may be granted a leave of absence without pay. The granting of this type of leave is normally for compelling reasons and is dependent upon the written approval of the Principal or Executive Director (as appropriate).

Leaves may not exceed one month during which time no benefits will accrue. Leaves of absence are granted only after earned PTO is exhausted.

We will continue to provide medical insurance, dental insurance and vision insurance coverage for employees on an authorized leave of absence, up to a maximum of one month. During this time you will be responsible for paying your portion of the monthly premium(s).

We will make reasonable efforts to return you to the same or similar job you held prior to the leave of absence, subject to our staffing and business requirements.

MEDICAL INSURANCE

Eligible full-time and part-time, regular employees may enroll in a single, a single plus one dependent or a family contract immediately upon hire.

Information and enrollment forms may be obtained from the Director of Human Resources.

To assist you with the cost of this insurance, our school pays a portion of a single, a single plus one dependent or a family contract. You are responsible for paying the balance through payroll deduction.

Participating employees are also covered under our medical insurance plan's prescription drug program.

A booklet containing the details of the plan and eligibility requirements may be obtained from the Director of Human Resources.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon termination you may be entitled to continuation or conversion of the group medical insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information contact the Director of Human Resources.

DENTAL INSURANCE

Eligible full-time and part-time, regular employees may enroll in a single, a single plus one dependent or a family contract immediately upon hire.

Information and enrollment forms may be obtained from the Director of Human Resources.

Our school pays the full cost of a single, a single plus one dependent or a family contract.

A booklet containing the details of the plan and the eligibility requirements may be obtained from the Director of Human Resources.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon termination you may be entitled to continuation or conversion of the group dental insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information contact the Director of Human Resources.

VISION CARE PLAN

Eligible full-time and part-time, regular employees may enroll in this plan immediately upon hire.

Our school pays the full cost of a single, a single plus one dependent or a family contract.

Complete details of this plan may be obtained from the Director of Human Resources.

Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling.

Upon termination you may be entitled to continuation or conversion of the group vision care plan in accordance with the terms of the policy and/or applicable state and federal law. For more information contact the Director of Human Resources

LIFE INSURANCE

Eligible full-time and part-time, regular employees may enroll in this plan immediately upon hire.

You must complete an insurance form and designate your beneficiary.

The cost of this insurance is fully paid by the $(MS)^2$

Participating employees may also be covered under the plan's Accidental Death and Dismemberment rider.

You also have the option of purchasing additional insurance through our group plan.

Complete details of this plan may be obtained from the Director of Human Resources.

DISABILITY LEAVE

Full-time and part-time, regular employees are eligible for an unpaid disability leave after completing one year of employment. Disability leave due to non-occupational illness, injury or pregnancy-related disability is not to exceed one month.

Employees requesting leave must provide written notice of the disability, including a doctor's certificate stating the nature of the disability and the expected date of return to work.

We will continue to provide medical insurance, dental insurance and vision care insurance coverage to employees on authorized disability for one month. During this time you will be responsible for paying your portion of the monthly premiums. When the above period expires, you may continue your medical insurance, dental insurance and vision care insurance coverage by making arrangements with the Director of Human Resources to pay the entire monthly premium in advance each month.

When you are able to return to work, the $(MS)^2$ requires you to give us at least one week's advance written notice. A doctor's certificate stating that you are medically able to return to your normal duties must be included.

You will be returned to the same or similar position you held prior to the disability leave, subject to our staffing requirements. Your continued absence from work beyond your disability, as determined by your physician, will be deemed a voluntary termination of your employment.

This leave may run concurrently with any other leave where permitted by state and federal law.

PARENTAL LEAVE

Full-time and part-time, regular employees, immediately upon hire, may be granted a leave of absence without pay upon the birth of a child or adoption of a child consistent with our business needs. Such leave must begin within one week of the birth of the child and/or placement of a child for adoption.

A parental leave may not exceed eight weeks in a 12-month period. Employees will be required to substitute their accrued PTO or sick days for all or part of their parental leave. In addition, benefits, such as paid time off and holidays, will not accrue while employees are on a parental leave.

Employees seeking parental leave must provide a minimum of 30 days advance notice of their intent to take parental leave and the anticipated date of their return. Employees may not accept other employment or apply for unemployment insurance while on parental leave. Acceptance of other employment while on leave will be treated as a voluntary resignation from employment.

A reasonable effort will be made to return you to the same or a similar position upon your return from leave subject to our staffing requirements.

This leave shall run concurrently with any other leave where permitted by state and federal law.

SOCIAL SECURITY

During your employment, you and the $(MS)^2$ will both contribute funds to the federal government to support the Social Security Program. This program is intended to provide you with retirement benefit payments and medical coverage once you reach retirement age.

UNEMPLOYMENT INSURANCE

Upon separation from employment, you may be entitled to state and federal unemployment insurance benefits. Information about unemployment insurance can be obtained from the Director of Human Resources.

WORKERS' COMPENSATION

On-the-job injuries are covered by our Workers' Compensation insurance policy. This insurance is provided at no cost to you. If you are injured on the job, no matter how slightly, report the incident immediately to the Director of Human Resources. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim. We ask for your assistance in alerting management to any condition which could lead or contribute to an employee accident. Additionally, management will attempt to provide a reasonable accommodation which is medically necessary, feasible and does not impose an undue hardship on the $(MS)^2$ as prescribed by applicable federal, state or local law.

401(k) QUALIFIED RETIREMENT PLAN

The $(MS)^2$ provides eligible employees with a 401(k) Qualified Retirement plan which is an excellent means of long-term savings for your retirement. The school's contribution, if any, is determined by the school on an annual basis. For Fiscal Year 2010 (July 1, 2010-June 30, 2011), the school's contribution is up to a six (6) percent match, with this match vesting 100% on the employee's third employment anniversary date with the school. Prior to this date, there is no partial vesting.

You can obtain a copy of the Summary Plan Description which contains the details of the plan including eligibility and benefit provisions from the Director of Human Resources. In the event of any conflict in the description of the plan, the official plan documents, which are available for your review, shall govern. If you have any questions regarding this plan, see the plan administrator.

PARKING

The $(MS)^2$ does not own vehicle parking spaces nor pay for parking for its employees. Through a relationship with Howard University, a certain number of the University's parking spaces are made available to the school for its employees. These spaces are given on a first-come-first-serve basis. Employees who receive such a space are responsible for paying the total cost imposed by the University. After all spaces have been allocated, employees still in need of parking are placed on a waiting list in the order in which their request was received. All requests should be directed to the Business Office.

Further, anyone found to be parking in a Howard University parking space or lot without authorization can have their assigned parking pass revoked or be removed from the parking waiting list.

ON THE JOB

CONDUCT AT STUDENT'S HOME

The opinions and attitudes that students have toward the $(MS)^2$ may be determined for a long period of time by the actions of one employee. It is sometimes easy to take a student for granted, but if we do, we run the risk of losing not only that student but his or her associates, friends or family who may also be students or prospective students.

The nature of the $(MS)^2$ as a school may require that employees perform work connected with a student's assignment at the student's home. Note, all trips to a student's home must be approved in advance by the Principal. The importance of professional conduct when working in a student's home cannot be over-emphasized. Professional conduct is a broad term that is open to many interpretations. The following are guidelines for appropriate conduct when working at a student's home:

- Internal affairs may not be discussed with students.

- There must be no discussion about the shortcomings or idiosyncrasies of students' peers.

- You must avoid conversation involving student matters in all public places.

- School employees may not solicit charitable donations from students and their parents.

Each employee must be sensitive to the importance of providing courteous treatment in all working relationships.

CONFIDENTIALITY OF STUDENT INFORMATION

Our professional ethics require that each employee maintain the highest degree of confidentiality when handling student matters.

In order to maintain this professional confidence, no employee shall disclose student information to outsiders, including other students or third parties and members of one's own family. All outside requests for student information, including those from members of the law enforcement community, must be directed to the Dean of Students, as these are the only two offices authorized to discuss student information with external entities.

Questions concerning student confidentiality may be addressed with the Executive Director.

DISCUSSIONS WITH STUDENTS AND PARENTS

When working on an assignment in a student's home, you may be asked to offer specific suggestions or comments regarding his/her studies.

Prior to discussing any suggestions with a student and parents, your recommendations must first be approved by the Dean of Students and/or the Principal.

If at anytime you as a staff member wish to communicate or interact with a student or any member of a student's family outside of work hours and/or outside of the work place, you must notify the Principal in advance. Further, in the event that your employment with $(MS)^2$ is terminated, you must inform any students

or members of their family that you continue to interact of your changed employment status.

DEVIATIONS IN STUDENT RECORDS

Occasionally, you may find what appears to be an obvious clerical or mathematical error in students' records. Mistakes of this nature should tactfully be mentioned to the appropriate person. When discussing such an error, be certain of the mistake, be careful with whom it is discussed and most importantly, be diplomatic in handling the misunderstanding. Should you have any questions or concerns about how to handle this situation, you are directed to seek clarification from the Dean of Students.

During your career, you may discover or suspect evidence of irregular practice on the part of the student. If such an event occurs, you must immediately bring the information to the attention of the Dean of Students. Under no circumstances should you discuss the matter with the student.

ATTENDANCE AND PUNCTUALITY

Attendance and punctuality are important factors for your success within our school. We work as a team and this requires that each person be in the right place at the right time.

If you are going to be late for work or absent, notify your supervisor as far in advance as is feasible under the circumstances, but no later than one hour before the start of the workday.

Personal issues requiring time away from your work, such as doctor's appointments or other matters, should be scheduled during your non-working hours if possible.

If you are absent for three days without notifying the school, it is assumed that you have voluntarily abandoned your position with the school, and you will be removed from the payroll.

WORKWEEK

Because of the nature of our business, your work schedule may vary depending on your job. Our normal business hours are **7:30 a.m. to 4:30 p.m.**, Monday through Friday. Check with your supervisor if you have questions about your hours of work.

MEAL TIME

A 45-minute, unpaid meal break should be taken each day. Your supervisor is responsible for approving the scheduling of this time.

STANDARDS OF CONDUCT

Each employee has an obligation to observe and follow the school's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of a department, corrective disciplinary measures will be taken.

Disciplinary action may include a verbal warning, written warning, suspension with or without pay, and/or discharge. The appropriate disciplinary action imposed will be determined by the school. The school does not guarantee that one form of action will necessarily precede another.

The following may result in disciplinary action, up to and including discharge: violation of the school's policies or safety rules; insubordination; unauthorized or illegal possession, use or sale, or being under the influence of alcohol or controlled substances on work premises or during working hours, while engaged in school activities or in school vehicles; unauthorized possession, use or sale of weapons, firearms or explosives on work premises; theft or dishonesty; physical harassment; sexual harassment; disrespect toward fellow employees, students, parents/guardians, other members of the $(MS)^2$ community, visitors or other members of the public; performing outside work or use of school property, equipment or facilities in connection with outside work while on school time; being convicted of any crime (misdemeanor or felony), fighting and/or arguing in public work spaces; being involved in the spread of “gossip” related to the workplace, or the unauthorized sharing of confidential work-related information poor attendance or poor performance; and professional dishonesty.

These examples are not all inclusive. We emphasize that discharge decisions will be based on an assessment of all relevant factors.

Nothing in this policy is designed to modify our employment-at-will policy.

ACCESS TO PERSONNEL FILES

Upon written request, you may inspect your own personnel file once each year. Inspections will be held on school premises in the presence of a school official. Contact the Director of Human Resources to arrange a time to view these records. You will be permitted to review records related to your qualification for employment, compensation and disciplinary action. You are not permitted access to any letter of reference maintained by the school. If you disagree with the accuracy of any statement in the records and no correction can be agreed upon, you may submit an explanatory statement, which will be attached to the records.

COMPUTER SOFTWARE LICENSING

The $(MS)^2$ has purchased or will license the use of various computer software programs. Neither the $(MS)^2$ nor any of its employees has the right to illegally duplicate any of the computer software or its related documentation. Unauthorized duplication of computer software is a federal offense, punishable by up to a $250,000 fine and up to five years in jail.

The $(MS)^2$ does not condone the illegal duplication of software. You must use the software in accordance with the license agreement. This policy applies not only to individual desktop computers and laptops but to local area networks as well.

Employees learning of any misuse of software or related documentation within the school shall notify a member of management. Employees who reproduce, acquire or use unauthorized copies of computer software will be subject to discipline, up to and including discharge.

STUDENT AND PUBLIC RELATIONS

The positive reputation of the $(MS)^2$ was built on excellent service and quality work. Maintenance of this reputation will require the active participation of every employee.

The opinions and attitudes that students have toward the $(MS)^2$ may be determined for a long period of time by the actions of one employee. It is sometimes easy to take a student for granted, but if we do we run the risk of losing that student and other members of his/her extended community.

As a school employee at any level, it is very likely that from time to time you will earn the trust of several of our students and their families. In this role, you may become privy to specific information that directly affects the health and/or personal safety of a student(s). Thus, take special note of the fact that as a school employee, you are defined as a mandatory reporter, and are thus required by law (D.C. Code § 4-132.02) to report all known or suspected cases, or potential occurrences of mental or physical abuse or neglect of children.

Each employee must be sensitive to the importance of providing courteous treatment in all working relationships.

SOLICITATION AND DISTRIBUTION

In order to avoid unnecessary annoyances and work interruptions, solicitation by an employee of another employee is prohibited while either person is on working time.

Employee distribution of literature, including handbills, in work areas is prohibited at all times.

Trespassing, soliciting or distribution of literature by non-employees on these premises is prohibited at all times.

CHANGES IN PERSONAL DATA

To aid you and/or your family in matters of personal emergency, we need to maintain up-to-date information.

Changes in name, address, telephone number, marital status, number of dependents or changes in next of kin and/or beneficiaries should be promptly given to the Director of Human Resources.

PROTECTING SCHOOL INFORMATION

Protecting our school's information is the responsibility of every employee, and we all share a common interest in making sure it is not improperly or accidentally disclosed. Do not discuss the school's confidential business with anyone who does not work for us.

All telephone calls regarding a current or former employee's position/compensation with our school must be forwarded to the Director of Human Resources.

The school's address shall not be used for the receipt of personal mail.

CONFLICT OF INTEREST/CODE OF ETHICS

The $(MS)^2$ will maintain a reputation for integrity. It will be viewed as its most valuable asset. The conduct of all its employees will directly contribute to maintenance of this reputation. Therefore, employees must never use their positions with the school, or any of its students, for private gain, to advance personal interests or to obtain favors or benefits for themselves, members of their families or any other individuals, corporations or business entities.

The $(MS)^2$ adheres to the highest legal and ethical standards applicable. All matters will be conducted in the strict observance of both the letter and spirit of all applicable laws and the integrity of each employee..

Employees of the $(MS)^2$ shall conduct their personal affairs in such a fashion that their duties and responsibilities to the school are not jeopardized and/or legal questions do not arise with respect to their association or work with the $(MS)^2$.

CARE OF EQUIPMENT

You are expected to demonstrate proper care when using property and equipment belonging to the $(MS)^2$. No property may be removed from the premises without the proper authorization of management. If you lose, break or damage any property, report it to your supervisor at once. The use of all such property or equipment is strictly limited to business purposes, and any unlawful activity is prohibited.

SCHOOL VEHICLES

Operators of vehicles belonging to the $(MS)^2$ are responsible for the safe operation and cleanliness of the vehicle.

Accidents involving a school vehicle must be immediately reported to the Director of Human Resources.

Employees are responsible for any moving and parking violations and fines which may result when operating a school vehicle.

School vehicles should be operated by the employee only. School vehicles may only be used for job-related travel.

The use of seat belts is mandatory for operators and passengers of school vehicles.

IDENTIFICATION BADGES

You will be issued an identification badge upon hire. It must be worn where it can be seen at all times when you are working.

Visitors must wear a badge if they will be going beyond the reception area.

VISITORS

If you are expecting a visitor, please notify the receptionist/security. All visitors must first check in at the reception area. Visitors are not allowed in any area of the building without being accompanied by an authorized employee. Under no circumstances will visitors be allowed in confidential, unauthorized or potentially hazardous areas.

SEVERELY INCLEMENT WEATHER

Inclement weather is to be expected during certain months of the year. Although driving may at times be difficult, when caution is exercised, the roads are normally passable. Except in cases of severe storms, all employees are expected to work our regular hours. Time taken off due to poor weather conditions while the $(MS)^2$ remains open is to be used as PTO, a sick day or is unpaid.

Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

If extreme weather conditions require closing of the building, you will be notified by your supervisor.

PERSONAL TELEPHONE CALLS

It is important to keep our telephone lines free for business calls. Although the occasional use of the school's telephones for a personal emergency may be necessary, routine personal calls must be kept to a minimum.

Personal cellular telephones must be turned off or set to a silent alert during working hours while on school premises.

Personal cellular telephones must not be used in classrooms.

ELECTRONIC MAIL MONITORING

We recognize your need to be able to communicate efficiently with fellow employees and students. Therefore, we have installed an internal electronic mail (e-mail) system to facilitate the transmittal of school-related information within the school and with our students.

The e-mail system is intended for business use only. The use of the school's e-mail system to solicit fellow employees or distribute information that is not job-related to fellow employees is strictly prohibited.

Our school's policies against sexual and other types of harassment apply fully to the e-mail system. Violations of those policies are not permitted and may result in disciplinary action, up to and including discharge. Therefore, employees are also prohibited from the display or transmission of sexually-explicit images, messages, ethnic slurs, racial epithets or anything which could be construed as harassment or disparaging to others.

Employees shall not use unauthorized codes or passwords to gain access to others' files.

All e-mail passwords must be made available to the school administration at all times. Please notify the Director of Technology if you need to change your password.

Violation of this policy may result in disciplinary action, up to and including dismissal.

For business purposes, management reserves the right to enter, search and/or monitor the private school e-mail system and the files/transmission of any employee without advance notice and consistent with applicable state and federal laws. Employees should expect that communications that they send and receive by the private $(MS)^2$ e-mail system will be disclosed to management. Employees should not assume that communications that they send and receive by the private school's e-mail system are private or confidential.

VOICE MAIL MONITORING

We recognize your need to be able to communicate efficiently with fellow employees and students. Therefore, we have a voice mail system to facilitate the transmittal of school-related information within the school and with our students.

The voice mail system is intended for school-related business use only. The use of the school's voice mail system to solicit fellow employees or distribute information that is not job-related to fellow employees is strictly prohibited.

The $(MS)^2$'s policies against sexual and other types of harassment apply fully to the voice mail system. Violations of those policies are not permitted and may result in disciplinary action, up to and including discharge. Therefore, employees are also prohibited from the transmission of sexually-explicit messages, ethnic slurs, racial epithets or anything which could be construed as harassment or disparaging to others.

All voice mail passwords must be made available to school at all times. Please notify the Chief Technology Officer if you need to change your password.

Violation of this policy may result in disciplinary action, up to and including discharge. For business purposes, management reserves the right to enter, search and/or monitor the private school voice mail system and the voice mail of any employee without advance notice and consistent with applicable state and federal laws. Employees should expect that communications that they send and receive by the private school voice mail system will be disclosed to management. Employees should not assume that communications that they send and receive by the private school's voice mail system are private or confidential.

INTERNET USAGE

As a growing school, we recognize the need to stay on the cutting edge of technology. This is one of the reasons we allow employees to have access to the Internet.

The Internet is intended for business use only. Use of the Internet for any non-business purpose, including but not limited to, personal communication or solicitation, purchasing personal goods or services, gambling and downloading files for personal use, is strictly prohibited.

$(MS)^2$'s policies against sexual and other types of harassment apply fully to Internet usage, including the use of instant message programs. Violations of those policies are not permitted and may result in disciplinary action, up to and including discharge. Therefore, employees are also prohibited from displaying, transmitting and/or downloading sexually-explicit images, messages, ethnic slurs, racial epithets or anything which could be construed as harassment or disparaging to others.

Consistent with applicable federal and state law, the time you spend on the Internet may be tracked through activity logs for business purposes. All abnormal usage will be investigated thoroughly.

Further, no information, comments, images or other media about the school, its students, and/or its employees shall be posted anywhere online without the express written consent of management.

Employees learning of any misuse of the Internet shall notify a member of management.

Violation of this policy may result in disciplinary action, up to and including discharge.

DRESS POLICY

Employees are expected to maintain the highest standards of personal cleanliness and present a neat, professional appearance at all times.

The continued academic progress of our students will represent the most important and challenging aspect of our business. Whether or not your job responsibilities place you in direct student contact, you represent the school with your appearance as well as your actions. The properly attired individual helps to create a favorable image for the $(MS)^2$ and provide a good example for students, fellow employees and the general public.

Unless otherwise exempted, the official Dress Code for all employees is Business Casual. Specifically, employees are not allowed to wear T-Shirts, jeans, tank tops, strapless tops, spaghetti straps, legging, stretch pants, flip flops, tight (ill-fit) clothing or clothing with any kind of profanity or vulgarity (in written form or image).

PERSONAL HYGIENE

Maintaining a professional, business-like appearance is very important to the success of the $(MS)^2$. Part of the impression you make on others depends on your choice of dress, personal hygiene and courteous behavior. A daily regimen of good grooming and hygiene is expected of everyone. Please ensure that you maintain good personal hygiene habits. While at work, you are required to be clean, dressed appropriately and well groomed.

RECYCLING AND WASTE PREVENTION

The $(MS)^2$ is committed to the environment and its future. Therefore, recycling containers are located throughout the building for the collection of recyclable materials. Waste of time, materials and utilities is costly to the school. If you have any waste prevention ideas, please advise your supervisor in writing.

REFERENCE CHECKS

The $(MS)^2$ will not honor any oral requests for references. All requests must be in writing and on school letterhead. Generally, we will only confirm our employees' dates of employment, salary history and job title.

Under no circumstances should an employee provide another individual with information regarding current or former employees of our school. If you receive a request for reference information, please forward it to the Director Human Resources.

LUNCH ROOM

A lunch room is available for your use. Although the school provides general custodial care, you are expected to clean up after eating. This lunch room should be kept clean for the next person's use.

CELLULAR TELEPHONES

Employees in certain positions are issued school cellular telephones so that they may maintain contact with students and co-workers when they are out of the office on business.

Employees are encouraged to take appropriate safety precautions when using their cellular telephones. The use of handheld cellular telephones while driving is prohibited. Employees are expected to comply with applicable state laws regarding the use of cellular telephones.

School cellular telephones are for business purposes. Although the occasional use of your school cellular telephone for personal calls may be necessary, incoming and outgoing personal calls must be kept to a minimum. Employees must reimburse the school in accordance with applicable state and federal wage and hour laws for any personal telephone calls made or received on a school cellular telephone.

The use of cellular telephones is not a work requirement for most employees. Employees who are not issued a school cellular telephone will not be reimbursed for the use of their personal cellular telephones and are expected to make business calls from the office.

Employees are expected to demonstrate proper care of their cellular telephones. If you lose, break or damage your school cellular telephone, report it to the Director of Finance at once. All cellular telephones issued by the school must be returned upon leaving our school or upon transferring to a position that does not require a school cellular telephone.

The use of cellular phones is never permitted in the classroom during class time.

CONTACT WITH THE MEDIA

All media inquiries regarding the school and its operations must be referred to the Executive Director. No employee, unless specifically designated by the Executive Director, are authorized to make public statements.

OFFICE SUPPLIES

Our school maintains a stock of basic office supplies such as pens, paper clips, staples, note pads, etc. used on a day-to-day basis by employees. All office supplies will be provided to you by your supervisor.

If you need additional items not regularly stocked, please speak to your supervisor to place a special order.

All office supplies are for business use only and should not be removed from the office for non-business use. Violations of this policy may result in disciplinary action up to and including discharge.

PROCUREMENT

If an employee would like to purchase any work-related goods, services, property, or equipment, he/she must first complete a Purchase Requisition form, which can be maintained from the Director of Finance. This form must be fully completed and then signed by the requesting employee, his/her supervisor, and the Principal before it can be submitted to the business office for final authorization.

In the event that an employee would like to be reimbursed for a purchase he/she made on his/her own, the following must occur. First, the employee must receive advance authorization for reimbursement from the Director of Finance, prior to making the purchase. This authorization must include, the quantity, dollar amount, and vendor. After the purchase is made, the employee has five (5) business days to submit to the Director of Finance a completed Imprest Form (available in the Business Officer) along with original receipts for all items reimbursement is being requested for. Without original vendor issued receipts, reimbursement will not be authorized (no copied receipts will be accepted).

For the purposes of business related travel, the school does not issue a flat per diem for expenses incurred. All lodging and transportation arrangements and expenses must be submitted on a Purchase Requisition and pre-approved by the Director of Finance prior to travel. For meals, the school will provide reimbursement up to the following limits: $20 for breakfast; $30 for lunch; and $40 for dinner. Again, in order to receive reimbursement for these items, the previously mentioned reimbursement process (use of Imprest Form) must be followed, including submitting original receipts.

IF YOU MUST LEAVE US

Should you decide to leave your employment with us, we ask that you provide your supervisor with at least two weeks' advance notice. Your thoughtfulness is appreciated and will be noted favorably should you ever wish to reapply for employment with the school.

Additionally, all resigning employees should complete a brief exit interview prior to leaving. All school property, including this Employee Handbook, must be returned upon termination. Otherwise, the school may take action to recoup any replacement costs and/or seek the return of school property through appropriate legal recourse.

You should notify the $(MS)^2$ administration if your address changes during the calendar year in which termination occurs so that your tax information will be sent to the proper address.

WORKPLACE CONVERSATIONS

Our organization is intended to be one where employees feel comfortable, and easily make friendships that can exist both on and off of the job. However, at no time is it appropriate to discuss the personal matters of your fellow co-workers, students, or students' families on the job. If a matter of real concern to the Middle School is brought to your attention, it is your responsibility to immediately direct it to the appropriate administrator. Beyond that, gossip, and any other form of inappropriate discussions pertaining to the personal matters of $(MS)^2$ affiliates will not be tolerated at all, and will serve as grounds for disciplinary action, up to and including termination of your employment.

SAFETY IN THE WORKPLACE

EACH EMPLOYEE'S RESPONSIBILITY

Safety can only be achieved through teamwork at our school. Each employee, supervisor and manager must practice safety awareness by thinking defensively, anticipating unsafe situations and reporting unsafe conditions immediately.

Please observe the following precautions:

1. Notify your supervisor of any emergency situation. If you are injured or become sick at work, no matter how slightly, you must inform your supervisor immediately.

2. The unauthorized use of alcoholic beverages or illegal substances during working hours will not be tolerated. The possession of alcoholic beverages or illegal substances on the school's property is forbidden.

3. Use, adjust and repair machines and equipment only if you are trained and qualified.

4. Get help when lifting or pushing heavy objects.

5. Understand your job fully and follow instructions. If you are not sure of the safe procedure, don't guess, just ask your supervisor.

6. Know the locations, contents and use of first aid and fire fighting equipment.

7. Wear personal protective equipment in the science lab in accordance with the job you are performing.

A violation of a safety precaution is in itself an unsafe act. A violation may lead to disciplinary action, up to and including discharge.

HEPATITIS B VACCINE

As required by OSHA regulations and for your protection, our school provides the Hepatitis B Vaccine to all employees. This vaccine will be made available to you after you have been informed of the vaccine's affects, safety considerations, method of administration, the benefits of being vaccinated, and the no-cost provision.

Employees will be eligible for the vaccine within ten working days of their first day of work. Under certain circumstances as provided by OSHA standards, the vaccine may not be made available.

FIRE DRILLS

Fire drills are scheduled periodically throughout the year. These drills are an important aspect in employee safety. We expect your complete cooperation during these drills. If you have any questions concerning evacuation procedures, see your supervisor.

WORKPLACE SEARCHES

To protect the property and to ensure the safety of all employees, students and the school, the school reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, brief cases, lunch boxes or any other possessions or articles carried to and from the school's property. In addition, the school reserves the right to search any employee's office, desk, files, lockers, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of the school, and are issued for the use of employees only during their employment. Inspection may be conducted at any time at the discretion of the school.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including discharge, if upon investigation they are found to be in violation of the school's security procedures or any other school rules and regulations.

WORKPLACE VIOLENCE

Violence, physical or verbal, by an employee or anyone else against an employee, supervisor or member of management, student, parent/guardian, or any other third party will not be tolerated. The purpose of this policy is to minimize the potential risk of personal injuries to employees at work and to reduce the possibility of damage to school property in the event someone, for whatever reason, may be unhappy with a school decision or action by an employee or member of management.

If you receive or overhear any threatening communications from an employee or outside third party, report it to the Principal or Executive Director at once. Do not engage in either physical or verbal confrontation with a potentially violent individual. If you encounter an individual who is threatening immediate harm to an employee or visitor to our premises, contact an emergency agency (such as 911) immediately.

All reports of work-related threats will be kept confidential to the extent possible, investigated and documented. Employees are expected to report and participate in an investigation of any suspected or actual cases of workplace violence.

Violations of this policy, including your failure to report or fully cooperate in the school's investigation, may result in disciplinary action, up to and including immediate discharge.

GOOD HOUSEKEEPING

Good work habits and a neat place to work are essential for job safety and efficiency. You are expected to keep your place of work organized and materials in good order at all times. Report anything that needs repair or replacement to your supervisor.

SMOKING IN THE WORKPLACE

The $(MS)^2$ is committed to providing a safe and healthy environment for employees and visitors. Smoking is not permitted.

CONCEALED WEAPONS

Possession, use or sale of weapons, firearms or explosives on work premises, while operating school machinery, equipment or vehicles for work-related purposes or while engaged in school business off premises is forbidden except where expressly authorized by the school and permitted by state and local laws. This policy applies to all employees, including but not limited to those who have a valid permit to carry a firearm.

Employees who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to their supervisor immediately.

Violations of this policy will result in disciplinary action, up to and including discharge.

IN AN EMERGENCY

Call the main telephone number when an emergency occurs. Emergencies include all accidents, medical situations, bomb threats, other threats of violence, and the smell of smoke. If the main telephone number is unavailable, contact the nearest school official.

Should an emergency result in the need to communicate information to employees outside of business hours, call the main telephone number for information. Therefore, it is important that employees keep their personal emergency contact information up to date. Notify the Director of Human Resources in the event that this information changes.

Additionally, the school has established a voicemail system which can be reached at (202) 806-7725, or visit the school website. In the case of an emergency, employees may call the system to obtain updated information.

When events warrant an evacuation of the building, you should follow the instructions of the management or building official. You should leave the building in a quick and orderly manner. You should assemble at the pre-determined location as communicated to you by management to await further instructions or information.

Please direct any questions you may have about the school's emergency procedures to the Principal.

ARREST OR CONVICTION

Employees must notify the Executive Director of any arrest or conviction occurring within five days of such an event.

DRUG AND ALCOHOL FREE WORKPLACE

The $(MS)^2$ has vital interests in ensuring a safe, healthy and efficient working environment for our employees, their co-workers and the students we serve. The unlawful or improper use of controlled substances or alcohol in the workplace presents a danger to everyone. In addition, as a federal grantee, we have a duty to comply with the requirements of the Drug-Free Workplace Act of 1988. For these reasons, we have established as a condition of employment and continued employment with the school the following drug and alcohol free workplace policy.

Employees are prohibited from reporting to work or working while using illegal or unauthorized controlled substances. Employees are prohibited from reporting to work, or working when the employee uses any controlled substance, except when the use is pursuant to a doctor's orders and the doctor has advised the employee that the substance does not adversely affect the employee's ability to safely perform his or her job duties. Employees are prohibited from reporting for duty or remaining on duty with any alcohol in their systems. Employees are also prohibited from consuming alcohol during working hours, including meal and break periods. This does not include the authorized use of alcohol at school-sponsored functions or activities.

In addition, employees are prohibited from engaging in the unlawful or unauthorized manufacture, distribution, sale or possession of illegal substances and alcohol in the workplace including: on school paid time, on school premises, in school vehicles or while engaged in school activities.

In accordance with the Drug-Free Workplace Act of 1988, employees must notify the Executive Director of any criminal drug statute conviction for a violation occurring within the workplace within five days of such conviction.

Your employment or continued employment with the school is conditioned upon your full compliance with the foregoing drug and alcohol free workplace policy. Any violation of this policy may result in disciplinary action, up to and including discharge. Furthermore, any employee who violates this policy and is subject to termination, may be permitted in lieu of termination, at the sole discretion of the $(MS)^2$ management, to participate in and successfully complete an appropriate treatment, counseling or rehabilitation program as recommended by a substance abuse professional as a condition of continued employment and in accordance with applicable federal, state and local laws.

Consistent with its fair employment policy, the school maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage employees to seek assistance before their drug or alcohol use renders them unable to perform their essential job functions or jeopardizes the health and safety of themselves, or others. The school will attempt to assist its employees through referrals to rehabilitation, appropriate leaves of absence and other measures, consistent with the policies of the $(MS)^2$ and applicable federal, state and local laws.

The $(MS)^2$ further reserves the right to take any and all appropriate and lawful actions necessary to enforce this drug and alcohol free workplace policy including, but not limited to, the inspection of school issued lockers, desks or other suspected areas of concealment, as well as an employee's personal property when the school has reasonable suspicion to believe that the employee has violated this drug and alcohol free workplace policy.

This policy represents management guidelines only and should not be interpreted as a contract of employment.

Drug and Alcohol Free Awareness Program

In order to maintain a drug an alcohol free workplace, the $(MS)^2$ has established a drug and alcohol free awareness program to educate employees on 1) the danger of drug abuse and alcohol misuse in the workplace; 2) the school's drug and alcohol free workplace policy; 3) the availability of any drug and alcohol counseling, rehabilitation, and employee assistance programs; 4) the penalties that may be imposed upon employees for drug abuse and alcohol misuse violations, and violations of the school's drug and alcohol free workplace. Such education includes: 1) a discussion of our drug and alcohol free workplace policy at the new employee orientation session; 2) reorientation of all involved employees in cases in which a drug and/or alcohol-related accident or incidents occurs; and 3) lectures or training by local drug and alcohol abuse assistance experts.

Howard University Middle School of Mathematics and Science

405 Howard Place
Washington, DC 20059

(202) 806-7725

Board Chair: Aprille Ericsson

Appendix 7: Student and Family Handbook 2012

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

$(MS)^2$ Howard University Middle School of Mathematics and Science

Student and Family Handbook

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INTRODUCTION

The **Howard University Middle School of Mathematics and Science Family Handbook** provides information to help:

- Students have a productive, enjoyable, and successful experience at (MS)^2, and
- Parents/guardians fulfill the goal of effectively supporting their child in the (MS)^2 environment.

We urge you to study the handbook and become familiar with all of the information presented. Use it as a reference and guide to develop an understanding of the resources and policies at Howard University Middle School of Mathematics and Science. Please take time to review each section with your child so that he/she is clear of the expectations and underpinnings of the operations of the school.

Throughout the year, we will also review and discuss the different components of the handbook with students. In this way, they will know we are working together as a team to ensure that they have a productive year.

Dear (MS)^2 Family,

Welcome to the Howard University Middle School of Mathematics and Science! (MS)^2 is a special place that strives to provide a safe, nurturing environment in which each child can flourish in our school community. The staff and I look forward to working with you towards this goal.

This handbook communicates many of the procedures and policies that are implemented at our school. We trust that the clarity about our programs, policies and procedures will assist you and your child in finding (MS)^2 an exciting place to learn. This handbook should be used as a reference when questions arise during the year. Please do not hesitate to contact us should you have questions or concerns.

The administration, faculty and staff members are dedicated to providing a rigorous, twenty-first century education that will promote excellence and academic integrity. Please pledge to work hand-in-hand with us to ensure that your child has the best education possible. By working together, we believe that we can make learning a fulfilling and positive experience for everyone involved. When home and school form a community to create an environment that fosters academic excellence in conjunction with addressing social and emotional needs, each student can be successful.

Communication is key in this process and that is the prime reason for this handbook. It contains the kind of information that we think will prove valuable to you in helping us make the educational experience worthwhile and rewarding for each (MS)^2 student.

In the words of Dr. Neil deGrasse Tyson *E = MS^2 — Excellence equals Howard* University Middle School of Mathematics and Science. We invite you take to advantage of, as well as celebrate this opportunity for excellence with us during this academic year.

Educationally,

Allison L. Artis
Principal

$(MS)^2$ Mission Statement

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven and eight.

Our curriculum emphasizes mathematics and the sciences, not only as core disciplines but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrate all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

$(MS)^2$
do something extraordinary™

INCLEMENT WEATHER AND EMERGENCY PROCEDURES

In case of inclement weather, (MS)² follows the District of Columbia Public Schools policy for delays and closings and/or the policy of Howard University. Notification will be made through the methods of communication listed below.

In the case of other unforeseen emergencies, notification will also be made through the following methods of communication.

Methods of Communication:

- (MS)² community will be called by the automated telephone message system;
- Television announcements will be made on local channels, such as WRC-4, WJLA-7, FOX-5 and WUSA-9;
- Radio announcements will be made on local stations, such as WHUR 96.3FM and WTOP 107.7 FM;
- Email automated message system.

DAILY ARRIVAL AND DISMISSAL

Supervision of students does not begin before 7:00 AM. Therefore, students should not arrive before this time. If it is necessary for your child to arrive earlier on any given day, please contact the office in advance so that arrangements can be made. The cafeteria opens for breakfast at 7:20 AM. Homeroom begins at 7:50 AM, and any student arriving after 8:00 AM will be marked tardy. Students arriving after 11:30 AM will be marked absent.

The (MS)² building's hallways and stairways are security coded and are not open for public access prior to 7:45 AM. Therefore, students cannot travel beyond the first floor. If your child is meeting a teacher before 7:45 AM, the teacher will issue a pass to the student the day before the meeting. In the morning, staff on duty will contact the teacher to come down to get your child.

Unless otherwise noted in the school calendar, school ends at 4:30 PM Monday-Thursday, and 3:30 PM on Fridays. Students are expected to vacate the school premises immediately at the end of the school day. Parents/guardians who pick-up their children are asked to enter the campus through the 4th Street gate which generally opens at 4:25 PM and exit through the 6th Street gate. The 4th Street gate closes about 4:45 PM. Make certain when you are picking up your child, that you do not block the crosswalk, driveways, and intersections. (MS)² is not responsible for student supervision after 5:00 PM unless they are involved in previously scheduled after-hours school activities.

Please contact the school immediately if you will be delayed in picking up your child. All students in the building must be under the supervision of a staff member, so it is essential that

we know who is in the building after hours and where they are located. Unless a student is with a staff member, students waiting to be picked up must wait at the security area until their ride comes.

EARLY DISMISSAL POLICY

Requests for early dismissal must be made in writing and submitted to the main office by the beginning of the day of the scheduled early dismissal. Early dismissal means that the child will be leaving school anytime during the school day before 4:30 PM. The written notification must include the following:

- Student's name;
- Date and time of the early dismissal;
- Mode of transportation the child will be using or if he/she will be picked up and by whom;
- Parent/guardian contact information so that the request can be verified (specifically if the child is leaving on his/her own). **This person must be the parent/guardian on record.**

Our preference is that all students are signed out by the parent/guardian on record. So when you are picking up your child, we are requesting that you come into the main office and sign him/her out. Early dismissals should be reserved for emergencies only. Excessive early dismissals will warrant a parent conference with the school.

ATTENDANCE POLICY

Parents/guardians should "plant the seeds" early for developing the habits of coming to school daily and on time. Your child is expected to be in school every day that school is in session. Both excellent attendance and punctuality are at the top of our list of behaviors we believe help build good character and a strong work ethic. In addition to coming to school everyday, we believe that students should arrive a little early versus right on time. This will allow him/her to have extra time to mentally prepare for the day.

Please note that being tardy three (3) times will convert to one (1) unexcused absence. If a student is habitually late, parents will be required to meet with the school administration to immediately address and correct this behavior. A contractual agreement will be on file to this effect.

You and your child, together, must assume the responsibility of coming to school everyday and on time. However, as the parent/guardian, the ultimate responsibility is yours.

LONG TERM ABSENCE POLICY

If your child is absent from school for a week or longer, this constitutes a long-term absence. Parents/guardians have the responsibility of informing the administration of the nature of the absence and securing all missed assignments. Students have the responsibility of working within a planned agreement for completing and submitting all missed assignments.

EXCUSED ABSENCE POLICY

At least one of the following must be received for an absence to be considered an excused absence:

- Note from a doctor specifying the date(s) student was under medical care;*
- Note from parent stating the absence was due to:
  - Illness;
  - Celebrating a religious event;
  - Attending a funeral of an immediate family member;
  - A mandated court appearance with verification from the court.

* Required if student is absent three (3) days or more

TRUANCY POLICY

The District of Columbia Board of Education has adopted an enhanced truancy policy for DC public and charter schools. Your child is truant if he/she is absent from school without an excuse. Five (5) days of unexcused absences will warrant a parent conference. Ten (10) days of unexcused absences will warrant a truancy court referral to the Department of Child Protective Services for educational neglect.

OVERVIEW OF (MS)² CURRICULUM

(MS)² uses a unique curriculum based on nationally recognized standards of learning. Inclusive in this are the learning standards of the District of Columbia Public Schools (DCPS). Our learning standards are designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The new learning standards in reading/English language arts, mathematics, science, and social studies are among the best in the nation, and are the cornerstone of (MS)²'s commitment to provide each student with an excellent education. As a District of Columbia public charter school, our annual state assessment is based on DCPS Standards. You can download complete copies of these standards at:

http://www.k12.dc.us/dcps/Standards/standardsHome.htm

The following courses are offered at (MS)²:

- Mathematics (including Algebra I & Geometry)
- Science
- Integrated Mathematics with Technology Applications
- English/Language Arts
- Reading
- Social Studies
- Spanish
- Music
- Physical Education

SCHOOL GRADING AND PROMOTION

The question of promotion is one that challenges every school, at every grade level. At (MS)² we know that neither automatic retention nor automatic promotion is the solution for students who do not successfully complete their work. Given the importance of the decision, our promotion policy is designed to provide students with optimal learning opportunities throughout the year to achieve at proficient or advanced levels.

The goal is that all students have the support needed to move forward successfully from one level to the next. To move forward students must at least satisfactorily complete work in their core courses. Therefore, we have carefully planned a proactive approach that includes parents, teachers, students and administrators for the prevention of academic failure. Through on-going monitoring of student performance, starting before the first day of class, appropriate interventions will be provided to ensure academic success for all students.

Evaluation of student achievement focuses on academic performance and other dimensions of student growth. The Principal is ultimately responsible for determining the placement that best meets the student's academic, social, emotional and physical needs; each member of the school Teaching Team is responsible for evaluating the growth of each individual.

PROMOTION CRITERIA

To be promoted to the next grade level each school year, each middle school student should:

- Receive no more than one D and no Fs in any core subject.*
- Perform at the Proficient Level or higher on the DC-CAS or comparable standardized assessment in mathematics, science, and reading.**
- Complete a writing folder/portfolio that includes 3 required writing pieces – one from mathematics, one from science, and one from English/language arts. One of the writing pieces must be a report on a science or mathematics project conducted by the student.

* Students receiving a D in a core course at the end of the school year will be required to attend summer school.

** Students scoring less than Proficient on the DC-CAS or comparable standardized assessment, will be required to attend summer school.

PROMOTION CRITERIA (CONT'D)

The Principal and Teaching Team will also consider the following factors in determining promotion/retention of students:

- Academic achievement (successful mastery at the current level as evidenced by grades earned during academic reporting periods);
- Demonstrated ability to function at the next level;
- Organizational skills and work habits that are commensurate with requirements at the next grade level;
- Attendance;
- Level of maturity – including social, emotional and physical factors.

Students who are failing one or more core academic subjects in the total program or scoring less than Proficient on the DC-CAS assessment in mathematics, reading or language arts will be considered "at risk". For a student "at risk," the Principal and teaching team may recommend from the following alternatives:

- Attendance at summer school
- Supplemental instruction/ assignments/tutoring or other interventions as determined by the school;
- Promotion to a Transition Year at the end of the second term (Grade 8 only);
- Repeat the entire year (with enhanced supports available and an alternative approach to the delivery of the subject matter that promises greater opportunity for success).

Students entering the school at the 6th grade level will be given diagnostic assessments in mathematics and reading/language arts. Any student placing more than 2 grade levels below the beginning 6th grade level will be considered "at risk" and accompanying recommendations listed above will apply.

STUDENTS WITH DISABILITIES

Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individual Education Plan (IEP) goals and objectives developed by the School Team and parents determine how a student with disabilities is expected to meet the (MS)² promotion criteria and must be documented in the student's IEP.

SCHOOL GRADING

Grading Rubric - Standards for End-of-Course Grading		
A	**90-100%**	An "A" signifies an EXCEPTIONALLY clear and creative grasp of the concepts and skills, which reflect, full mastery of the standards for the subject/area of study for his/her grade level. Students demonstrate the ability to apply these skills and knowledge in novel situations. They demonstrate mastery through oral and written communication. An "A" also means that the student has actively participated in class activities and has completed all assignments and projects in a timely manner. The quality and appearance of the assignments and projects indicate that the student has spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.
B	**80-89%**	A "B" signifies a SOLID understanding and full mastery of the major concepts and skills of the standards for the subject/area of study for his/her grade level. Students are able to demonstrate the application of the concepts and skills studied. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments and projects were judged to be solid in content and were completed in a timely manner.
C	**70-79%.**	A "C" signifies a SATISFACTORY understanding and application of the concepts and skills targeted in the standards for the subject/area of study for the given grade level as well as minimal participation in class discussion and activities. It also indicates that the student completed the appropriate assignments and projects that satisfied the basic course requirements.
D	**60-69%**	A "D" signifies a BELOW AVERAGE demonstration and application of the subject area concepts and skills and/or inadequate preparation for class discussions or activities. It may also indicate that assignments were not completed in a satisfactory or timely manner. A grade of "D" is minimally passing.
F	**59% and Below**	An "F" signifies that the student has NOT DEMONSTRATED adequate understanding or application of the concepts and skills reflected in the content standards for his/her grade level targeted in the course. It may also indicate that the student HAS NOT met the attendance or assignment requirements. A grade of "F" is NOT passing.

PROGRESS REPORTS AND REPORT CARDS

There are two types of reports that **officially** communicate student academic progress. The reports are:

- The mid-quarter **Progress Report**, distributed at the midpoint of each quarter, presents the progress (grades) of the student for the first-half of the current grading period.
- The end-of-the quarter **Report Card**, distributed at the end of each quarter, presents the end of quarter grades and the cumulative progress for the academic year-to-date.

HOMEWORK POLICY

Purposes of Homework:

Homework prepares for, reinforces and extends learning, strengthens skills and concepts introduced in the classroom, activates prior knowledge and assesses student understanding, establishes study habits and promotes independence and academic responsibility.

The administrators and faculty at Howard University Middle School of Mathematics and Science (MS)2 believe that homework aids in preparing students for classroom instruction and reinforces new learning. Classroom instruction is enhanced through the practice, application, and reinforcement of learning in order to strengthen the acquisition of knowledge and skills.

The completion of homework assignments assists in the development of good study skills, work habits, and research skills by promoting personal responsibility, time management, and critical thinking skills.

Homework fosters opportunities for parents to become an essential part of their child's daily learning and endorses communication between the school and home.

Homework Factors That Impact Student Learning:

- Quality of homework assigned
- Student motivation
- Family Support

Homework Time Guidelines:

It is our policy for teachers to assign meaningful homework on a regular basis and that students complete all homework that is assigned. Students may be expected to spend a maximum of 2-3 hours per night to complete homework assignments. However, the amount of time devoted to homework can vary considerably depending upon grade level, the nature

HOMEWORK POLICY (CONT'D)

of a particular assignment, and the student's study skills and habits. We urge parents to establish a homework policy for your child at home that dictates when and where homework is to be completed each day.

Late/Missing Homework

Students are expected to turn in homework on time. Students who do not turn in their homework will receive the following consequences:

- Student may be assigned a detention period that will occur within 24 hours of the assignment due date. The detention period may occur during free-cess or after school.
- Points may be deducted for each day the assignment has not been submitted up to 48 hours. Any assignment submitted after the 48 hours extension period is in jeopardy of not receiving credit.
- An exception to the 48 hour extension period will only be approved by an Administrator.
- Parents will be contacted via StudyWiz.
- Loss of extra-curricular activities until all homework is completed and submitted.
- Loss of field trip if more than 10% of homework is incomplete or missing.
- A log entry will be entered in to PowerSchool.

(MS)² Administration Responsibilities:

- Periodically engage in research and review literature on relevant homework concerns and trends.
- Annually review the homework policy and guidelines with all stakeholders through various means of communication.
- Review homework practices and procedures by teacher's consistent implementation across grade levels.
- Collect and review data of the number of students completing homework consistently across all subject areas.
- Develop an incentive program for the population of students that have accurately completed and submitted assignments consistently.

HOMEWORK POLICY (CONT'D)

Teacher Responsibilities:

- To plan appropriate homework, which will reinforce skills already taught in the classroom.
- Post 100% of all homework assignments in StudyWiz, with clear and explicit instructions necessary to complete each assignment.
- Utilize StudyWiz as the vehicle for submission of homework.
- In order to assist students with the most effective use of StudyWiz, review the operational aspects of the various activities with students in the classroom prior to assigning them for homework.
- Establish homework value that is commensurate, grade-wise to its importance and to communicate, clearly and explicitly, to the parents and students (orally and in writing), the expectations, and how homework fits into the grading policy.
- To give clear and concise instructions for the completion and submission of homework.
- To check daily homework for completeness and mastery of skills, and return it within 3 business days. Update PowerSchool with a textual "indicator" of assignment(s) status.
- Establish consequences for not completing assignments
- Provide accommodations and modifications for students who have IEP's/504 Plans.
- To re-teach where completed homework indicates student lack of understanding or mastery of a concept.
- Inform students when they are available to provide assistance.
- To document communication with parents regularly when a student does not meet homework requirements. In the case of repeated, chronic problems, to set up, with the parents, a homework-monitoring plan and notify administration.
- To periodically give feedback to parents and students on academic progress, including performance on homework assignments.

HOMEWORK POLICY (CONT'D)

Student Responsibilities:

- Students must completing all homework assignments and submitting them when due.
- Students must seek assistance from their teacher whenever they have problems completing the homework assigned.
- Students have the responsibility for submitting late assignments even though full credit may not be given.
- Students placed on an intervention plan, for repeated violations of the homework policy, are responsible for adhering to a specific plan.
- Refer to the class syllabi for in class homework policies.

Parent Responsibilities:

- Consistently monitor student progress and submission of homework via PowerSchool and StudyWiz.
- Provide an appropriate environment and the necessary supplies for the completion of all homework assignment. Such an environment would include one with sufficient lighting, adequate space, and isolation from extraneous sounds.
- Motivate and support students to comply with the $(MS)^2$ homework policy.
- Inform teachers and the Division Managers of any barriers that may interfere with the completion of homework assignments.
- Instruct your child to collect all missing assignments due to absence and follow up with your child to make sure that the assignments have been received and completed.
- Refer to the class syllabi for in class homework policies.

Additional Support:

- 100% of all homework assignments will be posted on StudyWiz.
- Use of homework progress sheets.
- Enrollment in the Academic Reinforcement Class and Scholars Hall during the STEM Connections period.

STANDARDIZED TESTING

The District of Columbia Comprehensive Assessment System (DC-CAS) is administered to all students at (MS)². This test is the state assessment used to assess the Adequate Yearly Progress (AYP) and is mandated for all District of Columbia public and charter schools.

In addition, the Northwestern Evaluation Association (NWEA) test, an independent test used to assess student achievement and gauge performance, is administered three times per year to all (MS)² students.

STEM CONNECTIONS

(MS)² has an extensive STEM Connections' program designed to peak the interest level of every student. From 3:30 PM to 4:30 PM your child has the opportunity to engage in activity-based learning that supports the core content areas and/or the elective courses. Some of the STEM Connections opportunities are: Architecture Club, MathCounts, Stock Market Club, Science Club, Toy Challenge, Solar Car, Robotics, Broadcast Media, Yearbook Club, Africa's Voice, Journalism/Book Club, Creative Writing, Intramural Sports, Chess Club, Game Club, The Mathematics of Dance, Drama Club, Spelling Bee, Man Training, and Toastmasters (Public Speaking Club).

STUDENT SUPPLIES

We recommend that students bring the following to school each day;

- *2 ballpoint pens, blue or black ink*
- *2 pencils, mechanical optional*
- *1 yellow highlighter pen, any size tip*
- *1 or 2 three-ring binders with plain front cover and appropriate amount of loose leaf paper*
- *6 subject dividers with the pocket folders*
- *Graph paper*
- *Ruler*

Additionally, teachers will make specific requests throughout the year.

DEPARTMENT OF STUDENT SUPPORT

The Department of Student Support provides opportunities for academic development, assists students with basic academic requirements, and serves to motivate students toward the successful completion of their middle school education. The Department of Student Support also provides instruction in basic study skills, tutorial services, academic and personal counseling, assistance in applying to high school programs, mentoring, and specialized services for students with special needs. The Department of Student Support consists of the Dean of Students, School Counselors, Special Education Coordinator, and Behavior Coordinators.

STUDENT DRESS POLICY

(MS)² maintains a strict dress code policy. All students must wear the required uniform attire everyday. A signed contractual agreement regarding the school's dress code policy will be a part of your child's file. Violation of the dress code policy will result in disciplinary action by the administrative team, which will include a conference with the parent/guardian. Students arriving to school out of uniform will be sent directly to the front office, and their parents will have 30 minutes to provide them with the proper uniform prior to being sent home for the day. Repeated violations could warrant suspension and expulsion.

All students must wear the (MS)² uniform to school and to school related events, unless otherwise informed. To be in compliance with the uniform policy, the (MS)² student must be attired in the following:

- (MS)² logo polo shirt in navy blue, or red;*
- Navy blue or khaki pants or skirts *(During the spring and summer seasons, students may also wear navy blue or khaki shorts - not to exceed one inch above the knee.)*;
- Socks: solid white or solid navy blue;
- Shoes (any color): open toe, high heel shoes, and open heel, i.e. crocs, are not allowed;
- Belt: solid black or solid brown *(only required if pants or skirt have belt loops)*;
- (MS)² logo sweater in navy blue;
- Stud earrings *(Hoop earrings are not allowed.)*;

**Shirts must be tucked in at all times.*

Except for stud earrings, students are not allowed to wear jewelry of any kind, or headbands, armbands, wristbands, hats, scarves, gloves, vests and bandanas during the school day. Make up (including lip gloss) is not allowed. Students are also discouraged from wearing nail polish.

STUDENT PROBATIONARY POLICY

Howard University Middle School of Mathematics and Science promotes a level of expectations for all students that endorses excellence, respect, discipline and responsibility. A review of each student's performance may result in the assignment of academic or behavioral probation should a student fail to meet the required expectations. Any student that fails to maintain at least a 70% grade point average in each class will be placed on academic probation. A student that earns four behavioral demerits will be placed on behavioral probation. This probationary period will be assigned semi-quarterly and will continue for the following half-quarter.

At the beginning of each probationary period and by grade level, the Student Support Team will meet with the parent (s) of all children who have been placed on probation for that specific period. During such meetings, a student-specific improvement plan will be distributed to the parents. It is the responsibility of the parent and student to abide by the guidelines of the plan for the duration of the probationary period and to contact school officials should further assistance be required. Please note, regardless of whether or not a student makes progress before the end of his/her probationary period, he/she is required to abide by the terms of the improvement plan for the duration of the probationary period.

At the end of each half quarter, the Student Support Team will review the academic/behavioral progress of each student who has been placed on probation. Students that have increased the grade point average in the area of need to at least a 70% and or have not earned additional demerits will no longer be on probation. Students that have not maintained that level of academic expectation of a 70% grade point average and or continue to earn behavioral demerits may receive further consequences, including expulsion.

STUDENT BEHAVIOR POLICY

The (MS)² discipline policy helps to establish an environment in which students' basic rights are guaranteed and responsibilities are clearly understood. Mutual respect, courtesy, and consideration for others are key values at (MS)². We encourage students to be responsible for their actions, to use good judgment, and to be kind and honest to everyone regardless of similarities or differences. Please know that violence and abuse, of any kind, imposed upon any student, teacher, employee, or volunteer will not be tolerated.

The **(MS)² ZERO TOLERANCE POLICY** applies to:

- Assault;
- Bullying (including Cyber bullying);
- Cheating;
- Destruction of (MS)², Howard University, or personal property of others;
- Fighting;
- Inappropriate behavior on the HU shuttle bus, Metro bus, or subway;
- Insubordination;

STUDENT BEHAVIOR POLICY CONT'D

- Possession of pornographic material;
- Possession of tobacco, alcohol or drug products;
- Possession of weapons;
- Theft;
- Threats, bullying, and harassment;
- Use of profanity;
- Vandalism.

All acts of violence and threats will be taken seriously. Parents/guardians will be contacted and procedures will immediately be implemented to determine appropriate disciplinary action. For serious infractions, a student may be suspended or expelled from (MS)². Also, legal action may be taken.

Disciplinary Procedures

Detention: Detention will be held weekly from 4:35 pm – 5:15 pm. The Dean of Students or a Behavior Specialist will notify the students that they have a detention. Parents will be notified when the student accumulates five (5) infraction points. A student who receives excessive infraction points may be placed on contract after the Dean of Students has notified the parent/ guardian.

No unexcused absences from detention will be accepted. A student who does not serve detention will be suspended. Notification of the suspension will be made by phone to the parent/guardian by the Dean of Students. The student will receive a zero for any quizzes, tests, and/or class work missed or due the day of suspension.

Disciplinary Probation: Once a student earns nine infraction points, the student will be placed on Disciplinary Probation or on a Disciplinary Contract, depending on the violation. A student on disciplinary probation may not participate in co-curricular activities or field trips. After the equivalent of one academic quarter, the student's records will be discussed by the Student Support Team to determine the need for further action or for the termination of the probation. If a student on probation receives further disciplinary notices, the student and the student's parents must meet with the Dean of Students regarding further action.

Suspension: The gravity and the extent of the violation of the discipline code will determine the length of the suspension. If a student is suspended at the conclusion of the suspension upon return to school the student will have a reentry conference. The Dean of Students, School Counselor or Social Worker will conduct the conference. During the conference a parent must be in attendance.

Expulsion: A student may be expelled from school when the student's behavior is grave or when the student has manifested a continuing unwillingness to abide by the school's regulation.

STUDENT BEHAVIOR POLICY CONT'D

INFRACTION BY LEVEL:

Level 1

- Chewing Gum
- Tardiness to class/study
- Disrupting class
- Uniform violation
- Excessive talking during class
- Wasting time or working on other assignments during class time
- Being loud and/or shouting anywhere in the school
- Eating/drinking outside cafeteria

Level 2

- Cutting class
- Inappropriate language
- Disrespect to any (MS)² personnel
- Rude, disrespectful or discourteous behavior towards others
- Inappropriate use of cell phones (to include text messaging) and other electronic devices
- Failure to be in Extended Day program

Level 3

- Use/possession of tobacco in any form on school property, immediate vicinity or field trips
- Forgery
- Plagiarism/Academic Dishonesty
- Leaving school grounds without written permission from parent/guardian
- Truancy
- Failure to report any threats or behaviors, which may compromise the safety and well being of members of the (MS)²

Level 4

- Physical fighting, verbal assault, intimidation, or threats (written or verbal, direct or indirect)
- Inappropriate behavior and/or written communications that contradict the values of (MS)²
- Possession or use of any form of drugs or alcohol on school property, the immediate vicinity, or at school-sponsored activities on or off campus**
- Defacing or deliberately damaging any property
- Possession or use of weapons, ammunition or items that reasonably could be construed to be weapons**
- Vandalism
- Stealing

STUDENT BEHAVIOR POLICY CONT'D

- Any behavior or illegal act on or off school property, that brings disgrace to (MS)²
- Possession and/or use of teachers' editions of textbooks
- Inappropriate use of technology on or off campus that includes harassment, threats, negative remarks to or about students/teachers, or offensive communications/photos

Administration reserves the right to search purses, backpacks, personal belongings, and lockers for items not permitted in school, on campus, or in the classroom.

ACTION BY LEVEL OF INFRACTION:

Level 1	One to three infraction points Any violation of 2, 3, or 4 may also result in suspension.	
Level 2	First offense: Second offense:	Automatic detention, parent notified. Infraction moves to level 3.
Level 3	First offense: Second offense:	Up to 3 detentions and/or probation. Infraction moves to level 4.

Level 4 The student will be suspended until the parent/guardian meets with Dean of Students. The student will receive zeros for any quizzes, tests, homework, or projects missed during this time. The student may receive any or all of the following: a disciplinary referral, up to 5 detentions, disciplinary probation and/or expulsion.

An offense will be upgraded to a higher level of offense if the conduct is:

(1) a repeat offense,
(2) one of multiple offenses committed within a school year,
(3) accompanied by disrespect, dishonesty, willfulness, and/or lack of remorse, or
(4) committed under circumstances indicating a flagrant disregard for (MS)²'s standards, personnel, or values.

**In this case, the proper authorities will also be notified.

Hearing Process

If a student is suspected of conduct warranting serious disciplinary consequences, the student will be suspended from school until a meeting is held with the Dean of Students and parents/ guardians. If the situation calls for further consideration, the parents/guardians may request a meeting with the Dean of Students. The student will remain suspended from school until a final decision is rendered.

DUE PROCESS

Students suspended less than 11 days may appeal their suspensions to the Principal or the Dean of Students no later than two school days following the receipt of the notice of suspension. Appeal requests may only be made by the child's parent or guardian and may be made in writing. Upon receipt of the request, a hearing will be scheduled. At the end of the hearing, the school hearing officer will render a final decision based on any evidence presented. The contents of said hearing, including the final decision will be submitted to the parent/guardian one day after the hearing.

Students suspended for 11 days or more or who have been expelled will have a disciplinary hearing scheduled through the office of the Dean of Students. Hearings will be scheduled for no later than four school days after a notice of disciplinary action is sent to the parent/ guardian. Hearings may be postponed for up to five days upon request of the parent/guardian, where the postponement is necessary to prepare for the hearing. A notice of the date, time, and location of the hearing will be sent through the office of the Dean of Students. Students will be placed on suspension until the proceedings are concluded. The hearing will be closed to the public unless the parent or guardian requests an open hearing. In the hearing, the student and parent/guardian has the right to have a representative. In addition, the family has the right to question or challenge any evidence presented by school officials. A representative designated by the Dean of Students will ensure that the proceedings are conducted in a fair and orderly manner and that all due process procedures have been followed or waived. The proceedings will be recorded for the school's records, which will be made available to the parent/guardian upon request.

SAFETY POLICY

It is the goal at (MS)² to ensure that all students and staff are safe while in the school building, as well as in close proximity to the campus. The school does not sanction any conduct from students, employees, parents/guardians, or volunteers that interferes with any individual's academic or professional performance or creates an intimidating, hostile or offensive environment for work or study. Actions contrary to this policy will result in disciplinary action, up to and including dismissal, expulsion and legal intervention.

Currently, the following policies are in place:

- Visitors must sign-in at the security desk upon entering the building and will be asked to show and turn in government issued photo identification. All visitors will be issued a badge that must be worn for the duration of the visit.
- A staff member escorts visitors, with appointments, to their meeting venues.

SAFETY POLICY (CONT'D)

- Students are not allowed to carry backpacks and other book bags to class.
- Students are not allowed to leave the building without written permission from the parent/guardian of record. They must be signed-out in the main office and picked-up there.
- Students are prohibited from engaging in any activities that could impede their safety or the safety of others, i.e. running, playing, fighting, etc.
- Students are not permitted out of the classroom without a pass.

We also suggest that you review safety precautions for your child to observe while coming to and from school. These include, but are not limited to:

- Traveling with at least one other student;
- Going directly to school and coming directly home (or other specific destination) without stopping at stores and carry-outs;
- Refraining from interacting with strangers en route to and from school;
- Refraining from getting in cars with strangers for any reason;
- Staying alert, focused and aware of their surroundings;
- Refraining from playful and disruptive behavior while walking, in the Metro stations, or riding the train, bus, and/or Howard University shuttle.

TAG DAY/DRESS-UP DAY POLICY

Occasionally, (MS)² relaxes the dress code policy and sponsors TAG Day and Dress-up Day. These days are announced in advance and students are permitted to dress in casual or dress-up attire respectively.
Please note: Students who do not participate are required to wear the full school uniform.

The criteria for student attire for these special days are as follows:

1. Students are to wear appropriate clothing that is not too tight, nor too short *(i.e. does not exceed one-inch above the knee*), too scant *(i.e.. halter tops, strapless tops, shoe-string tops, tops that bear the stomach*), or too baggy *(i.e. below the waist).*
2. Students are to wear dress-up clothes that are appropriate for church-like functions. *(After-five attire is not acceptable.)*
3. Students are to wear clothing that is void of vulgar and inappropriate images and language.
4. Students may wear age-appropriate jewelry.
5. Students should refrain from wearing heels that are more than an inch high.

STUDENT USE OF SCHOOL TELEPHONE

Students will be allowed to use school telephones to make essential calls to their parents/ guardians during the school day. However, the student must get permission from the teacher/ staff member in charge.

Parents are urged to try to anticipate any needs of their children to avoid having to communicate with them during the school day.

CELLULAR TELEPHONE POLICY

During school hours, students **are not permitted** to use their cell phones. If there is an emergency, students will be allowed to use a school telephone. All cell phones must be turned off and stored in the locker until dismissal time. Violation of this policy will result in the cell phone being confiscated by a staff member and given to the Dean of Students. The Dean of Students will only return the cell phone to the parent/guardian.

iPODS, MP3 PLAYERS, ELECTRONIC GAMES, AND DVD PLAYERS

We are requesting that students refrain from bringing items, such as iPods, MP3 players, electronic games, and DVD players, to school, as well as other toys and gadgets that can be distracting to other students. We are aware that many students use these items to entertain themselves on their way to and from school. While this may be the current trend, we urge you to remind your child that they need to stay focused and aware of their surroundings at all times and not be distracted by listening to their favorite tunes or playing their favorite games. All electronic devices must be stored in the student's locker the duration of the school day.

If a student is found in possession of such an item, including cell phones, in school and/or on field trips, it will be confiscated by a staff member and given to the Dean of Students. If an item is confiscated, the following will apply:

- ***1st Offense*** - Dean of Students will only return the item to the parent/guardian between 4:30 PM - 5:00 PM on the following Monday from which the item was confiscated.
- ***2nd Offense*** - Dean of Students will only return the item to the parent/guardian between 4:30 PM - 5:00 PM at the end of the quarter in which the item was confiscated.
- ***3rd Offense*** - Item can be retrieved by parent/guardian from the main office at the end of the school year in which the item was confiscated.

LOCKER POLICY

Each student will be assigned a combination locker. Each student should remember his/her combination and not reveal it to any other students. Please note that assigned lockers are still the property of the school, and the school administration has the right to open any locker when necessary. Lockers are to be used to store school materials and supplies only. Unfortunately the lockers are small, resulting in students having to store their outerwear and book bags in the "cubbies" located in their homerooms. It is essential that you label all of your child's belongings, including book bags, since there is the possibility that students may have the same/ similar items. All valuable items must be stored in the locker.

Students are only allowed to use their lockers before school, before lunch, after lunch, and after school. Therefore, it is essential that you emphasize the importance of being organized with your child. Each child needs to make certain that they have all the materials needed for the morning classes in the morning and the afternoon classes in the afternoon. Students will not be allowed to return to lockers to retrieve items left behind once the locker periods have ended. (MS)² personnel are not responsible for any lost or stolen items that should be stored in the locker.

LOANED SCHOOL RESOURCES POLICY

The parent/guardian is required to sign a "school resource form" for every school-owned resource that is loaned to your child. These resources can include laptops, textbooks, calculators, novels, etc. The signed form represents a contract between the school and the parent/guardian. It states that you assume responsibility for the issued resource and if it is lost or damaged, you are responsible for paying the replacement cost of that item.

At the end of the year, students are to return all issued books and other materials in good condition or pay the replacement cost. Final report cards and transcripts may be withheld pending compensation for items that have not been returned or items that are damaged. Please note that all 8th grade students must settle all outstanding debts to participate in the promotional exercises.

Generally, students are expected to bring their books and other issued resources to class everyday; however, in some cases, classroom sets of textbooks are available, which enables students to keep their assigned books and materials at home. Students will be informed if this is the case.

HEALTH SERVICES: Health Suite/School Nurse

(MS)² has a full-time nurse on staff and a fully equipped health suite. Our nurse oversees the daily health issues of all students. It is up to the parent/guardian to fully disclose any medical condition(s) about your child to the school nurse prior to the opening of the school each year, and/or present such information at any time a medical condition arises. This includes information about allergies, special diets, or any physical impairment. The school nurse is the contact person for such information and may be reached through the main office phone number. The nurse will assume responsibility for appropriate communication to the teaching and support staff.

Medications/Medical Concerns: Neither prescription nor over-the-counter medications can be dispensed to a student by the school nurse without a completed release form signed by the child's doctor. The form for school-distributed prescription medication is available from the nurse or in the school office. Also, at no time is a student to carry either a prescriptive or over-the-counter medication – including headache or pain relievers – in school. In the event that your child requires a specific medication, the medication and proper documentation must be immediately turned in to the nurse upon arrival to school.

RESTROOM POLICY

Students are encouraged to use the restroom during their independent time (before school, during the lunch period, freecess, and after school). In cases of emergencies, students **will be** allowed to use the restroom during class time. A log of student restroom usage is maintained for future reference and to track students who may be abusing restroom usage.

Parents/guardians are asked to inform the school nurse if their child needs special consideration for using the restroom for a temporary problem. If there is a chronic condition, a doctor's note stating such must be on-file with the nurse who will confidentially inform teachers of this medical situation.

(MS)² Student Support Services

TRANSPORTATION

We are privileged that Howard University has granted (MS)² students permission to travel on the Howard University shuttle buses to and from the campus at no cost. These shuttle buses make stops in locations around the Howard University community including both Metro stations nearest the university. To locate other stops that may be convenient to you, please check the Howard University website. If your child rides the shuttle, please remind him/her that this is a privilege and that proper decorum is expected at all times. Inappropriate behavior on the shuttle can result in your child being banned from using it in the future.

Additionally, (MS)² students are expected to demonstrate proper behavior in public places both before and after school. This is particularly true for large groups of students waiting at bus stops and in Metro stations. When wearing the school uniform, our students can easily be identified as (MS)² students. We want our students to be model citizens who, by their decorum, attract others middle grade scholars to (MS)².

CAFETERIA AND MEALS

All students are expected to respect the rights of everyone during the breakfast and lunch periods. Students are to stay seated during meal times and use conversational tones when speaking with friends. Students are responsible for ensuring that their eating area is clean before leaving.

Students should use the restroom during their lunch period to avoid restroom interruptions during class time. Please remind your child that following lunch period, he/she must arrive at their next period on time and that tardiness will not be tolerated.

Catered breakfast and lunch are available daily, including early dismissal days. Parents/guardians must submit a completed lunch application to determine if your child qualifies for free or reduced meals. If your child does not qualify for free or reduced meals or he/she prefers not to eat the school breakfast and/or lunch, then they may bring their meals from home. Also, microwaves are available in the cafeteria for student use on a first-come, first serve basis.

(MS)² has adopted the Health Schools Act. Therefore, students/parents are not allowed to bring any food into the building for celebrations (i.e. Birthdays) unless it is a healthy snack that has received approval from the Dean of Students 3 days prior to the event.

COMMUNICATION WITH (MS)²

NOTE: Remember that you, the parent/guardian, are responsible for seeing that your child is in school and on time every day. Make it a habit to check home assignments to ensure that they are complete and done well. We also suggest that you stay in touch with us using any of the ways provided:

It is easy to –

MAINTAIN COMMUNICATION WITH (MS)² ONLINE WITH

PowerSchool

http://powerschool.universitymiddleschool.org/public/

PowerSchool is a fully integrated, web-based, cross-platform student information system.

PowerSchool gives you the power to stay on top of student progress – with email updates and online access to schedules, grades, homework, attendance information, and teacher comments.

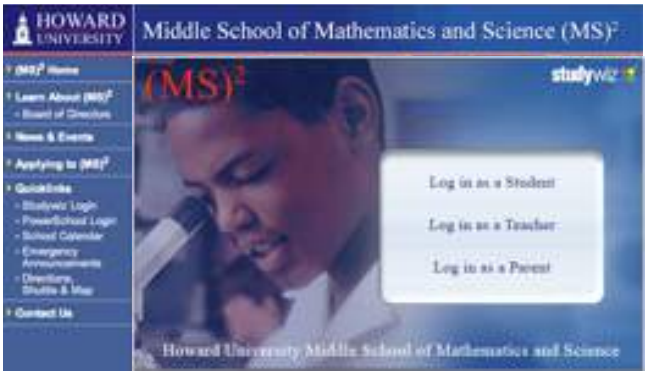
Login instructions will be provided.

Studywiz

http://studywiz.universitymiddleschool.org

Studywiz provides an online space where educational content of all types is collected, organized, and managed to create an enriched learning environment and curriculum for students. Studywiz gives teachers a unique tool for elevating instruction through personalized, collaborative and interactive learning and real-time assessment and results, and it supports parental participation in learning.

Login instructions will be provided.



$(MS)^2$ Parent Responsibilities

PARENT, TEACHER, ADMINISTRATION CONFERENCES

You are encouraged to obtain information about your child using the ways presented in the "*COMMUNICATION WITH $(MS)^2$*" of this handbook. As you review this information, arrange for conferences with your child's teachers to gain even more insight into how well your child is performing. Being informed will enable you to play a more significant role in assisting your child's teachers in addressing concerns and in maintaining success. A key indicator of student success is directly linked to parent/guardian involvement and support. Even when things are going well for your child, it is encouraging for him/her to know that both parents and teachers share a mutual concern about their well-being and academic successes.

Be certain to check the school calendar for the dates and times of the formal parent-teacher conferences. These occur at the midpoint of each quarter. During these conferences you are afforded the opportunity to visit with all your child's teachers in one day. These conferences are scheduled at times that accommodate work schedules of parents/guardians.

$(MS)^2$ PARENTS IN ACTION

All parents/guardians are expected to be active participants in the $(MS)^2$ Parents in Action. The Parents in Action provides parents/guardians with the organizational structure and network capabilities for families to work collaboratively in making $(MS)^2$ one of the most effective schools in the nation. Check the school calendar for meeting dates and times.

$(MS)^2$ Parent Responsibilities

VISITORS AND VOLUNTEERS

$(MS)^2$ welcomes all visitors and volunteers. If you are coming to meet with a teacher or administrator about your child, or even as a volunteer, parents/guardians are strongly encouraged to call to schedule an appointment. If you are interested in volunteering, please contact the administrative assistant who will connect you to the volunteer coordinator.

All individuals entering the building must sign-in at the security desk and will be asked to show and turn in government issued photo identification prior to receiving a visitor's badge. The badge must be worn for the duration of the visit and returned to the front office upon leaving. Children from other schools will not be allowed into the building unless accompanied by an adult. It is expected that all visitors will exhibit proper decorum while in the building.

LOST AND FOUND

You are reminded to label all of your child's belongings. This will enable us to return lost items expediently. All unidentified "lost and found" items will be left at the lost and found area located at the security desk in the main lobby. Also, students are encouraged to check their classrooms for any misplaced items. At the end of each semester, unclaimed clothing will be donated to local charities. Finally, it is highly recommended that large amounts of money and/or valuables are not brought to school. The school will not assume liability if these items are lost or stolen.

UNIVERSAL PERMISSION SLIP

A signed universal permission slip must be on file for your child. This permission slip grants permission for your child to participate in local field trips (District of Columbia, Maryland, and Virginia). It is our policy to notify parents/guardians in advance of all field trips; however, occasionally excursions may be unanticipated and may not permit advance notification. Thus, with this slip on file, your child will be able to participate in all activities.

Howard University Middle School of Mathematics and Science
405 Howard Place, NW, Washington, DC 20059
Phone: 202-806-7725 - Website: http://www.howard.edu/ms2

Howard University Middle School of Mathematics and Science

405 Howard Place
Washington, DC 20059

(202) 806-7725

Board Chair: Aprille Ericsson

Appendix 8: Professional Development Agenda

Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

HOWARD UNIVERSITY

$(MS)^2$

Howard University Middle School of Mathematics and Science

Professional Development Schedule

August 14th-24th, 2013

Wednesday August 14th	
8:00 – 9:00 am	Opening Session/All staff
9:00 – 11:00 am	School Culture Workshop
11:00 am – 12:00 pm	Lunch
12:00 – 3:00 pm	School Culture Workshop (cont.)
3:00 – 4:00 pm	Grade Level Team Meetings

Thursday August 15th	
8:00 am – 12:00 pm	School Culture Week Overview
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Dean of Students Presentation
3:00 – 4:00 pm	Grade Level Team Meetings

Friday August 16th	
8:00 – 10:00 am	School Culture Week Breakouts
10:00 am – 12:00 pm	HR Presentation
12:00 – 1:00 pm	Lunch
1:00 – 4:00 pm	Classroom Setup

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Monday August 19th	
8:00 – 10:00 am	Student Advisory Presentation
10:00 am – 12:00 pm	Student Orientation Overview
12:00 – 1:00 pm	Lunch
1:00 – 4:00 pm	Grade Level & Department Team Meetings

Tuesday August 20th	
9:00 am – 4:00 pm	All-day Staff Retreat

Wednesday August 21st	
8:00 am – 12:30 pm	6th Grade Orientation
1:30 – 4:30 pm	Department Team Meetings/Classroom Setup

Thursday August 22nd	
8:00 am – 12:30 pm	7th Grade Orientation
1:30 – 4:30 pm	Department Team Meetings/Classroom Setup

Friday August 23rd	
8:00 am – 12:30 pm	8th Grade Orientation
1:30 – 4:30 pm	Department Team Meetings/Classroom Setup

Saturday August 24th	
12:00 noon	Back-To-School Barbeque

Howard University Middle School of Mathematics and Science

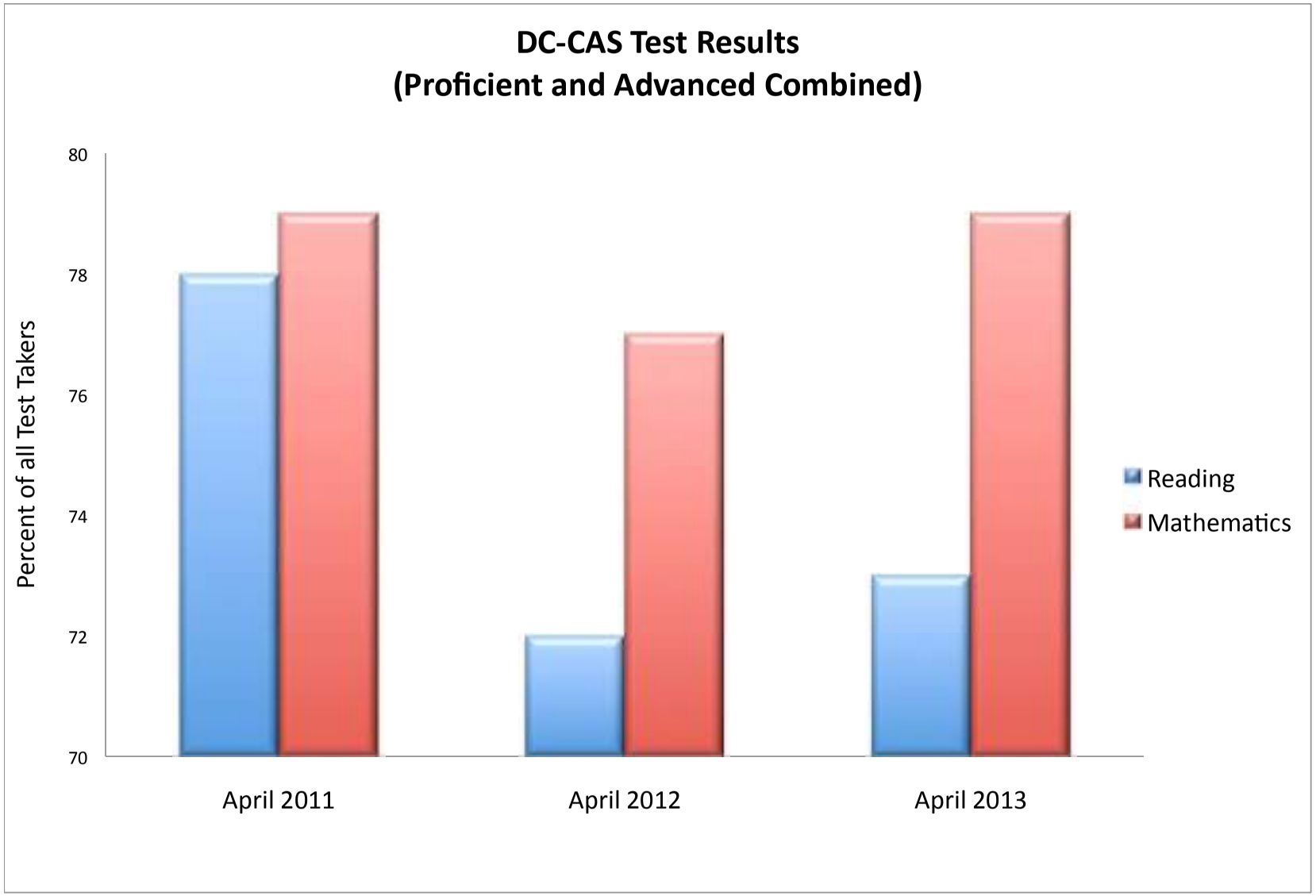
405 Howard Place
Washington, DC 20059

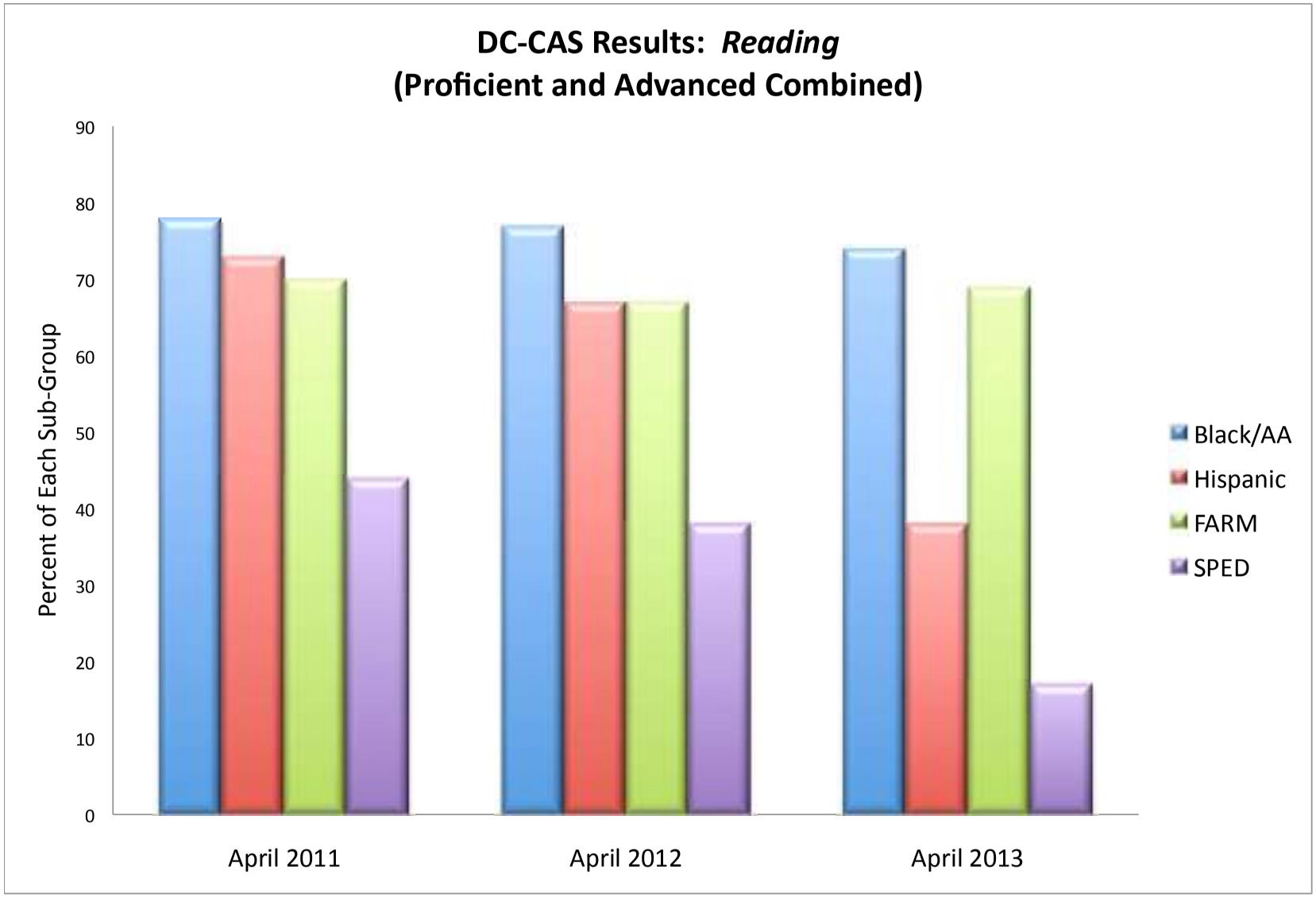
(202) 806-7725

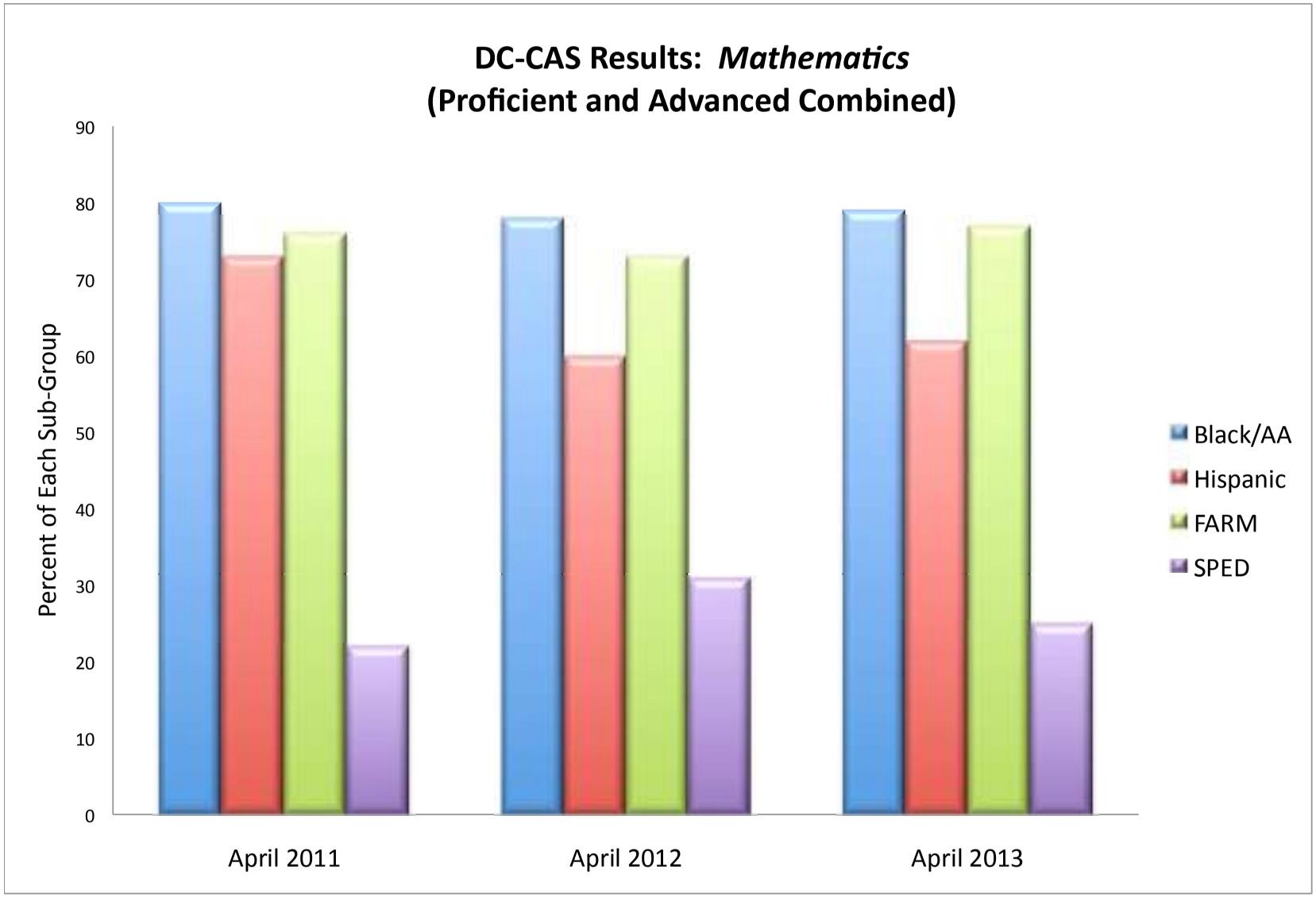
Board Chair: Aprille Ericsson

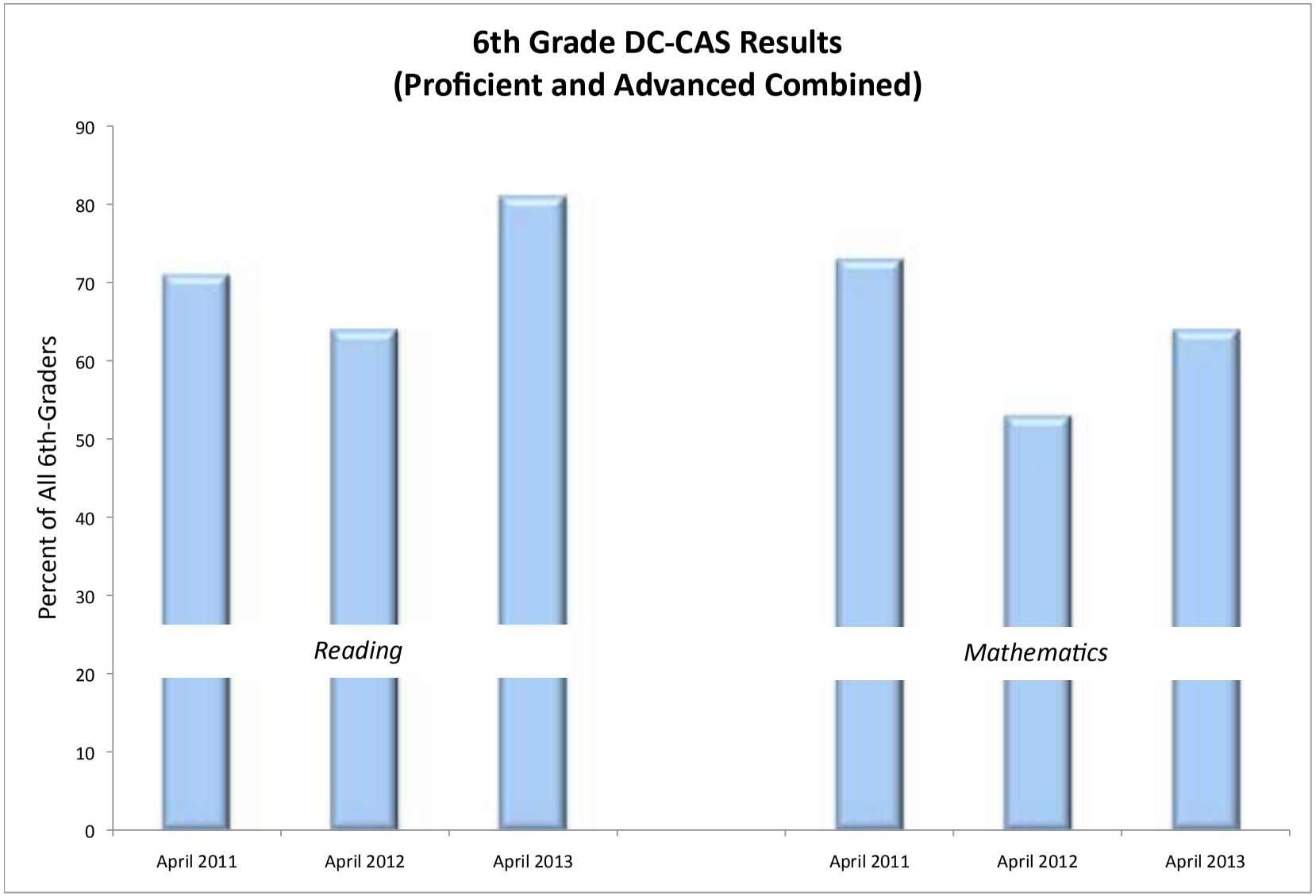
Appendix 9: Data Presentation

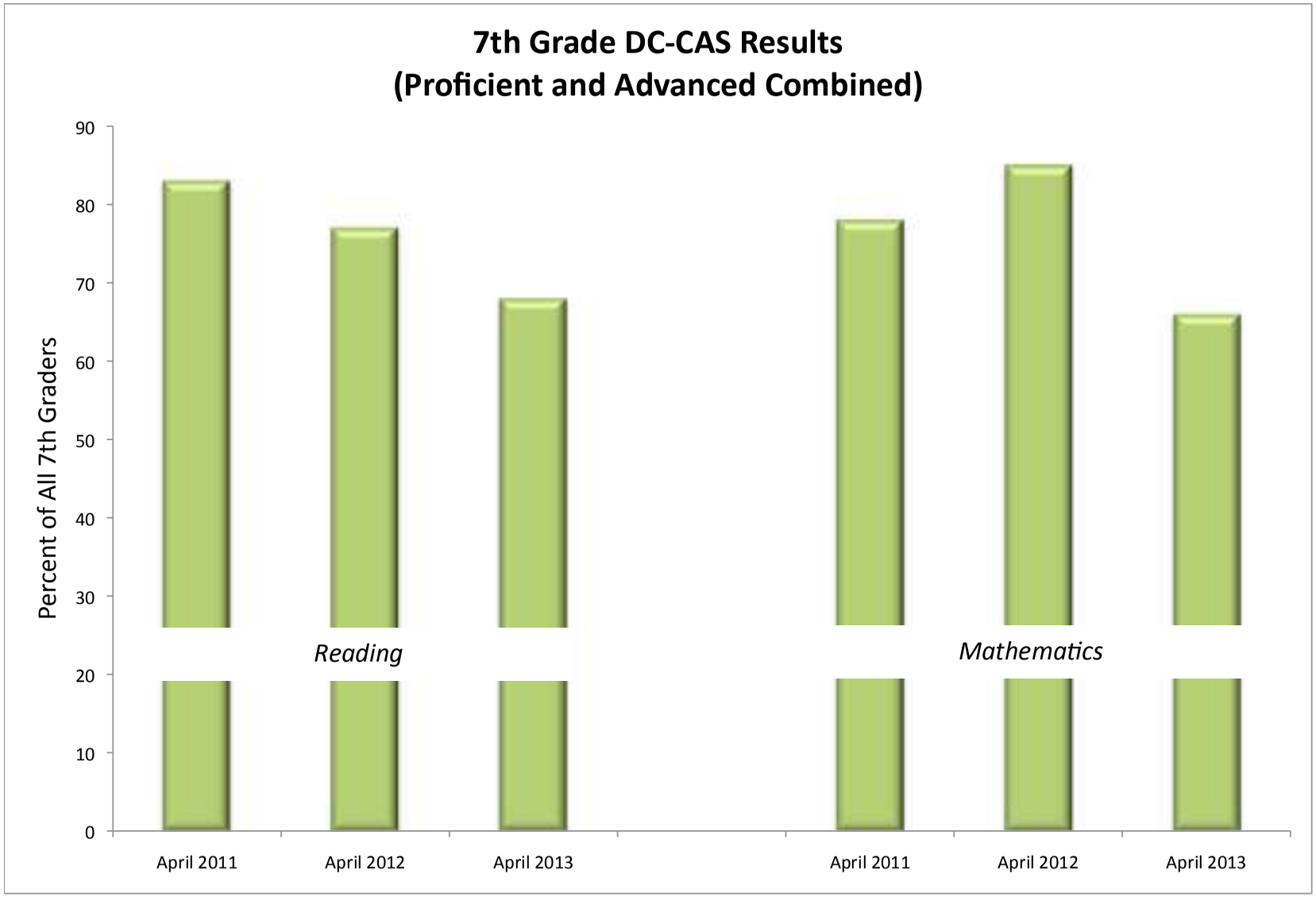
Geometry in Nature: Mt. Etna and a dolphin both blow "smoke" rings, better known to mathematicians as toroidal vortices.

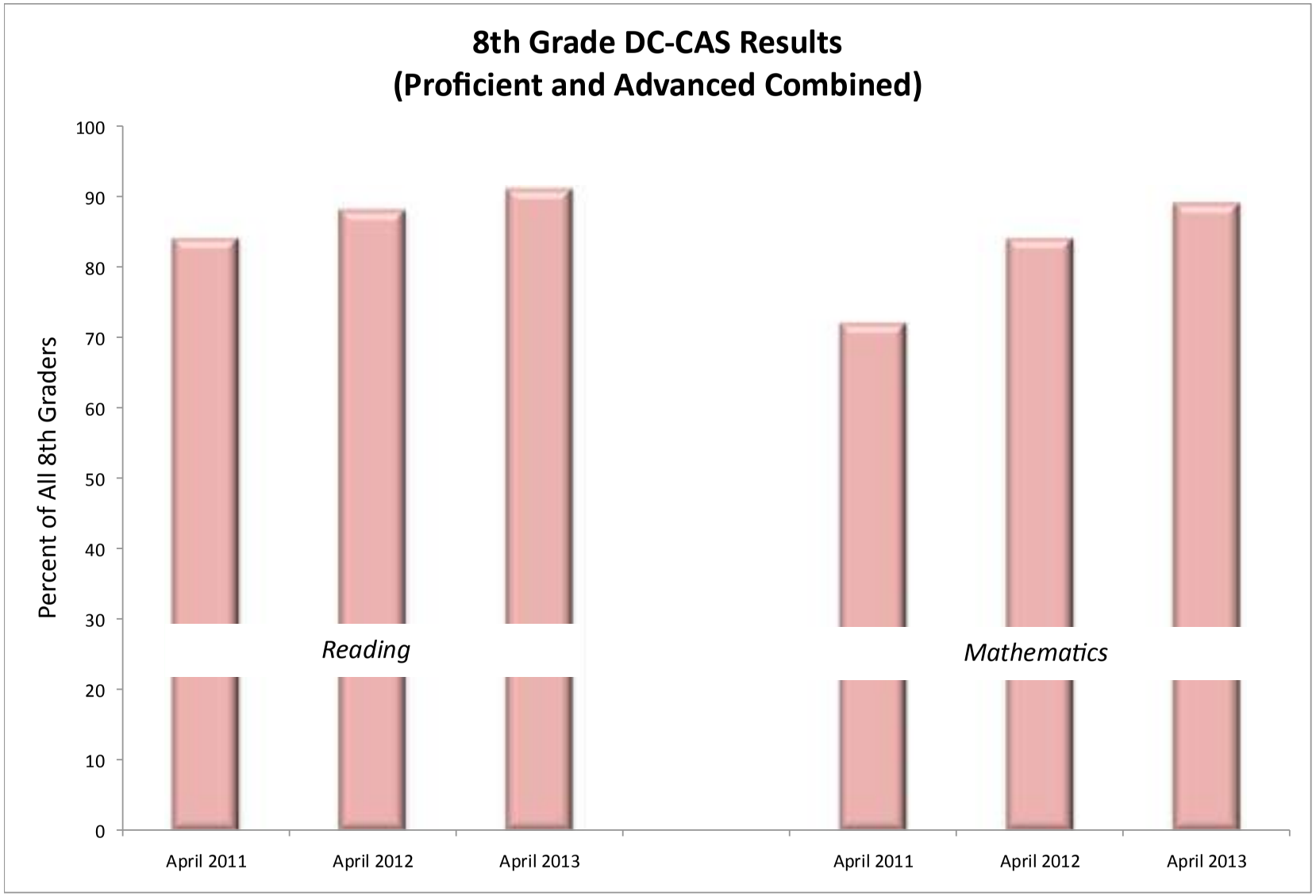

DC-CAS Test Results
(Proficient and Advanced Combined)
Percent of all Test Takers
80
78
76
74
72
70
April 2011
April 2012
April 2013
Reading
Mathematics

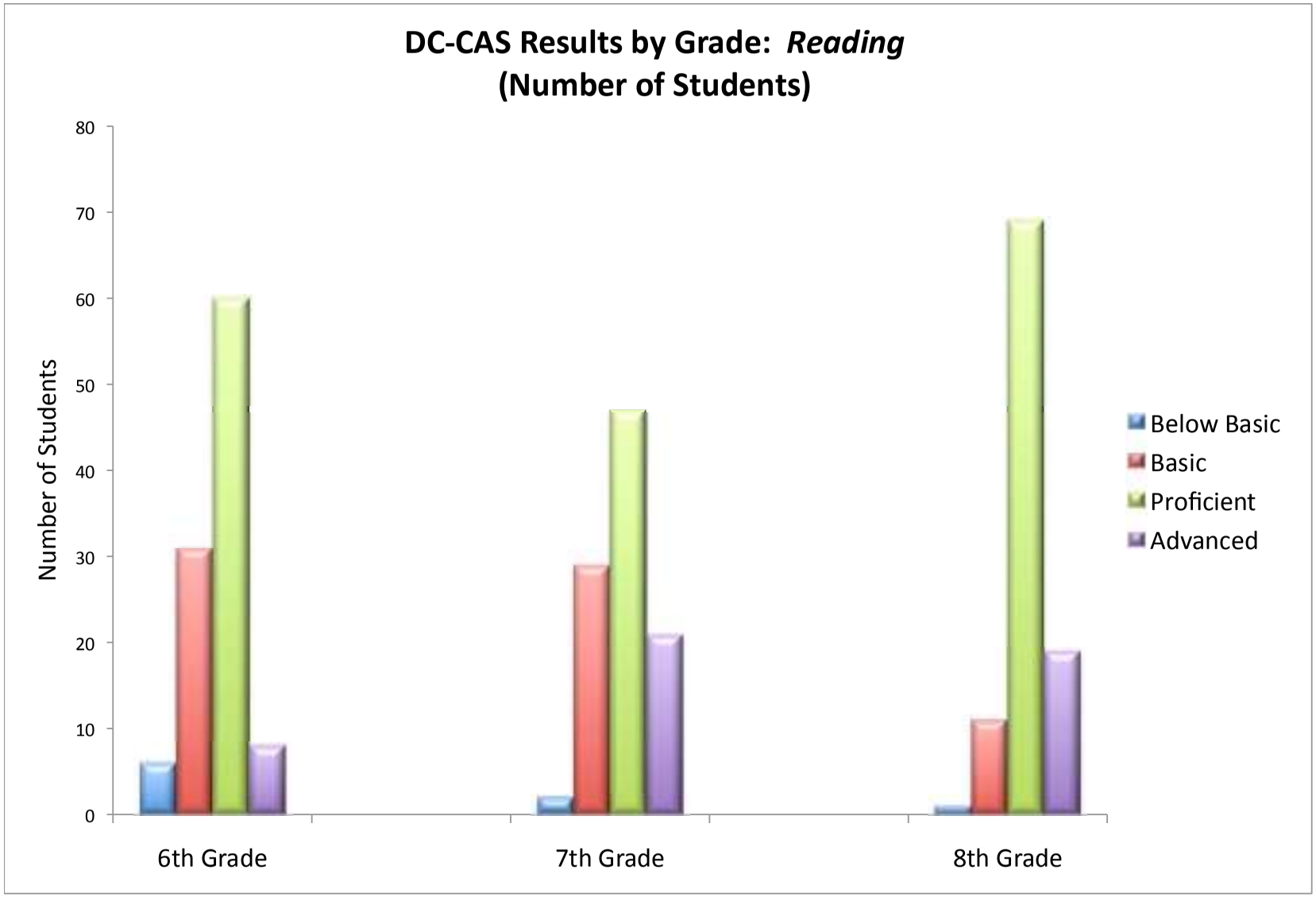

DC-CAS Results: *Reading*
(Proficient and Advanced Combined)
Percent of Each Sub-Group
90
80
70
60
50
40
30
20
10
0
April 2011
April 2012
April 2013
Black/AA
Hispanic
FARM
SPED

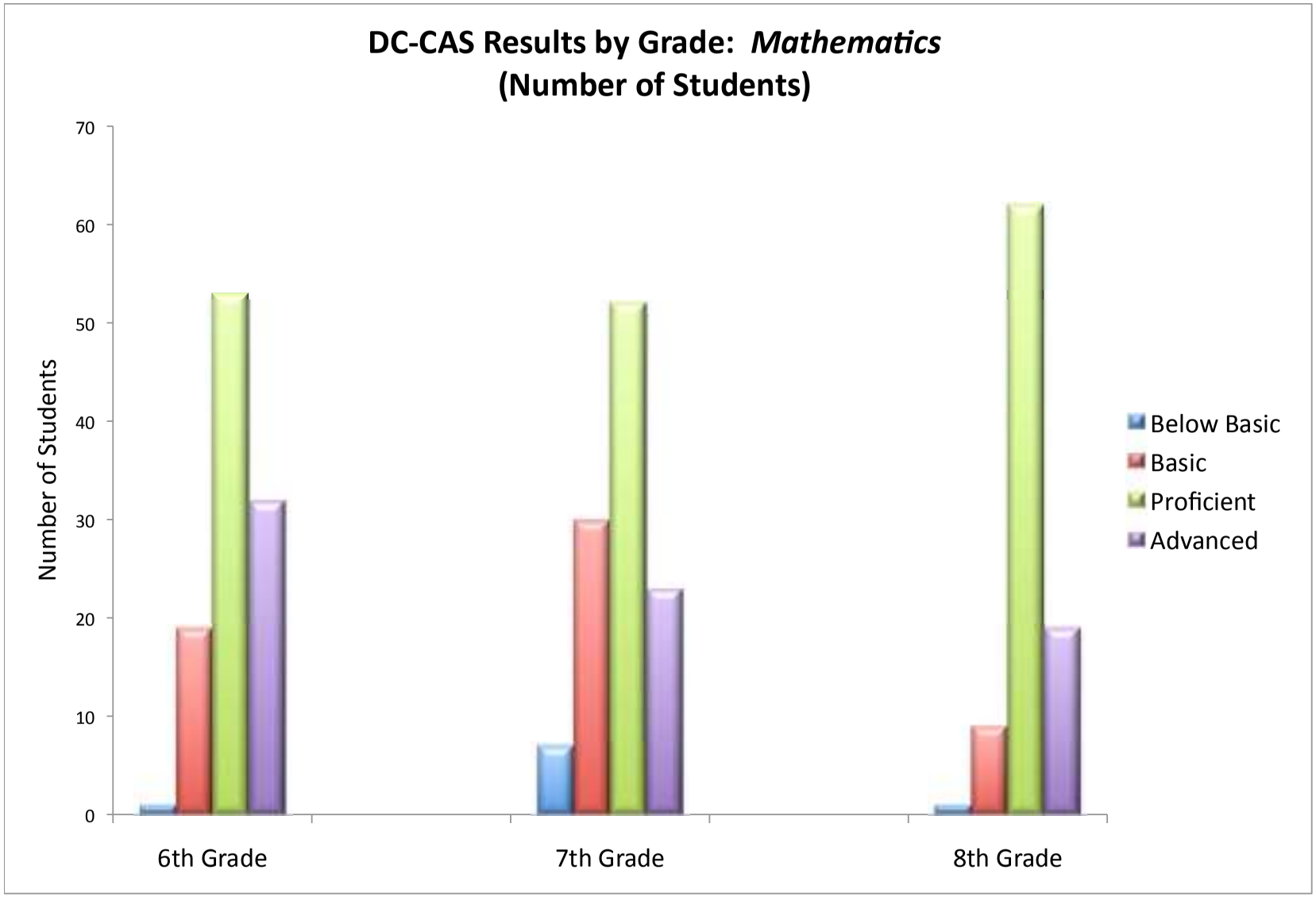

DC-CAS Results: *Mathematics*
(Proficient and Advanced Combined)
Percent of Each Sub-Group
90
80
70
60
50
40
30
20
10
0
April 2011
April 2012
April 2013
Black/AA
Hispanic
FARM
SPED

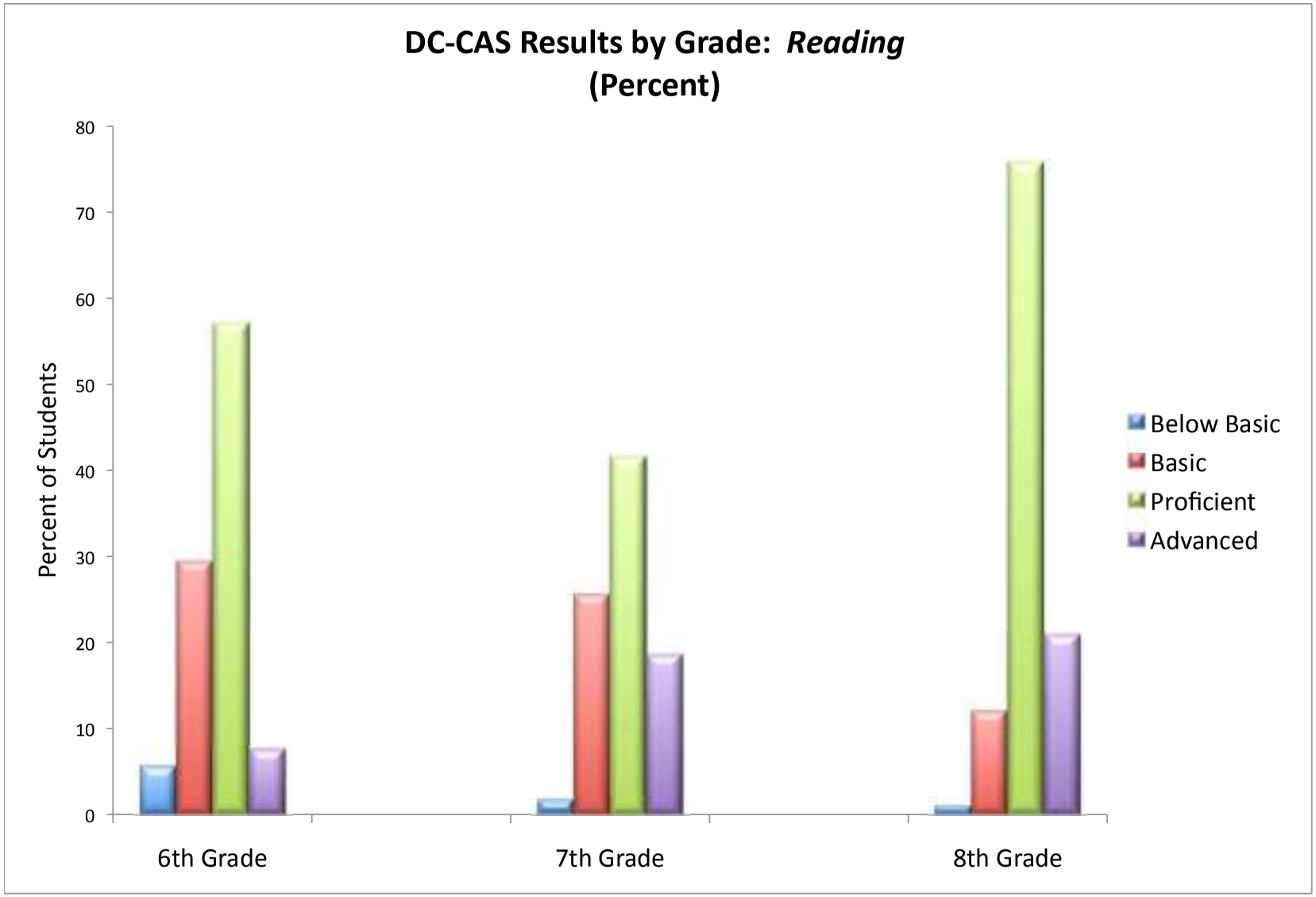

6th Grade DC-CAS Results
(Proficient and Advanced Combined)
Percent of All 6th-Graders
90
80
70
60
50
40
30
20
10
0
Reading
Mathematics
April 2011
April 2012
April 2013
April 2011
April 2012
April 2013

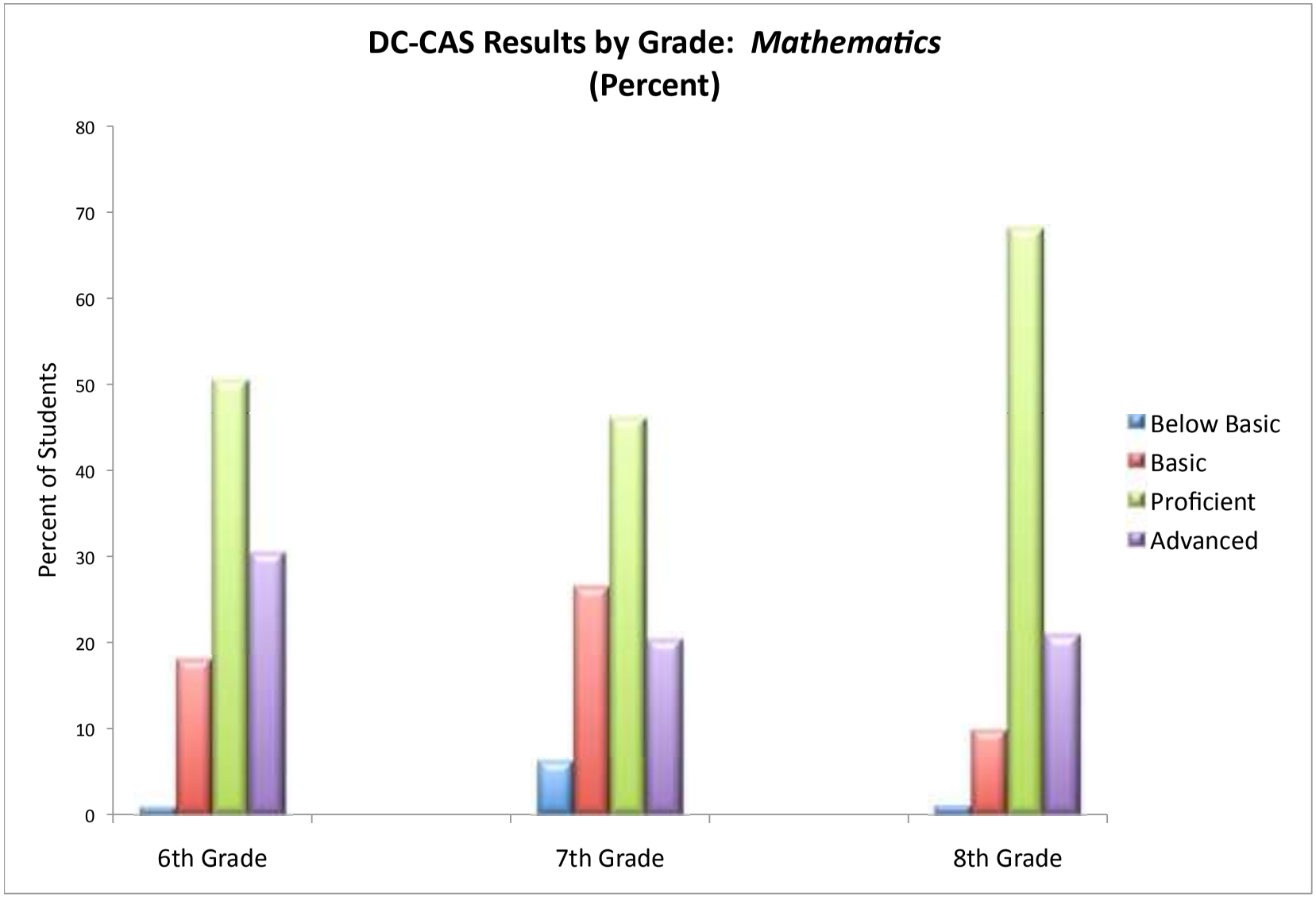

7th Grade DC-CAS Results
(Proficient and Advanced Combined)
Percent of All 7th Graders
90
80
70
60
50
40
30
20
10
0
Reading
Mathematics
April 2011
April 2012
April 2013
April 2011
April 2012
April 2013

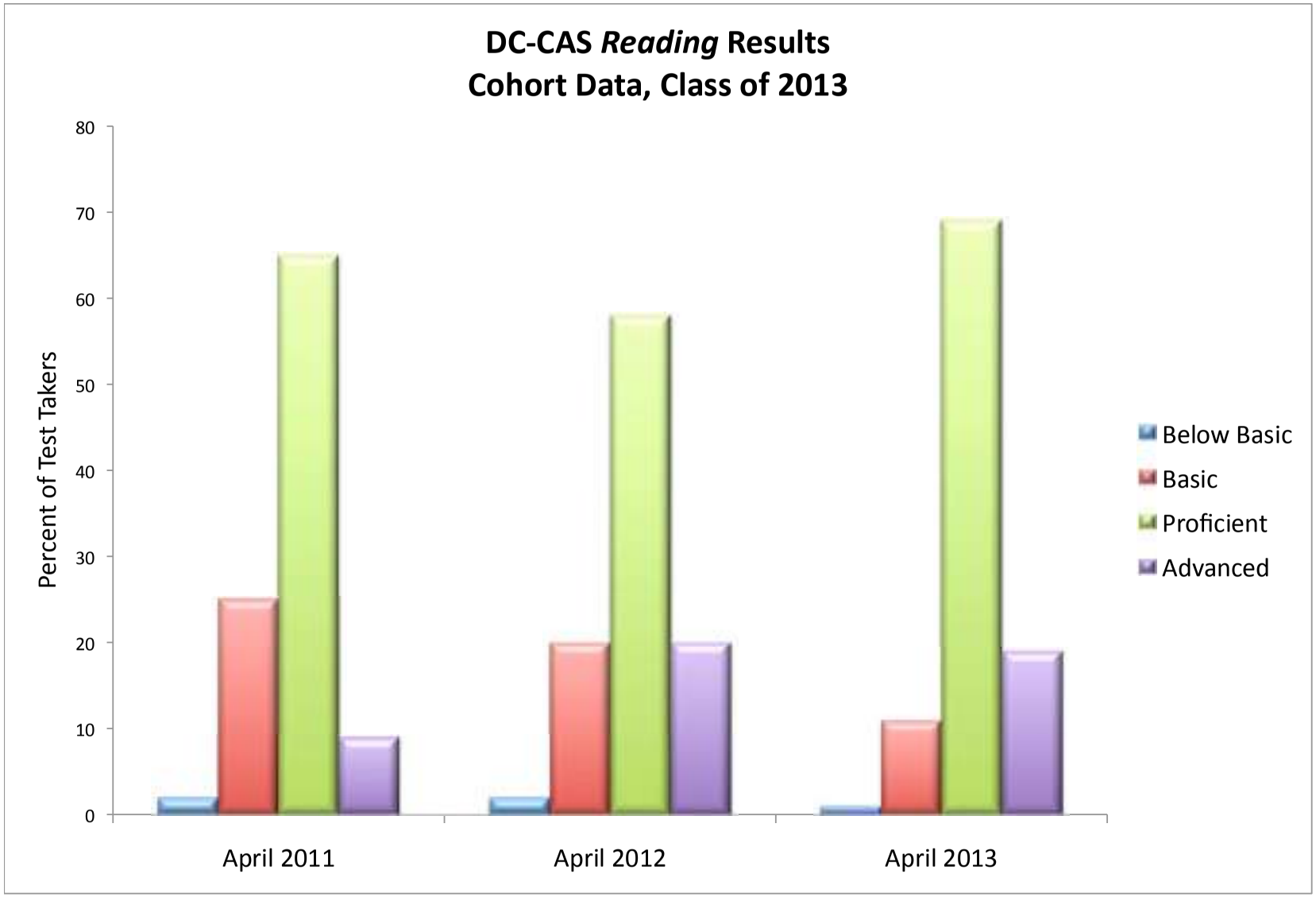

8th Grade DC-CAS Results
(Proficient and Advanced Combined)
Percent of All 8th Graders
100
90
80
70
60
50
40
30
20
10
0
Reading
Mathematics
April 2011
April 2012
April 2013
April 2011
April 2012
April 2013

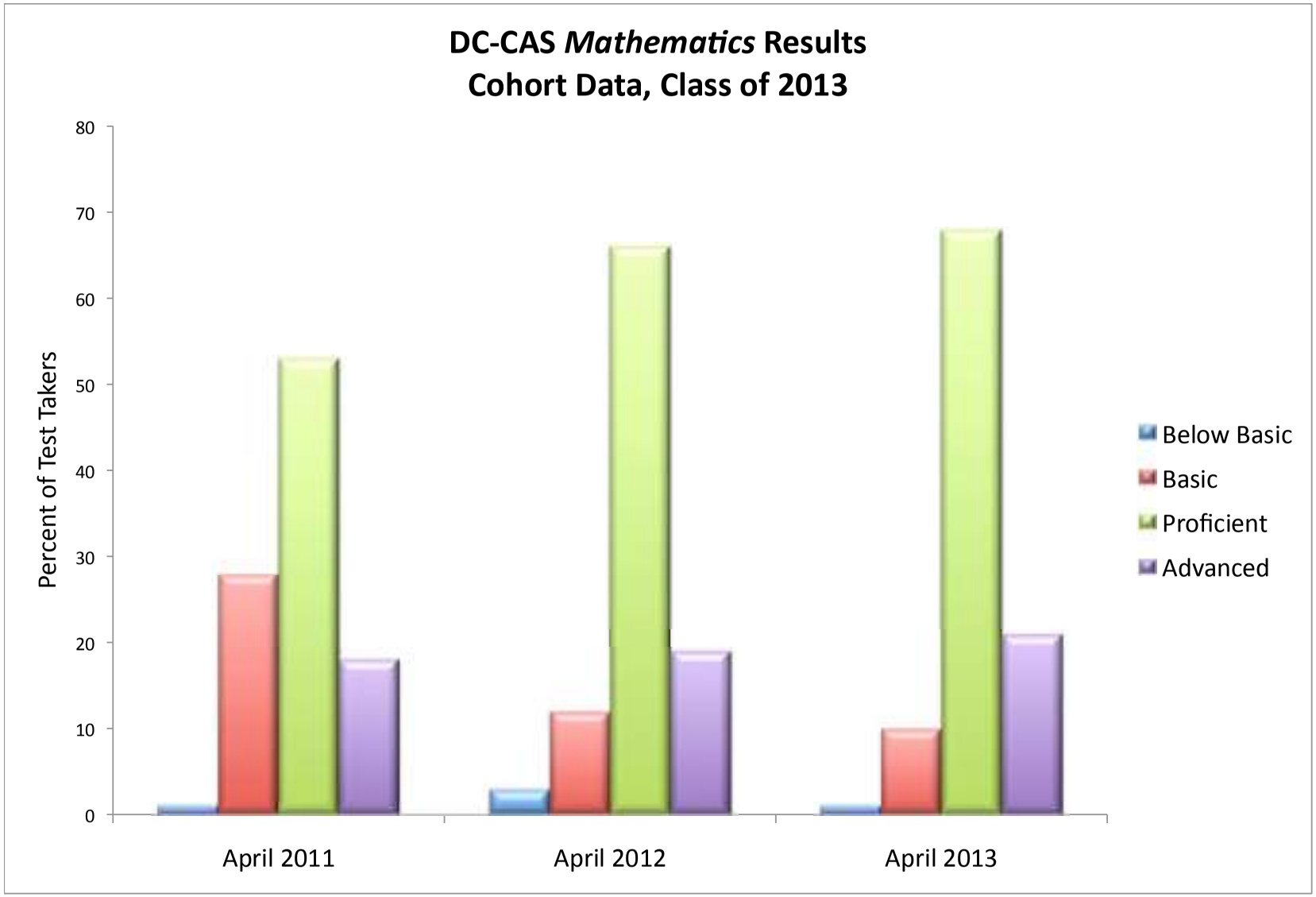

DC-CAS Results by Grade: *Reading*
(Number of Students)
Number of Students
80
70
60
50
40
30
20
10
0
6th Grade
7th Grade
8th Grade
Below Basic
Basic
Proficient
Advanced

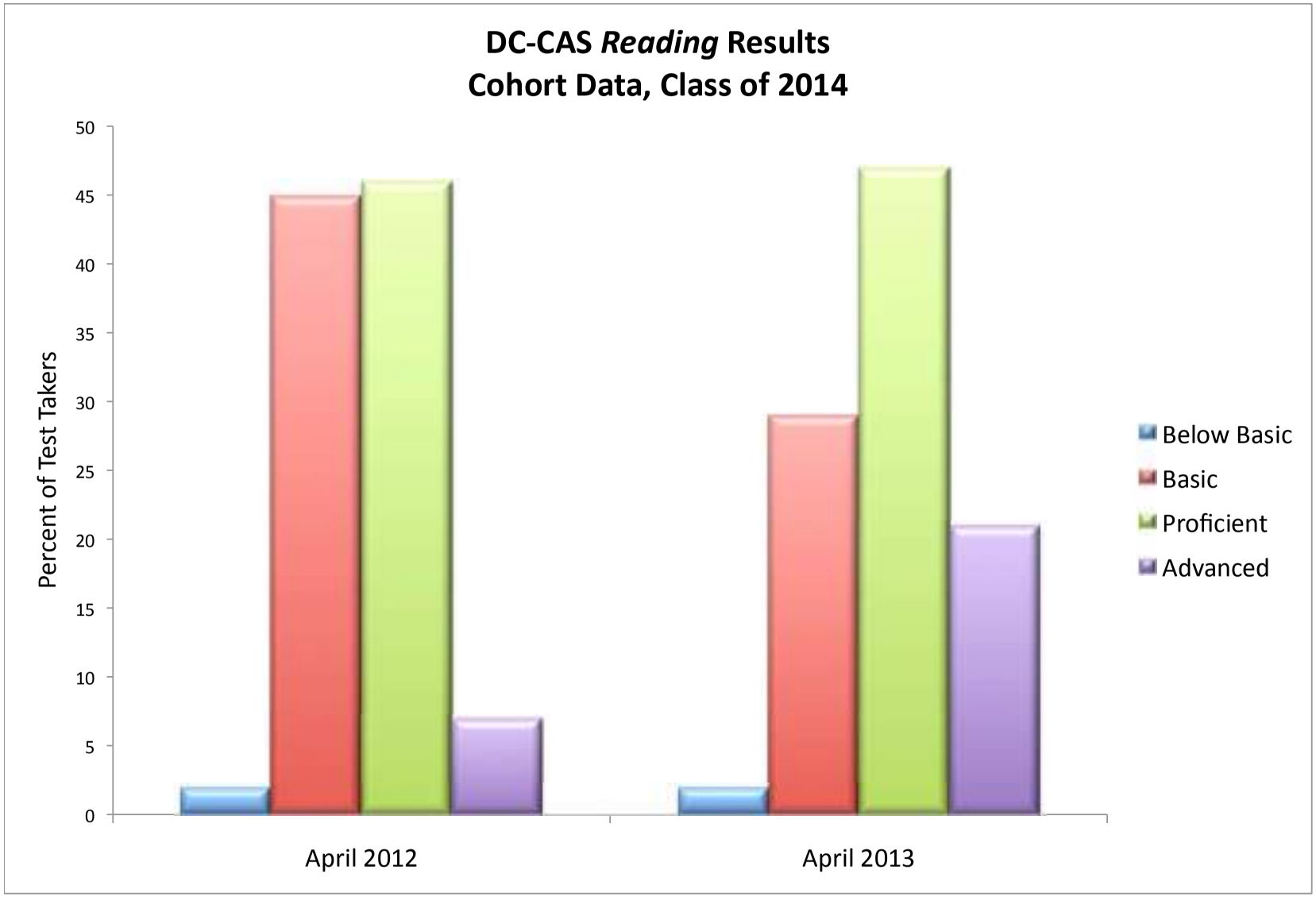

DC-CAS Results by Grade: *Mathematics*
(Number of Students)
Number of Students
70
60
50
40
30
20
10
0
6th Grade
7th Grade
8th Grade
Below Basic
Basic
Proficient
Advanced

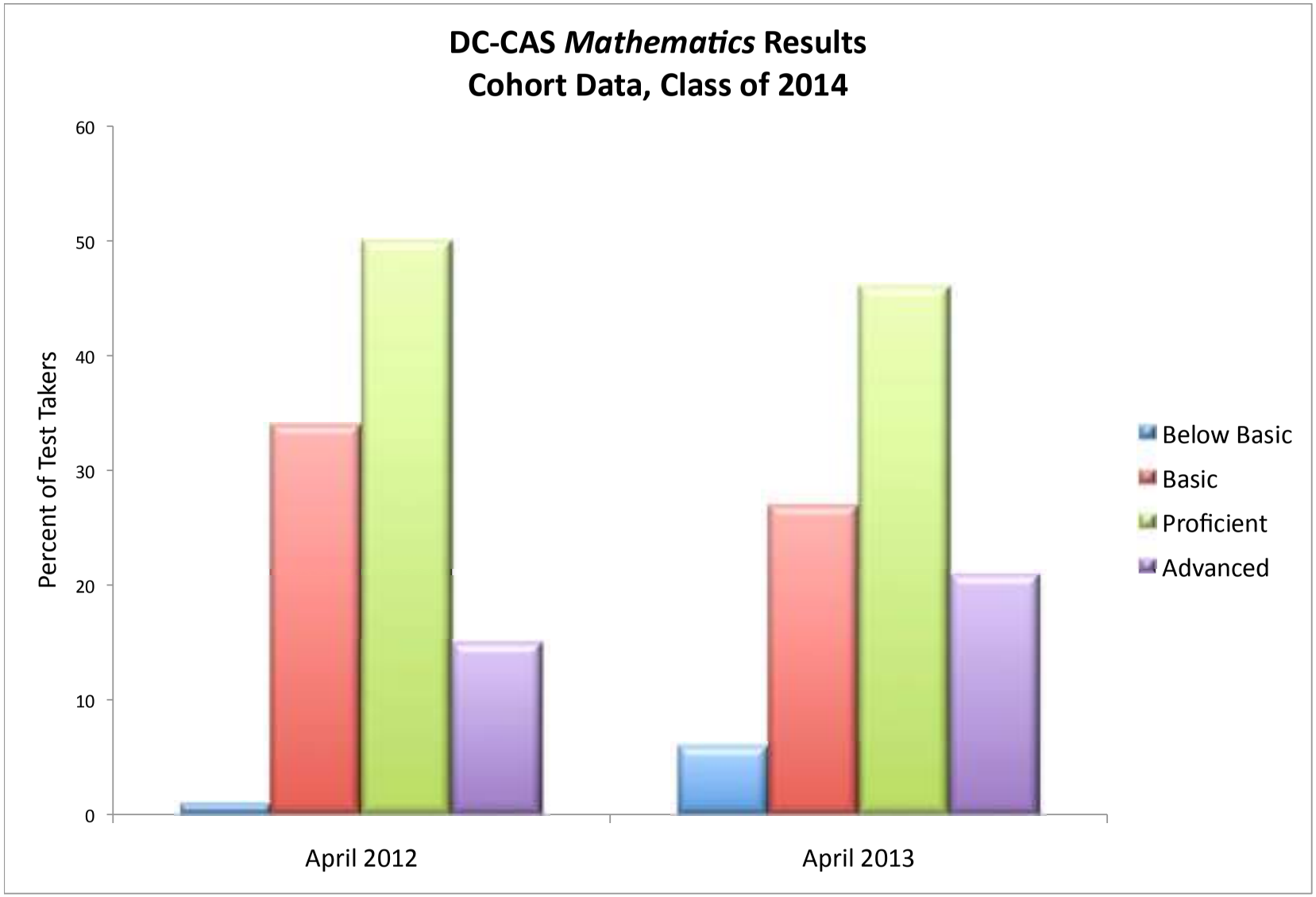

DC-CAS Results by Grade: *Reading*
(Percent)
Percent of Students
80
70
60
50
40
30
20
10
0
6th Grade
7th Grade
8th Grade
Below Basic
Basic
Proficient
Advanced

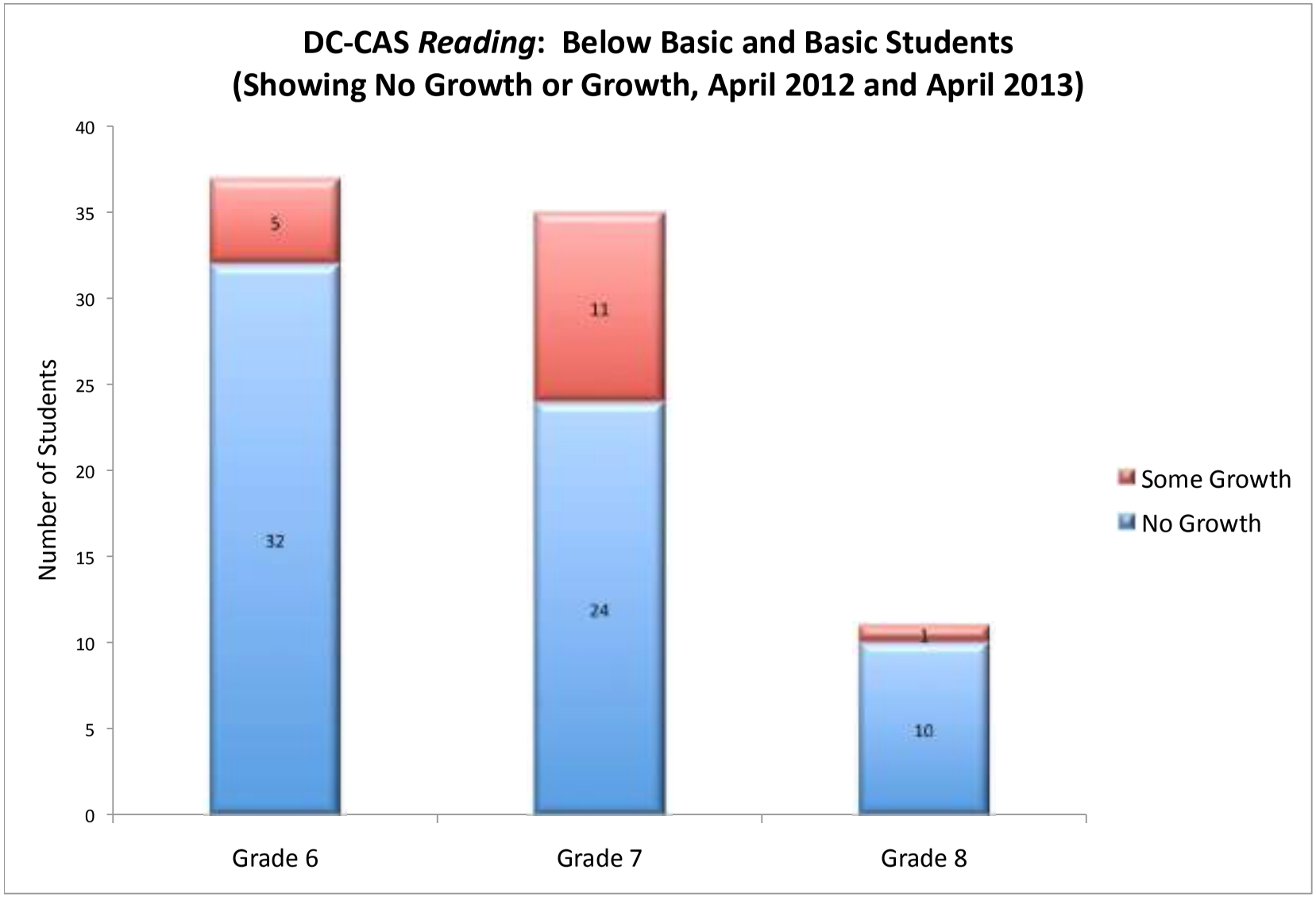

DC-CAS Results by Grade: *Mathematics*
(Percent)
Percent of Students
80
70
60
50
40
30
20
10
0
6th Grade
7th Grade
8th Grade
Below Basic
Basic
Proficient
Advanced

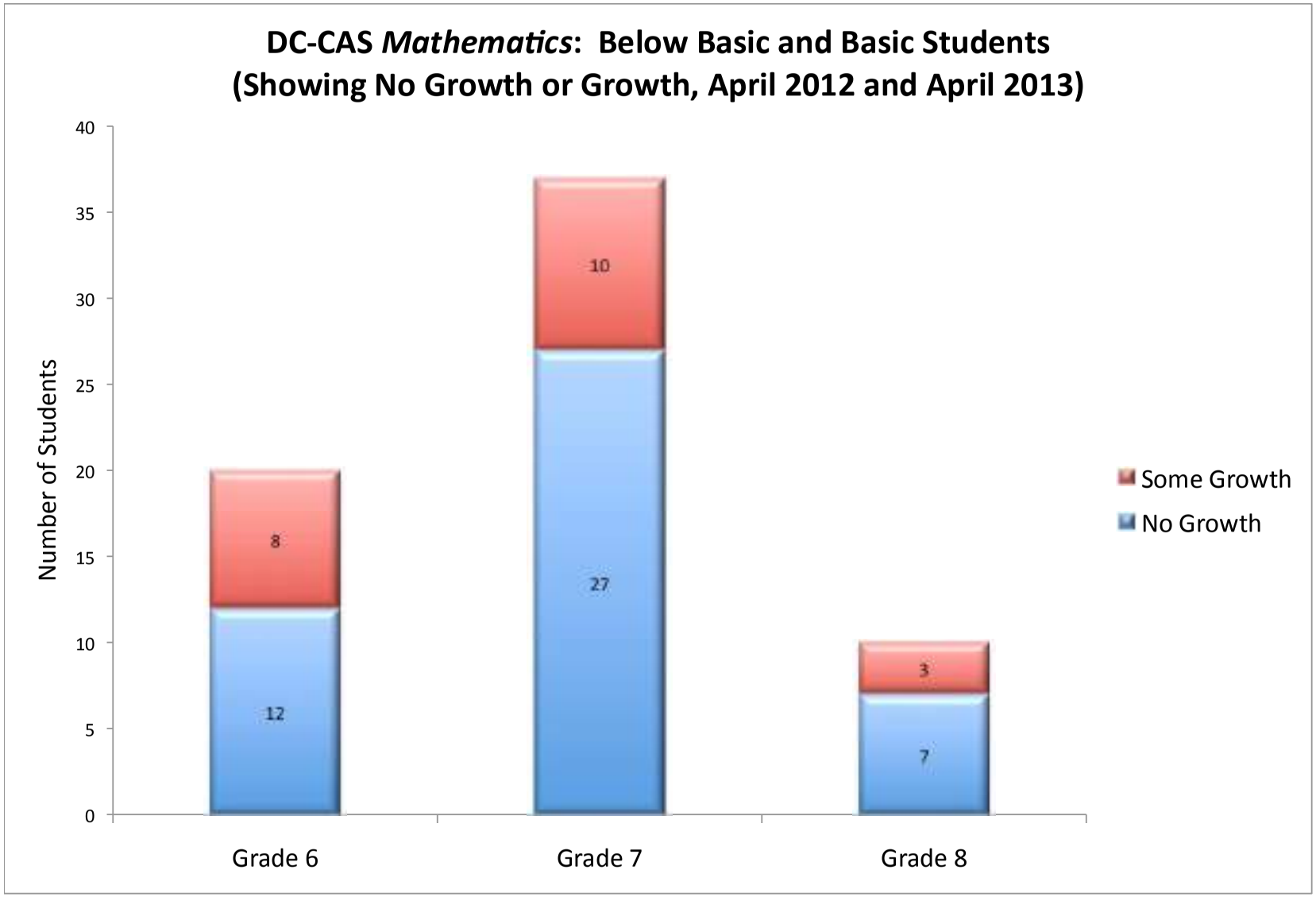

DC-CAS *Reading* Results
Cohort Data, Class of 2013
Percent of Test Takers
80
70
60
50
40
30
20
10
0
April 2011
April 2012
April 2013
Below Basic
Basic
Proficient
Advanced


DC-CAS *Mathematics* Results
Cohort Data, Class of 2013
Percent of Test Takers
80
70
60
50
40
30
20
10
0
April 2011
April 2012
April 2013
Below Basic
Basic
Proficient
Advanced


DC-CAS *Reading* Results
Cohort Data, Class of 2014
Percent of Test Takers
50
45
40
35
30
25
20
15
10
5
0
April 2012
April 2013
Below Basic
Basic
Proficient
Advanced


DC-CAS *Mathematics* Results
Cohort Data, Class of 2014
Percent of Test Takers
60
50
40
30
20
10
0
April 2012
April 2013
Below Basic
Basic
Proficient
Advanced


DC-CAS *Reading*: Below Basic and Basic Students
(Showing No Growth or Growth, April 2012 and April 2013)
Number of Students
40
35
30
25
20
15
10
5
0
5
32
11
24
1
10
Grade 6
Grade 7
Grade 8
Some Growth
No Growth


DC-CAS *Mathematics*: Below Basic and Basic Students
(Showing No Growth or Growth, April 2012 and April 2013)
Number of Students
40
35
30
25
20
15
10
5
0
8
12
10
27
3
7
Some Growth
No Growth
Grade 6
Grade 7
Grade 8

DC-CAS *Reading* Results by Grade Level
(Number of Students)

Grade	Below Basic	Basic	Proficient	Advanced	Total
6	6	31	60	8	105
7	2	33	53	24	112
8	1	10	63	17	91

DC-CAS *Reading* Results by Grade Level
(Percent of Students)

Grade	Below Basic	Basic	Proficient	Advanced	Total
6	6	30	56	8	100
7	2	29	48	21	100
8	1	11	69	19	100

DC-CAS *Mathematics* Results by Grade Level
(Number of Students)

Grade	Below Basic	Basic	Proficient	Advanced	Total
6	1	19	53	32	105
7	7	30	52	23	112
8	1	9	62	19	91

DC-CAS *Mathematics* Results by Grade Level
(Percent of Students)

Grade	Below Basic	Basic	Proficient	Advanced	Total
6	1	18	51	30	100
7	6	27	47	20	100
8	1	10	68	21	100

DC-CAS *Reading* Results by Subgroup
(Number of Students in Each Subgroup)

Subgroup	Below Basic	Basic	Proficient	Advanced
Black/AA	7	67	168	45
Hispanic	2	6	3	2
FARMs	5	50	100	25
SPED	2	8	1	1

DC-CAS *Reading* Results by Subgroup
(Percent of Students per Subgroup)

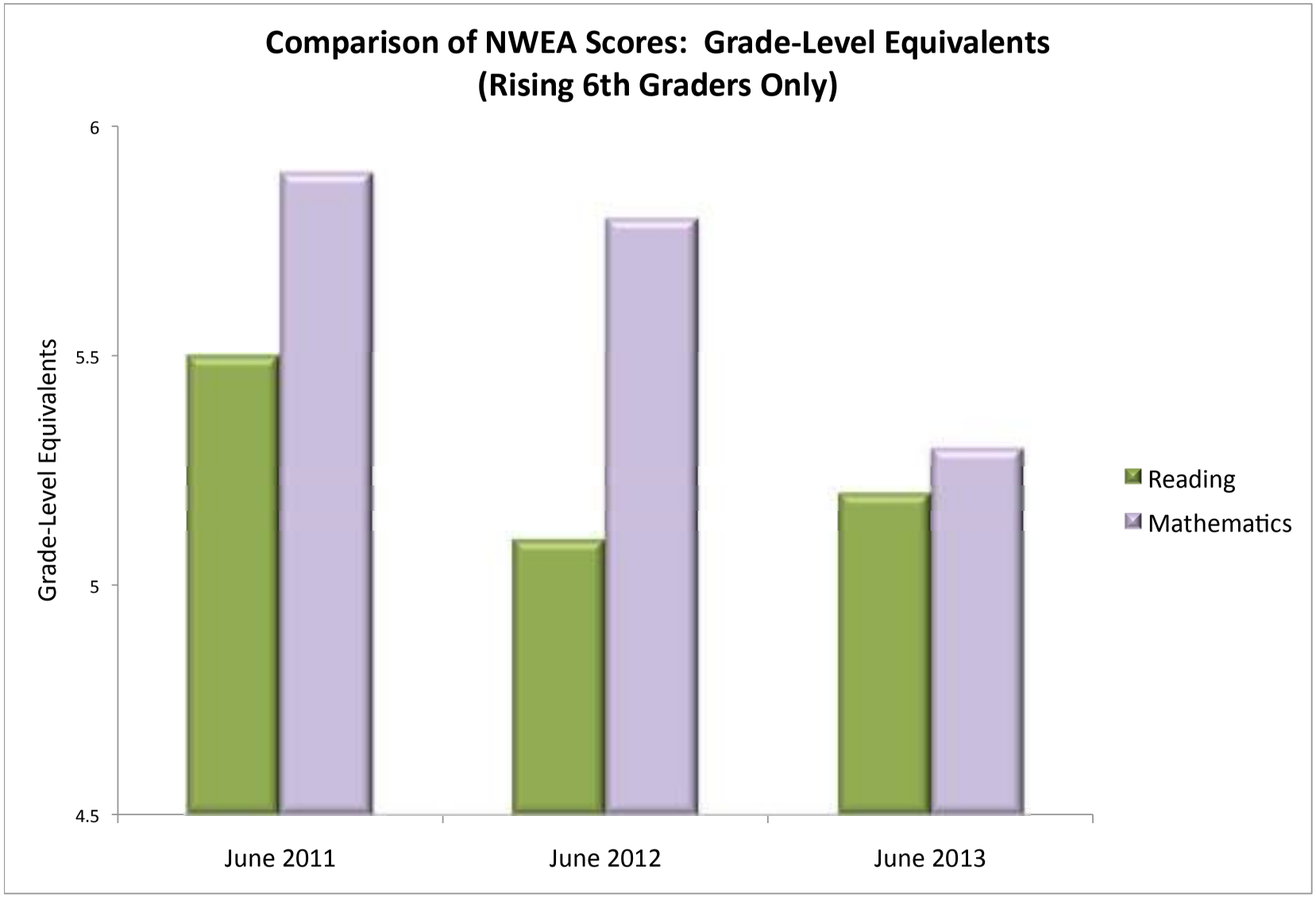
Subgroup	Below Basic	Basic	Proficient	Advanced
Black/AA	2	23	59	16
Hispanic	15	46	23	15
FARMs	3	28	56	13
SPED	17	67	8	8

DC-CAS *Mathematics* Results by Subgroup
(Number of Students in Each Subgroup)

Subgroup	Below Basic	Basic	Proficient	Advanced
Black/AA	7	54	155	71
Hispanic	2	3	8	0
FARMs	7	34	102	37
SPED	1	8	3	3

DC-CAS *Mathematics* Results by Subgroup
(Percent of Students per Subgroup)

Subgroup	Below Basic	Basic	Proficient	Advanced
Black/AA	2	19	54	25
Hispanic	15	23	62	0
FARMs	4	19	57	21
SPED	7	53	20	20


Comparison of NWEA Scores: Grade-Level Equivalents
(Rising 6th Graders Only)
Grade-Level Equivalents
6
5.5
5
4.5
June 2011
June 2012
June 2013
Reading
Mathematics

Howard University Public Charter Middle School of Mathematics and Science
405 Howard Place, Washington DC 20059

2011 – 2012 Annual Report

Dr. Aprille Ericsson
Board Chair
(202) 494-9090

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE
ANNUAL REPORT
ACADEMIC YEAR VI - 2011-2012

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I. SCHOOL DESCRIPTION

1.1 MISSION STATEMENT

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science (MS)^2 provides an educational experience of exceptional quality for a diverse population of students in grades six, seven and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. (MS)^2 encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

1.2 SCHOOL PROGRAM

A. GRADE AND AGE LEVELS SERVED

In academic year 2011-12, its sixth year of operation, the Howard University Middle School of Mathematics and Science served two hundred ninety-eight (298) sixth, seventh and eighth grade students. These students ranged in age from ten to fourteen years. ***(See Appendix 1 - Data Collection Tool.)***

B. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

1. **Academic Learning Program**
   a. 8:10 a.m. – 3:30 p.m. - (90-minute classroom periods on alternate day 45-minute block schedule)

2. **STEM Connections**
   a. 3:30 p.m. – 4:30 p.m. (Applied Mathematics, Science and Technology Extension Classes) ***(See Appendix 2 – Extended Enrichment Catalog.)***

3. **Saturday Academy**
   a. 9:00 a.m. – 12:00 p.m. (Bi-weekly Saturdays)

4. **Summer Academy**
   8:00 a.m. – 12:30 p.m. (June 25th – July 27th) ***(See Appendix 3 – Summer Academy Handbook))***
   a.

5. **Core Subjects**
   a. Mathematics
   b. Science
   c. English Language Arts
   d. Reading
   e. Social Studies
   f. Spanish
   g. Music
   h. Health/Physical Education

C. CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

The Howard University Public Charter Middle School of Mathematics and Science is committed to academic excellence for all students. The inquiry- and standards-based curriculum offered is designed to excel students in the areas of mathematics and science and to connect and integrate these disciplines into all core subjects. The educational framework is built on a curriculum supported by problem-solving, critical thinking, and scientific inquiry. Further, commitment to developing the "whole" student that balances intellectual development with psychological, social and emotional growth is a priority and evident within the learning environment.

This approach has two purposes. First, it is intended to actively engage students in hands-on and minds-on activities that develop their critical problem-solving skills, creativity and academic confidence. Teachers paint an intellectual picture throughout the school year that promotes in-depth and enduring knowledge and understanding of mathematics and science. This momentous goal is achieved through an interdisciplinary, pedagogical approach that is vastly different from the traditional dichotomous approach to teaching. Our teachers intuitively make connections to the mathematics and/or science concepts that are inherent in their units. Additionally, cross curricular planning allows for the science and/or mathematical theme to flow naturally throughout the day as students move from course to course, which in essence makes the connections, helps students gain deeper understanding and often addresses the importance of why they are learning the content.

Secondly, the curriculum is intended to reach all students regardless of skill levels, epistemological styles, personalities and cultures, to prepare them to meet and exceed the *learning standards* requirements for the District of Columbia. To encourage students to accept more rigorous academic challenges through advanced coursework, individual projects, activities, games, competitions and computer-assisted technologies, (MS)^2 teachers were charged with customizing the learning environment to accommodate the individual learner. (MS)^2 teachers facilitate multi-level, heterogeneous, cooperative learning, peer-coaching classrooms that emphasize the importance of relationships between the teacher and the student(s), and among the students themselves.

In an effort to become a school that has fully integrated technology in the delivery of instruction, (MS)^2 teachers continue to expand their utilization of StudyWiz Spark. StudyWiz is a tool used to manage, personalize and distribute curriculum within a multimedia setting. StudyWiz Spark, a web-based program developed by the Etech Group, facilitates learning through the use of the internet. The multimedia capabilities include online testing, e-chats and allows students to store completed assignments for ready access by themselves and their teachers. Collaboration among teachers has greatly increased, and students are becoming more engaged in learning through the multimedia rich content that has been made available through StudyWiz Spark. Not only can (MS)^2 teachers communicate with students, but (MS)^2 students can also access StudyWiz Spark both in and out of the classroom. Even parents can access StudyWiz Spark to stay up-to-date on their children's classroom activity. What started as an effort to connect teachers has evolved into a school-wide process of engagement. StudyWiz Spark simplifies the complex interactions between technology and educational curricula, and makes existing curricula more dynamic by enabling personalized learning, active communication and real-time assessment and results. With its roots in the K-12 education industry, StudyWiz Spark tailors itself to the current issues and trends that impact K-12 students and the key stakeholders – teachers, parents, and administrators. ***(See Appendix 4 – Technology Overview)***

D. PROVISIONS MADE FOR STUDENTS WITH DISABILITIES AND LIMITED OR NON-ENGLISH PROFICIENT STUDENTS

During the 2011-2012 academic school year the Special Education Coordinator and the Student Support Team provided the support required for all newly enrolled and continuing students with Individual Educational Plans (IEPs), there were no students enrolled with limited or non-English proficiency. Service for students requiring related services were identified and such services were provided. In addition, any other students identified as needing special services during matriculation at (MS)^2 were also provided with the appropriate services.

The (MS)^2 facility meets federal requirements for persons with disabilities.

E. CORE SUBJECTS

1. Reading / Language Arts Course Descriptions

1.1 Creative Writing

This course is designed to explore various writing genres including: narrative writing, expository/informational writing, persuasive writing, creative non-fiction, and poetry. This class follows a workshop-style format. Students also critique the works of established authors and peers as a means of evaluating writer's craft and cultivating community. Experimentation and creativity are encouraged. Each student is expected to submit work for at least one writing competition and contribute to the creation and development of (MS)^2's first creative writing literary blog.

1.2 Reading Resource Laboratory

This course is an interactive and cooperative learning experience, in which students learn to develop and strengthen self-regulating reading behaviors. Instruction for the course is driven by student interest and their background knowledge. Many different reading strategies are introduced and students adopt those that meet their needs. 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 of all subjects. Multiple assessments (e.g. NWEA, portfolios, Gates-MacGinitie) are used to assess students' progress over time.

1.3 6th Grade - English/Language Arts

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

1.4 7th Grade - English/Language Arts

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

1.5 8th Grade - English/Language Arts

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

2. Mathematics Department Course Descriptions

2.1 6th Grade – Investigations in Mathematics I

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 Advisory 2 and Advisory 3. Proportion, one of the most important concepts students need to grasp in the 6th grade, takes center stage during Advisory 4. 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.

2.2 7th Grade - Investigations in Mathematics II

Seventh grade students are introduced to fundamental algebraic principles while bolstering their computational and problem solving skills. Concepts are implemented in exercises related to real world applications to obtain an in-depth and comprehensive understanding of the concept application. Technology is imbedded into the course as virtual manipulatives and real time assessments, in an effort to allow students to regulate their growth, progress and understanding.

2.3 8th Grade - Pre Algebra

The major emphases of the Grade 8/Pre-Algebra course are rational numbers, proportionality, measurement, data collection and analysis, probability, and beginning algebra concepts that serve as a transition into the formal study of algebra and geometry. Students develop a deep understanding of rational number concepts, become proficient in rational number computation, and learn to think flexibly about relationships among fractions, decimals, and percents. Rational number concepts are developed through problem situations covering a range of topics. Proportionality concepts are developed through extensive applications of ratio and proportion, percent, similarity, scaling, and slope of linear equations. Students learn to recognize and generate equivalent expressions as well as solve one- or two-step single-variable equations and inequalities. Students investigate geometric relationships by drawing, measuring, visualizing, comparing, transforming, and classifying geometric objects. Important aspects of measurement include selecting and using appropriate units and scales. Students formulate questions, design studies, and collect, organize, and interpret data. Students develop simple probabilities by using experimentation and analysis of possible outcomes.

2.4 Algebra I

Algebra I 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.

2.5 Informal Geometry

This course introduces students to the basic geometry concepts using an inductive approach. Students investigate the concepts of points, lines and planes and properties of triangles.

3. Science Department Course Descriptions

3.1 Grade 6 - Earth and Space Science

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

3.2 Grade 7 - Life Science

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

3.3 Grade 8 - Chemistry and Physics

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

4. Social Studies Department Course Descriptions

4.1 6th Grade - World Cultures and Geography

In grade 6, students use maps, globes, graphs, and information technologies, such as global positioning systems, to study geography and patterns of land use and culture around the world. They learn to think geographically, and they become aware of the locations and special features of different places. Grade 6 students learn how people and their activities affect the earth's surface. They identify how living in cities or rural areas affects 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.

4.7 7th Grade - World History and Geography: Ancient World

In grade 7, students explore the world outside the United States and North America. They study the origins of human beings in Africa and learn how early societies formed in the Middle East (Mesopotamia), India, and China. Grade 7 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.

4.8 8th Grade - U.S. History and Geography I: Growth and Conflict

In grade 8, 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 Northern and Southern states 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.

5. Spanish Course Descriptions

5.1 Grade 7 - Introduction to Spanish

Using cooperative learning, dialogues, projects and web-based activities, the course addresses the D.C. Foreign Language Standards as well as the National Foreign Language Standards of "The 5 C's": **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.

5.2 Grade 8 - Spanish 1

Cooperative learning, dialogues, projects and web-based activities are some of the tools utilized in addressing the D.C. Foreign Language Standards and the National Foreign Language Standards of "The 5 C's": **communication**, **cultures**, **connections**, **comparisons,** and **communities**. Students explore basic grammar concepts more extensively using the following themes: the Spanish culture and geography; family/home vocabulary; information; travel and transportation; professions; and leisure activities.

6. Music Course Descriptions

6.1 Grade 7 - Music Appreciation

Students develop an appreciation for music through the introduction of various aspects, including: singing; performing on classroom instruments such as the recorder and fretted instruments; reading and notating music; composing, arranging, improvising, and listening; and evaluating music and music performances. Students explore the relationship of music to disciplines outside the arts, as well as to history and culture.

6.2 Grade 8 - Music Technology

The *Music Technology* course is designed to broaden the arts education opportunities of students, to offer musical experiences beyond those of the traditional performing ensembles, and to provide students with real-world applications of technologies currently in use in the music industry. Instruction includes a combination of lecture, hands-on exploration and creating, guided individual and group projects, and supplemental reading assignments. The course explores sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering. There is also an examination of current legal and ethical issues regarding digital music and the recording industry.

7. Physical Education/Health

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

F. BRIEF DESCRIPTION OF KEY MISSION-RELATED PROGRAMS

1. Department of Specialized Programs

The **Department of Specialized Programs** provides the administrative structure for the extended academic component of (MS)^2. This department oversees the (1) **Internship Program**; (2) **Science, Technology, Engineering, and Mathematics (S.T.E.M.) Connections;** (3) **Saturday Academy** and (4) **Summer Academy.** All of these programs support the core academic program of (MS)^2.

1.1. Internship Program

The **Howard University Internship Program** has become an integral part of the (MS)^2 academic community. During this year our instructional program was complemented with the assistance of forty-two (42) interns. These young people represented some of the premier students who have matriculated at Howard University. They brought love for children, concern for their education and future, and their expertise in their field of study. Interns are assigned to provide hands-on assistance in the classroom. Some facilitate STEM activities while others assist with the meals program and administrative assignments. ***(See Appendix 5 – Internship Handbook)***

2.1. STEM Connections: Applied Mathematics, Science and Technology Extension Classes

STEM Connections: Applied Mathematics, Science and Technology Extension Classes continue to provide students with the opportunity to engage in exciting and unique activities and clubs designed to target personal interests, learning styles, and/or talents. STEM activities convene daily from 3:30 to 4:30 p.m. All students are required to participate, as this is an integral part of the (MS)^2 school day. Students were offered a plethora of diverse activities to enhance and support their formal academic education. Although some of the activities and clubs are not specifically mathematics and science based, nevertheless teachers and advisors were charged with integrating science and mathematics whenever and wherever feasible. In addition to extracurricular activities and school clubs, the program also provided several supervised study halls, called Scholars' Hall. Scholars' Hall provided both individual and small group tutoring sessions for students in need of intense academic assistance. Also it provided a perfect (in school) environment for students who just wanted a quiet place to study, read, and/or begin their homework assignments.

The availability and focus of the Academic Electives in the program will continue to be expanded in the 2012-2013 academic year to include more: aeronautics and aerospace literary, expressive, and creative arts; student inventions; and other clubs and activities consistent with the school's focus on mathematics, science and technology.

During the 2011-2012 academic year, students were engaged in the following STEM-related activities: ***(See Appendix 2 – Extended Enrichment Catalog.)***

3.1. Saturday Academy

The **Saturday Academy** is a special educational program that provides instruction in Mathematics, English / Language Arts, Reading, and special sessions in Science, study skills and oral expression. Sessions were held bi-weekly from October to May. Participation in the Saturday Academic Enrichment Program was mandatory for students who were on *academic probation* and was voluntary, but strongly encouraged, for students in good academic standing. Sessions were held from 9:00 a.m. – 12:00 p.m.

In March and April, the Saturday Academic Enrichment Program's instructional focus was on preparing students for the District of Columbia Comprehensive Assessment System (DC CAS) standardized tests in mathematics, reading and science. Analysis of students' pre-performance on internally generated standardized testing materials, the DC BAS practice materials, as well as the work the students completed on Achieve 3000 helped to isolate individual student deficiencies. Teachers were then able to specifically address students' deficiencies in these targeted areas.

The program will continue to emphasize fundamental study skills and academic enrichment activities that focus on reading, mathematics and science during the 2012-2013 academic year.

4.1. Summer Academy

The Summer Academy was held from Monday, June 25, 2012 to Friday, July 27, 2012. The hours of operation were from 7:30 AM to 2:00 PM. During the academy three (3) distinct programs were offered: ***(See Appendix 3 – Summer Academy Handbook))***

a) Recovery: The Recovery Program was provided for current (MS)^2 students who earned a grade of 65 or below in Mathematics, Reading, English/Language Arts Social Studies or Science. Students falling into this category were required to attend the Recovery Program.

b) Bridge: The Bridge program was provided for **incoming students** who scored at or below grade level in mathematics and reading on the NWEA test. Students had to score below in both subjects to be considered for the program. Students falling into this category were required to attend the Bridge Program.

c) Enrichment: The Enrichment Program was provided to (MS)^2 students who were not required to attend the Recovery or Bridge Programs. Students elected to participate in this program. One two-week course and four one-week courses offered:

2. Howard University School of Education (SOE) and (MS)^2 Educational Partnership

During the 2011-2012 academic year, the (MS)^2 Leadership Team and the Board of Directors continued an established partnership with the Howard University School of Education, led by SOE Dean, Leslie Fenwick. This partnership was being coordinated by the former Dean (SOE), Vinetta Jones and Dr. Wilma F. Bonner, Director of Teacher Education, who has consulted with the Board on crafting policy and procedures. In the 2011 – 2012 school year, Dr. Bonner will be the sole coordinator for the partnership. The SOE faculty members have continued to provide professional development for the teachers and consultation services for identified students throughout the year, including mentoring for science fair projects.

G. SCHOOL YEAR AND HOURS OF OPERATION:

The 2011-12 academic year began on August 22, 2011 and ended on June 15, 2012. The school hours of operation were 7:30 a.m. until 5:30 p.m. Direct student service hours were from 7:30 a.m. to 4:30 p.m.

1.3. SCHOOL STAFF

A. Names and Titles of those in Key Leadership Positions in School

a. Head of School .....Allison L. Artis
b. Executive Director .....Yohance Maqubela
c. Director of Instruction.....Latoya Joseph (Until 1/2012)
d. Interim Director of Instruction ....Kofi Handon (1/2012 – 8/2012)
e. Dean of Students ..... Kenneth Caesar
f. Data Analyst ..... James Cole
g. Chief Technology Officer ..... Delmar Williams
h. Director of Instructional Technology .....Kofi Handon
i. Director of Specialized Programs .....Lee Vason
j. Director of Human Resources ..... Leslie Boler

B. Number of teachers

Twenty (23)

a. Rebecca Christian ..... Reading
b. Amber Harrelson ..... Mathematics/Special Education
c. Kerel Thompson……...6th Grade Bridge Program, Lead Teacher Mathematics and Science
d. Kendell Isadore……..6th Grade Bridge Program, Co Teacher Mathematics and Science
e. Erin Scott.....6th Grade English
f. T'Shango Mbilishaka ..... 6th Grade Social Studies
g. Kethurah Williams ..... 6th Grade Science
h. Taqueena Jones..... 6th Grade Mathematics
i. Florentia Spires ..... STEM
j. Jason McNeil..... 7th Grade Mathematics
k. Kofi Adisa .....7th Grade English
l. Kimberly Worthy ..... 7th Grade Social Studies
m. Udoh Opiotennione .....Music
n. Michelle Taylor..... 7th Grade Science
o. Karen Bates-Chambers .6th Grade Bridge Program, Lead Teacher ELA and SS
p. Brian Johnson……6th Grade Bridge Program, Co Teacher ELA and SS
q. Christine Taylor..... 7th Grade Spanish
r. Jocelyn Harden .....8th Grade English
s. Wesley Ellis..... 8th Grade Social Studies
t. Beryl Jackson ..... 8th Grade Mathematics
u. Indja Cheshire ..... 8th Grade Spanish
v. Hector Telford..... 8th Grade Science
w. Charles Dickens..... Physical Education

C. Number of Teacher Aides (interns)

a. Thirty-eight (38)

D. Average Class Size

a. Seventeen (17)

E. Qualifications and Assignments of School Staff

a. (See Appendix 1 - Data Collection Tool.)

F. Staff Attrition Rate

a. Twenty-seven percent (27%)

G. SALARY RANGE AND AVERAGE SALARY FOR TEACHERS AND ADMINISTRATORS

a. (See Appendix 1 - Data Collection Tool.)

1.4. STUDENT CHARACTERISTICS

1. Enrollment: 298
2. Grades/Ages Served: .....6th, 7th, and 8th grades/10 – 14 years
3. Race/Ethnicity: .....
    a. Asian:..... 0.6667%
    b. Black: 94.1581%
    c. Hispanic..... 5.4983%
    d. American Indian/Alaska Native: 0.0000%
    e. White/Non-Hispanic:..... 0.0000%
    f. Other:..... 1.0000%
4. Low Income: 59.0000%
5. Special Education Students: 4.3333%
6. LEP/NEP: 3.3333%
7. Male Students:..... 45.6667%
8. Female Students: 54.3333%
9. Average Class Size:.....17
10. Student to Teacher Ratio 13:1
11. Average Daily Membership: 286
12. Average Daily Attendance Rate:..... 96%
13. Re-Enrollment Rate..... 89%
14. Student Attrition
    a. Number of Students Transferring Out of School 11
    b. Number of Dropouts.....0
15. Grade Advancement
    a. Promotion Rate..... 94%
    b. Graduation Rate..... 99%

1.5. GOVERNANCE

A. Board of Trustees Members (names, addresses and affiliations), officers and committee assignments

Dr. Hassan Minor (Founding Director)
Senior Vice President/Chief Strategy Officer
Howard University
2400 Sixth Street, N.W., Room 302
Washington, D.C. 20059

Dr. Floretta McKenzie (Director Emerita)
Senior Advisor
The American Institute for Research
6966 Oregon Avenue, NW
Washington, D.C. 20015

Mr. Frank K. Ross (Treasurer)
Managing Partner, KPMG LLP (Retired)
Distinguished Visiting Professor of
Accounting and Director of the
Center for Accounting Education
Howard University School of Business
10130 Darmuid Green Drive
Potomac, MD 20854

Ms. Maybelle Taylor Bennett
Director, Howard University Community Assoc.
2806 2nd Street, S.E.
Washington, D.C. 20032

Spencer H. Boyer, Esq.
Professor of Law
Howard University School of Law
8305 Oakford Place
Silver Spring MD 20910

Dr. Aprille Ericsson
NASA GSFC, Code 556
Instrument Systems Branch
1958 Second Street, NW
Washington D.C. 20001

Dr. Lorraine Fleming
Professor, Civil Engineering
Howard University
14902 Damson Terrace
North Potomac MD 20878

Dr. Kerry-Ann Hamilton
Media Relations Manager
Howard University
5614 44th Avenue
Hyattsville MD, 20781

Mr. Wendell L. Johns
EVP/CFO, The NHP Foundation (Retired)
5117 Warren Place, NW
Washington, DC 20016

Dr. Vinetta Jones
Professor, and Former Dean
School of Education
Howard University
11804 Brookeville Landing Court
Mitchellville, MD 20721

Ms. Barbara Laurie
Associate
Devrouax & Purnell Architects Planners, PC
2001 12th Street, NW #410W
Washington, DC 20009

Ms. Wendy Pace Lewis
Partner KPMG LLP
7304 Count Street
Richmond VA 23228

Mr. Diallo Sumbry
Founder and President
The Adinkra Group
5523 13th Street, NW
Washington, DC 20011

Dr. Cynthia Winston
Associate Professor of Psychology
Howard University
475 K Street, NW Unit #511
Washington DC 20001

B. COMMITTEE LISTS

Finance Committee
Mr. Frank K. Ross (Board Treasurer and Committee Chair) *
Dr. Kerry-Ann Hamilton*
Mr. Wendell L. Johns*
Ms. Wendy Pace Lewis

Academic Affairs Committee
Dr. Vinetta Jones (Committee Chair) *
Ms. Maybelle Taylor Bennett*
Dr. Aprille Ericsson*
Dr. Lorraine Fleming*
Ms. Kimberly Worthy

Development Committee
Dr. Hassan Minor (Committee Chair) *
Dr. Aprille Ericsson*

Board Operations Committee
Dr. Gerunda Hughes (Committee Chair) *
Dr. Hassan Minor*

Advisory Committees (Member names and affiliations)
Vinetta Jones, Ph.D.* - HU SOE Mathematics Education
Gerunda Hughes, Ph.D* - HU SOE Mathematics Education
Marilyn Irving, Ed.D. - HU SOE Science Education
Blanche Brownley, Ed.D. - HU SOE Mathematics Education
Dawn Williams, Ph.D. - HU SOE Educational Administration and Policy
Kim Freeman, Ph.D. - HU SOE Research
Cynthia Winston, Ph.D. - HU COAS Research

*(MS)^2 Board Members

C. Description of any training received by members of the Board of Directors including workshops, retreats, facilitated work sessions, attendance at conferences, etc.

Targeted board members attended a variety of activities related to board governance including:

- Effective Charter School Governance
- Charter School Finance
- Performing Academic Oversight as a Board Accountability Plan
- Prospective Board Candidate and New Member Workshop
- Annual Staff Professional Development
- Head of School Evaluation

1.6. FINANCE

(See Appendix 6– (MS)^2 2011-12 Budget)

II. SCHOOL PERFORMANCE

2.1. EVIDENCE OF PERFORMANCE AND PROGRESS

2.1.1. To meet or exceed the DCPS standards for students scoring proficient and advanced on the DC-CAS test in Reading

78 percent of (MS)^2 students scored proficient or advanced in the 2012 DC-CAS reading test. (MS)^2 exceeded the DC-wide average of 45.6% and the DC charter-school average of 49.4 percent, and the OSSE requirement. (MS)^2 exceeded the OSSE target of 74 percent.

2.1.2. To meet or exceed the DCPS standards for students scoring proficient and advanced on the DC-CAS test in Mathematics.

73 percent of (MS)^2 students scored proficient or advanced in the 2012 DC-CAS mathematics test. (MS)^2 exceeded the DC-wide average of 49.3 percent. (MS)^2 met the OSSE target of 73 percent.

2.1.3. To attain an annual increase in the percentage of students performing at or above their grade level in mathematics on the spring NWEA standardized test.

Year-to-year comparisons are difficult to make because NWEA continues to significantly revise their norms, and did so again in 2011. However, school-wide data show that 54 percent of (MS)^2 students scored above the most recent set of national norms on the Spring 2012 NWEA test in mathematics.

2.1.4. To attain an annual increase in the number of students achieving a grade of C or better.

In the 2011/12 school year, 62 percent of the students finished the year with an overall grade point average (GPA) of 2.0 or higher, compared with 84 percent in the previous year.

2.1.5. To attain an annual increase in the number of students submitting science fair projects.

The following are the percentages for the individual grades that completed a science fair project in the 2011-12 school year:

The 6th grade results are 92 students submitted science fair projects out of a total of 101 students, about 91 percent.

The 7th grade results are 98 students submitted science fair projects out of a total of 111 students, about 88 percent.

The 8th grade results are 80 students submitted science fair projects out of a total of 87 students, about 92 percent.

School-wide, 270 students submitted science fair projects out of a total of 298, about 90 percent.

2.1.6. To attain an annual increase in the number of Special Education students who made progress toward attainment of goals as outlined in Individual Education Plans (IEPs).

Both annual and six-year targets were met. (MS)^2 is continuing to meet all its special education goals including state targets, IEP identified students and inclusion.

2.1.7. Attendance

In SY2011/12, the average daily attendance rate was 96%, exceeding the target of 90%.

2.1.8. Enrollment levels are sufficient to sustain economic viability of the school. (Re-enrollment of eligible students must average 75% or higher for the past three years.)
Re-enrollment rates for SY2009/10, SY2010/11 and SY2011/12 averaged 90.4%, about 15 percentage points higher than the requirement. Annual re-enrollment rates for the past three years are shown below:

School Year	Re-Enrollment Rate (Percent)
2009/10	90
2010/11	88
2011/12	90

2.1.9. Student Achievement

2.1.9.1. In total, 99.4 percent of (MS)^2 students took the DC-CAS test in April 2012. This far exceeded the minimum percentage required by OSSE.

2.1.9.2. In the reading portion of the DC-CAS test in 2012, 14 percent of our students' scores were rated "advanced," while 58 percent were rated as "proficient." In total, 215 students were rated as "proficient" or "advanced."

2.1.9.3. In the mathematics portion of the DC-CAS test in 2012, 16 percent of our students' scores were rated "advanced," while an additional 62 percent were rated "proficient." This equates to a total "proficient" and "advanced" rating of 78 percent or 232 students.

2.1.10. Gateway

DC-CAS mathematics results for eighth graders are known by DCPS as "Gateway." The (MS)^2 Gateway results for the 2011/12 were excellent again. All 88 eighth grade (MS)^2 students took the mathematics portion of the DC-CAS. Of that total, 63 students (or 72 percent) scored "proficient," while an additional 11 students (13 percent) scored "advanced." The total is, therefore, 74 students (84 percent) scoring proficient or advanced.

2.1.11. Leading Indicators

For the 2011/12 school year, the average daily attendance rate was 96 percent, exceeding the minimum required by OSSE for the DC-CAS of 90 percent.

2.1.12. Evidence of Attainment of the Objectives Contained in Students' Individual Educational Plans

During the course of the 2011- 2012 school year, there were fourteen students who were eligible and designated as special needs students. Of the special needs students two students (or 14%) were designated as other health impaired (attention deficit hyperactive disorder); eleven students (or 79%) were designated as specific learning disability; and one student (or 7%) was designated as emotionally disturbed. Additionally, there was one student referred for the initial eligibility process. Six of the existing special needs students were re-evaluated due to their triennial date due. All students met continued eligibility for special educational services.

Additionally, there was one student who received accommodations under a 504 Plan. There were eleven students (or 3.5% of the student body population) designated as an English Language Learners (ELL).

Of the special education students, zero exited special education services at the conclusion of the year. One student was expelled (as a result of findings from extensive interventions and services as well as several manifestation meetings over a period of time which ruled out the disability as the causation). Thirteen students (or 92%) were recommended for Extended School Year (ESY). Eight students (or 61%) actually attended ESY at Howard University Middle School of Mathematics and Science (because the

parent/guardian opted to have their senior students attend their new high school because of relocation, or because the parent/ guardian opted not to have the student attend despite previous agreement).

DCMR Title 5, Chapter 30, Section 3007 states that students who are eligible for special education must have individual educational goals established, reviewed, and, if appropriate revised periodically. At Howard University Middle School annual IEP meetings as well as other periodic meetings/discussions are held with parents/guardians to review student progress and discuss student performance toward meeting IEP goals and overall educational achievement. IEP goals written during the school year were written based on student data (both summative and formative) and student needs in conjunction with performance standards set forth by the Office of the State Superintendent of Education in the various content areas, grade levels, and related services. Almost all students made some progress toward their goals in their respective areas of concern as measured by the school benchmark assessments, grades, observations, work samples, intervention programs, and/or other formative assessments.

In serving our special education student population during the 2011-2012 school year, there were some successes and challenges. The successes include: usages of data (formative and summative) and standards in establishing goals and monitoring progress; increased teacher collaborations; stronger administrative support; greater parent accessibility and collaborations; and the establishment of further intervention and inclusionary services. The challenges included: limited space (square footage - due to growth in school programs) and at times absence of parent accountability after the school has done more than it is required to do.

2.2. UNIQUE ACCOMPLISHMENTS

Following is a presentation of the Howard University Middle School of Mathematics and Science "unique accomplishments." We provide our students with as many meaningful experiences, exposures, competitive opportunities, trips, mentoring relationships, and connections as we can. We are committed to the education of the *whole child*. These accomplishments provide a glimpse of the variety of activities and opportunities afforded the (MS)^2 student. We are very proud of the accomplishments of our students and staff. We publicize this information to the (MS)^2 school community throughout the school year via our newsletter, website and phone messenger and StudyWiz.

Over the course of the 2011-2012 school year, a group of (MS)^2 students worked with faculty members from both the Middle School and Howard University to conduct an Environmental Justice scientific research project. The students worked with Dr. Kethurah Williams and Ms. Kimberly Worthy from the Middle School, along with Dr. Kimberly Jones and Dr. Charles Glass from Howard's Civil Engineering Department to complete the project, which focused on the pollution of the Anacostia River, and its effects on the surrounding communities. In addition to performing their research in the District, the students also worked in collaboration with a group of high school students from the LEAP School of Science and Mathematics in Cape Town, South Africa. Over the course of the year, the students collaborated about their individual projects, and ultimately the two groups presented their findings together at the Global Education Conference held at the Middle School in May 2012.

The Howard University Middle School was selected as a partner school for Microsoft's Digital Alliance with the District of Columbia. The Alliance is a first ever initiative by Microsoft to work with a city to help provide technology workforce readiness skills to the adult population, while helping to expand and improve advanced Information Technology education in the K-12 arena. Through this partnership, (MS)^2 hosted technology professional workshops for Microsoft, (MS)^2 students participated in Microsoft sponsored outreach programs, and the Middle School worked in collaboration with Microsoft to help bring Computer Science education to charter high schools in Washington, DC

From May 4-5, 2012, the Howard University Middle School of Mathematics and Science hosted the 2nd Annual Global Education Conference for the Uncommon Alliance, an initiative spearheaded by Phillips Academy Andover, to bring together international leaders from top performing schools in both the public

and private sectors to discuss best practices in education. The conference focused specifically on STEM education, and included educational leaders from Finland, China, South Africa, Denmark, India, and from across the United States. The keynote address was delivered by the Hon. Naledi Pandor, South Africa's Minister of Science and Technology. In addition to the keynote address, workshops were facilitated by such organizations as the National Science Foundation, the Public Broadcast Service, Apple, Microsoft, and SmartTech. The second day of the conference was reserved exclusively for student presentations. During this portion, (MS)^2 students presented their findings of their Environmental Justice Research Project

Presenting schools and groups included:

- Friendship Public Charter School;
- Georgetown Day School;
- Illinois Mathematics and Science Academy;
- Howard University Middle School of Mathematics and Science;
- LEAP School of Science and Mathematics;
- Montgomery County Public Schools;
- Phelps Architecture, Construction, and Engineering High School;
- Philadelphia Hybrid X-Team;
- Phillips Academy;
- The High School Affiliated to Renmin University of China; and
- Thomas Jefferson High School for Science and Technology

2.2.1. (MS)^2 Reading Lab

Using summative and formative assessments (i.e. NWEA, DC CAS, TeenBiz 3000, STAR Reader, Reading Counts, and Riverdeep), the (MS)^2 Reading Lab develops Learning Contracts to meet the needs of its diverse learners. Through the establishment of base-line student achievement levels, ongoing measurable academic benchmarks are developed to determine student progress. Teacher instruction is reflective and uses assessment data to provide rigorous instruction for all learners.

Following the disaggregation of NWEA and DCCAS data, students are provided instruction in the areas of need as determined by the data. The data collected is used in a variety of resources (i.e. *TeenBiz3000, Riverdeep, Accelerated Reader, Reading Counts, Open Court, Action magazine, Storyworks, and Scholastic Science magazine*) students use Learning Contracts that match each reader with specific reading resources to foster reading improvement. Assignments are aligned with the Reading/ English Language Arts content standards and are designed to address reading deficiencies; students use a variety of reading strategies to foster self-regulating reading behaviors as well. Literary genres both self-selected and assigned, written at the student's appropriate instructional level are used to help students gain greater understanding of text structure, build comprehension, vocabulary and writing skills. Student assignments are either teacher-led, independent (extension activities) or small group assignments. In addition, the integration of cooperative learning activities is utilized to promote positive learner self-efficacy and build a sense of community.

The adaptive reading computer program, TeenBiz 3000, is used to improve comprehension of informational text. Students who utilize this program at least twice a week and achieve at least a 75% score on the comprehension activities have been shown to have increased reading levels of one year or more on post TeenBiz reading assessments.

Riverdeep is an interactive reading program that allows the instructor to assign specific literature and English Language Arts related topics to an individual student, a small group, class, or school-wide population. This program provides students individualized tutorials on a specific concept as well as practice and assessment. It also permits the instructor to target academic deficiencies that may be present in an individual student, class or school-wide population. The data gleaned from this program is used to inform classroom instruction.

The *Open Court Reading Program* is used to facilitate small reading group instruction. The practice of flexible grouping is also implemented to allow fluidity as students make reading gains they are placed into new reading groups and are provided instruction with more challenging reading materials. Within the small group, students receive explicit instruction on a variety of reading strategies, practice building fluency, vocabulary and comprehension skills. The small group may be facilitated by the lead teacher, assistant teacher or student-led.

The (MS)^2 Reading Lab houses a classroom library with at least 1,000 books. Students self-select books in the classroom library and establish independent reading goals. Each student is knowledgeable of his or her Lexile reading score and is able to monitor his or her own reading progress throughout the school year. Through conferences with the instructor, students are given criteria for selecting an appropriate book that is within the student's Zone of Proximal Development (ZPD), which is acquired from the STAR Reader assessment data. The Zone of Proximal Development (ZPD) is a term borrowed from psychologist Lev Vygotsky that refers to book levels that are not too challenging and not too easy for the student (Renaissance Learning 2010). Students are expected to spend time reading a book written at their independent reading level daily. Parents are asked to sign the student's reading log daily as a means of monitoring the reading progress. Students also maintain a classroom reading log to help them increase their self-management and set individual reading goals.

Accelerated Reader and Reading Counts are used to measure independent reading progress. These assessment databases have a combined total of 1,800 comprehension quizzes for books. The quizzes in the database cover a wide range of reading levels (K-12) and include a variety of reading interests. The quizzes were selected based on student interests and the (MS)^2 instructional program goals. The Accelerated Reader and Reading Counts programs allow students to explore areas of interest as they continuously build and improve their reading skills. Students also have access to a number of magazines in the (MS)^2 Reading Lab that can be used for additional reading practice.

Bi-weekly BookTalks allow a student to create PowerPoint presentations that integrate digital images, music, sound effects and share the highlights of the current book the student is reading without disclosing the book's ending. These presentations stimulate student interest in reading different book genres and increase student knowledge of technology.

(MS)^2 also sponsors a school-wide Read-A-Thon to promote literacy. Students earn points by reading and passing quizzes for Accelerated Reader or Reading Counts books. Students with the highest number of points on a bi-weekly basis earn prizes and are honored in an awards ceremony. The mean sixth grade NWEA reading scores improved by 4%.

2.2.2. (MS)^2 High School Fair in the Blackburn Center of Howard University

5th Annual High School Fair Recap

Date: October 31, 2011
Time: 9 am – 12:30 pm
Location: Blackburn University Center – Ballroom

Overview:
The 5th Annual High School Fair was held on Monday, October 31, 2011, at the Blackburn University Center – Ballroom. There were 24 confirmed high schools and organizations to participate. However, only 21 high schools and organizations were in attendance.

The breakdown of the participants:

	CONFIRMED	ATTENDED	EVALUATION
Public	7	5	5
Private	7	7	7
Charter	8	7	5
Organizations	2	2	1

Washington Metropolitan High School had PBS camera crew filming for a documentary they are doing on the school. Carletta S. Hurt, Guidance Counselor, provided an on-camera interview about the purpose of the fair.

The DC Children and Youth Investment Trust Corporation lead workshops on *Financing Your Child's Private School Education*, which provided information on their program that awards scholarships for students to attend private schools. Students attended the workshop in small groups based on their Advisory throughout the morning.

A general high school application session was held during the last hour of the High School Fair to allow students time to work on their Student Statements. Teachers and interns assisted with helping the students work on outlines and starting a rough draft.

A continental breakfast with coffee and tea was provided at the beginning of the fair. A Counselor's Reception was held at the end of the fair. Due to the furnace issue, most representatives left immediately after the fair.

We had 31 parents attend the fair. We had 87 students in the 8th grade attend the fair. The 7th graders were unable to visit the fair due to the furnace issue and schools leaving once 8th graders left for the writing session.

Evaluations:

The attendees completed an evaluation of the fair. Of the 21 participants, we received 18 evaluations. So our evaluation response rate was 85.7%. Here is a synopsis of their responses (in percentages):

	N/A	POOR	FAIR	GOOD	AVERAGE	EXCELLENT
Communication			5.5	**33**	27.77	**33**
Setup (Ballroom)			5.5	31.25	**33**	**33**
Location		5.5	5.5	**44**	16.67	27.77
Organization				33	**44**	22.22
Food (Breakfast)	**31.25**	5.5		22.22	22.22	16.67
Overall Experience				**55**	22.22	22.22
Student Interaction				22.22	22.22	**50**
Parent Interaction		11.11	11.11	27.77	**33**	16.67

100% - will participate next year

Qualitative Responses:

- It was really cold, otherwise a pleasant time.
- Parking is extremely difficult. It there is any way possible to provide parking or make it more feasible for visitors it would be greatly appreciated.
- Students (some) were only interested in grabbing brochures and pens, not as much about school/curriculum.
- The lack of heat was an issue.
- There weren't a lot of parents present.
- Parents were great! Asked quality questions; also supported their students.
- The forms the students fill out hinder the natural conversation.
- 8th graders seemed concerned about completing forms. 7th graders seemed more focused on the schools offerings.

2.2.3. (MS)^2 Math League Competition

In the Fall of 2011, three (MS)^2 students Djani Davis, Faith Slaughter and Miles Timoney placed in the ranks of the top middle school mathematics students in the country based on scores in the annual **Math League Competition**. In all, 39 (MS)^2 students participated. This was the fourth year that (MS)^2 took part in this competition. Challenges are determined by grade level and pose tough, but thought-provoking math problems for students to solve within a 60-minute period. As in the past, the test was administered at the University of the District of Columbia.

2.2.4. (MS)^2 7th Annual Science Fair

The **7th Annual (MS)^2 Science Fair** was held on Wednesday, February 24, 2012 in Blackburn Center on the campus of Howard University. Eighty (80) students submitted projects and the winners for the 2012 (MS)^2 Annual Science Fair are listed below:

2012 SCIENCE FAIR WINNERS		
Name		**Position**
Grade 6		
Devin Drakeford	Where will I rust?	1st
Lenia Samuels	The Beam Tester	1st
Courtney Brown-Lewis	Is the fast "food" you eat really food?	2nd
Niambi Klugh	Organic Soap versus Non-Organic Soap	2nd
Elijah Singletary	Growing Habaneros	3rd
Jonathan Hobson	Polystyrene Food Containers	3rd
Azia Kelsey	Crystals	Honorable Mention
Tyler Johnson	Can you hear me now?	Honorable Mention
Leah Proctor	The oxidation mystery	Honorable Mention
Nia Anderson	Does gender count when determining optical illusions	Honorable Mention
Cephas Robinson	Friction	Honorable Mention
Cameron Ware	Does Music Affect a Person's Heart Rate?	Honorable Mention

2012 SCIENCE FAIR WINNERS		
Name		**Position**
Grade 7		
Hannah Endrias	Destruction of Construction	1st
Deion Williams	Do You See What I See?*	1st
Michaela Knox	Water Works: Which Water Works Best	2nd
Morgan Lewis	Color Time	2nd
Porter Crumpton	Crime Scene Investigation: DNA Eradication	2nd
Rayna Barbour	Who's Memory Is Better: Children vs. Adults	3rd
Star Taylor	Kids Need Recess	3rd
Ifunanyachukwu Azikiwe	What's In the Water Around You	Honorable Mention
Kennedi Bullard	What's In Your Orange Juice?	Honorable Mention
Maxwell Leathers	Ewww.....This is Where You Live?	Honorable Mention
Miles Temoney	Can You Stand The Rain?	Honorable Mention
Victor James	Produce Power	Honorable Mention
8th Grade		
Afia Tyus	Cure vs. Consequence	1st
Deanna Moore	Water Water Everywhere	1st
Arias Rice	From Salt to Pure	2nd
Sharde Farmer	Can A Ferret Memorize A Constant Pattern?	2nd
Faith Slaughter	Bombarded Beans	3rd
Shaina Berry	You Can't Stop The Beat	3rd
Ibraheem Ball	Which Dish Detergent Is Best For The Earth?	Honorable Mention
Moreena Hashim	Smell N Tell	Honorable Mention
Shaunae Hines	Up Up and Away	Honorable Mention
NajyaWilliams	The Ultimate Fight	Honorable Mention
Eden Miller	Concentrate	Honorable Mention
Kyree Payne	Electrolyte Orange Juice vs. Sports Drink	Honorable Mention

2.1.1. (MS)^2 Pi Day

Mathematicians all over the world represent pi, (π), with 3.14. While seriously truncating this never-ending decimal, it gives all (MS)^2 students and students from countries all around the world an opportunity to celebrate π Day on March 14th, with π lessons, π activities, π games, π contests, π videos and food (including pie) centered around the irrational number π. 2012 Pi Day Challenge each year during Pi Day, the students of (MS)^2 participate in several challenges. One of those challenges is the memorization of as many digits of Pi as possible. The previous (MS)^2 record of 47 digits, held by former 8th grade student Kiana Livingston, was surpassed on March 14, 2012. 6th grader Jaiya Hightower recited an outstanding 60 digits of Pi. She currently holds the record and is looking forward to beating her record next year.

2.1.2. (MS)^2 Solar Car Competition

It was a scene at the Greater DC Solar Sprint Challenge a model solar car competition of greater DC area, at the football field track of the Howard University main campus. More than 120 students in grades 4 to 8 from DC, Maryland, and Virginia formed 52 teams and competed for speed, design, innovation, and team spirit to promote science, technology and energy conservation. The challenge was to build the fastest solar powered model electric car no larger than 24 inch long and 12 inch wide and high. The students applied their knowledge of physics and engineering to maximize their cars for speed and reliability. The race was a double elimination competition with an additional chance to compete if eliminated in the first round.

The hosting school team, the Howard University Middle School of Mathematics and Science of Washington DC, received the team spirit award. For the past four years, Howard University Middle School of Mathematics and Science was the reigning champion for the metropolitan area.

2.1.3. (MS)^2 Spelling Bee Competition

In her first Spelling Bee ever, 7th grader Michaela Knox took 3rd place in the 2012 Cluster Spelling Bee Competition on February 17, 2012. Michaela then represented (MS)^2 at the City-Wide Spelling Bee Competition on Saturday, March 10, 2012. Although she did not win the competition, she is still our 2012 Spelling Bee Champ. Congratulations also to Ms. Ryesa Lee, Michaela's coach, for all her hard work and dedication. Michaela is already focused on next year's Spelling Bee, and vows to make an even bigger mark.

2.1.4. (MS)^2 MathCounts

MathCounts is a national program for enrichment, coaching, and competition in mathematics for middle-school students, and is sponsored by the Society of Professional Engineers. Its purpose is to promote 6th, 7th, and 8th grader mathematics achievement through problems and strategies that challenge young minds through mathematical problem solving and rigorous competition. In February, five representatives from our team participated in the Chapter Level MathCounts Competition held at Saint Anselm's Abby School in Washington, DC. (MS)^2 MathCounts' Coach, Ms. Beryl Jackson said they represented our school in high academic fashion. They were also accompanied by Dr. Lifoma Salaam and Ms. Ashley Smalls. The five representatives were Ifunanyachukwu Azikiwe, Hannah Endrias, Djani Davis, Michaela Knox, and Michael White. Other members of the team, Deanna Moore, Faith Slaughter, Afia Tyus, and Nayja Williams, were unable to attend due to their participation in the School Without Walls admissions test held the same day as the competition. As a result of the hard work and dedication exhibited by our entire (MS)^2 MathCounts Team, 8th grader Djani Davis advanced to the state-level round of the MathCounts Competition. A young man from Alice Deal Middle School, is the other student from the Public School arena to have advanced. Djani's achievement in the competition has placed Howard University Middle School of Mathematics and Science, (MS)2 in the company of several prestigious private schools. Those private schools include Maret School, National Cathedral School, Saint Albans School, Saint Anselm's Abby School, Saint Patrick's Episcopal Day School, Sidwell Friends, Georgetown Day School, and Saint Peter School. (MS)^2 MathCounts Team, you are truly EXTRAORDINARY!!!

2.1.5. (MS)2 Architecture Club's High Honors

Congratulations are in order for our Architecture Club and their instructor/coach, Mr. Jahdal McKenzie. This club brought home 1st place in the DC Regional CEFPI School of the Future Design Competition, which earned them a spot in the Eastern Regional Competition. The CEFPI (the Council of Educational Facility Planners International), competition took place at the U.S. Green Building Council. The Architecture Club learned about the competition about a month in advance, and it took them about three weeks to finish building their structure for the competition. After an original idea was made for the structure, they put it together, and tested different variables, including the weight and height of the structure, and how feasible it would be to make their proposed building. Deja Colbert, a student in the Architecture Club said, "The win felt good…feels like I accomplished something." Another team member, 7th grader, Julia Tyler said, "It feels awesome to win and I feel proud of my team." The competition involved each school being separated into rooms, and presenting their structure to judges along with a PowerPoint presentation which demonstrated what the teams did. They came up with a new location for the Howard University Middle School along with updated facilities to make the school even more up to date than it is now. Under the tutelage of Mr. McKenzie, and interns Ms. Nia Christian & Ms. Courtney Delagraentiss, the Architecture Club placed 3rd in the Eastern Regional Competition. These accomplishments also landed them on the front page of the March 19, 2012 issue of The Hilltop – the student newspaper of Howard University.

2.1.6. (MS)^2 Fourth Annual Graduation Ceremony

The Fifth Annual Graduation Ceremony was held in the Blackburn University Center of Howard University on Friday, June 8, 2012. This year's commencement speaker was our Head of School, Sue P. White. . ***(See Appendix 7- Graduation Program.)***

2.1.7. (MS)^2 Newsletters

(MS)^2 published two (2) comprehensive, full color newsletters this year highlighting news worthy events and showcasing accomplishments of students and teachers. These were distributed to all members of the (MS)^2 family and are available via the website as well. ***(See Appendix 8- Newsletters.)***

2.1.8. (MS)^2 The Student Family Handbook

The Student and Family Handbook was revised. Families were provided this handbook on CD or in hard copy. ***(See Appendix 9 – Student Family Handbook.)***

2.1.9. NASA Space Camp

Florentia Spires is a middle school STEM Curriculum Developer and educator. She obtained her M.Ed. in Curriculum and Instruction in Science Education at Loyola University. She was one of only fifty NASA Fellows selected to receive certification in STEM Leadership. She is currently conducting Professional Development Workshops for D.C. areas school teachers and staff interested in expanding their awareness of STEM education to augment their school programs. In Spring 2012, she was selected from a national pool of applicants to receive a scholarship to attend NASA Space Camp in Huntsville, Alabama. Subsequently, she was selected as a Space Camp Ambassador for the D.C. metro area. Finally, she is currently a National Professional Teaching Standard Candidate as she pursues national certification in science education. This is the most prestigious credential that educators can obtain in the teaching profession in the nation. At the middle school and beyond, Florentia has created a program and philosophy called STEM with steAm with an aim to Ignite Future Innovators. Florentia is an agent of change in STEM Education.

2.1.10. List of Donors giving $500 or More

- Gerunda Hughes
- Wendell Johns
- Barbara Laurie
- Frank Weaver
- Howard University
- Google
- PBS
- NASA

2.3. LESSONS LEARNED AND ACTIONS TAKEN BASED ON PERFORMANCE MANAGEMENT DATA AND REVIEW FINDINGS

2.3.1. Item 1. What issues, if any, were encountered in collecting and reporting data for applicable performance management framework(s)? In light of the new frameworks, what changes or improvements will be made in order to remedy these data collection issues?

Once again questions were raised about the implementation of the Northwest Evaluation Association (NWEA) assessment tool and the level of performance of the (MS)^2 students. The NWEA assessment tool provides the basis for monitoring student growth and provides a basis for comparing our students'

performance to a set of NWEA-generated national norms. These norms are revised periodically, and new norms data were published in the Spring 2012. (MS)^2 administered the NWEA battery of tests three times during the 2011/12 school year. Each time students took 5 separate tests (reading, language arts, mathematics, science concepts, and general science). Unlike the previous year, the tests were implemented over a two-week span instead of 5 consecutive days. In previous years, students were asked to take two or even three tests in one day.

The NWEA tests were given to the students at the beginning of the school year in the fall, mid-way through the year in the winter, and in the spring. Once again, students were reminded of the important role that standardized tests have in our educational society and the effect that high and low scores can have on placement and acceptance into high schools, colleges and universities, and employment. In addition, rising 6th grade students were asked to take the NWEA test during the summer prior to entering the school.

\

In addition, (MS)^2 students took the DC-BAS test three times during the school year, bringing the total number of standardized tests that would have been taken *prior to* the DC-CAS test to six. Because teachers came to the administration asking for additional instructional time and less time spent on standardized testing, and because the DC-BAS test at times covers material that had not been yet covered in class, the Academic Affairs Committee and the Board of Directors of (MS)^2 decided to use the DC-BAS test only at the beginning of the school year, and in the late winter.

It continued to be expected that the emphasis on testing and the use of the NWEA and DC-BAS tests would positively impact the results of the April DC-CAS test. The faculty and staff of (MS)^2 continues to believe that this is true. . ***(See Appendix 13 – MS^2 Assessment)***

2.3.2. Item 2. What student-related issues were identified as a result of the evaluation of the school's performance framework? What program changes will be undertaken or are under consideration as a result of the evaluation of the school's performance?

2.3.2.1. Test Preparatory Instruction

All classroom teachers will provide Test-Prep instruction. (MS)^2 students will be placed in appropriate test-prep groups, which will commence at the beginning of the 2011-2012 school year and continue until the end of the year. All students will use software programs for reading and mathematics. (MS)^2 will resume implementation of the DC BAS and the ThinkLink resources along with a variety of other materials that will support the impetus of this initiative.

2.3.2.2. Saturday Academy

Saturday Academy will be required for all students whose reading and/or mathematics performance is deemed to be below grade level.

2.3.2.3. Extended Day Activities

Students who perform below grade level in either reading or mathematics will have additional afternoon focused study time. STEM classes will continue as a vital activity and an important part of the school day.

2.3.2.4. Parents

Parents will be required to sign a contract with the school that highlights workshops for: Mathematics; Reading; Academic software; Use of technology. ***(See Appendix 10 – Student Policies Overview)***

2.3.3. Item 3: What program changes or improvements will be undertaken or are under consideration as a result of the most recent Program Development/Self Study Review Findings?

2.3.3.1. Curriculum purchased – the Montgomery County Public Schools Curriculum was purchased to serve as a coherent framework to guide teachers as they execute their curriculum mapping to DC Standards and Common Core. Many resources are being used to guide the teachers in this effort, however the primary resource is *"A Guide to* Curriculum Mapping**…..***Planning, Implementing, and Sustaining the Process."* by Janet A. Hale.

2.3.3.2. Alignment of all curriculum materials has begun.

2.3.3.3. Differentiation of Instruction – The school has set this as one of our 'stretch objectives'. Teachers are to include strategies for differentiation throughout their instructional plans- not only in the curriculum mapping but also in their lesson plans as well.

2.3.3.4. Professional Development will be centered on the areas of need as specified in the Program Development Review.

2.3.3.5. Planning Time has been built into the schedule for teachers to plan both vertically and horizontally.

2.3.3.6. Continued to work with Data Analyst to keep the data in the forefront of all aspects of the academic program. He will provide professional development for teachers on the effective use of data to improve student achievement.

2.3.4. Item 4: What is the school's status in implementing its School Improvement, Corrective Action or Restructuring Plan?

2.3.4.1. Not applicable to (MS)^2.

2.4. REPORTING ACCOUNTABILITY INFORMATION TO STUDENTS, TEACHERS, PARENTS AND THE PUBLIC

2.4.1. The Performance goals were disseminated to the faculty for discussion and incorporated into team level planning and departmental goal setting. These goals are reflected in the Action Plans by each department, lesson plans and all supporting academic activities.

2.4.2. The (MS)^2 Annual Report for 2012 will be posted on the (MS)^2 website in 2012 at http://www.howard.edu/ms2/. Highlights of the report will be discussed at the Back-to-School night in September. Soft copies of the report will also be made available upon request.

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 1
$(MS)^2$ 2011 – 2012 Data Collection Tool

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

ANNUAL REPORT DATA COLLECTION TOOL WORKSHEETS

Use these sheets to enter your data in the ANNUAL REPORT DATA COLLECTION TOOL. Include the information from these sheets in your Annual Report.

1. Enter the school's Mission Statement in the space provided below.

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven, and eight. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem-solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student-centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery, and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence and to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrates all efforts. Our relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

2. Please choose your Campus/LEA's School and Name from the drop down choices provided below. Each campus must submit a separate data sheet. (For Central Office submissions, use the CENTRAL OFFICE choice provided for your organization).

❍ Howard University Middle School of Mathematics and Science

3. Is your organization accredited? If yes, please list the name (s) of the accrediting organization (s) and the accreditation term (month/year start- month/year end). If your accreditation is pending, meaning your organization has formally submitted an application to a nationally recognized accrediting organization, please provide details with the expected date of accreditation in the space provided below

	YES
X	NO
Additional Comments	

4. Please list the complete contact information for the person completing the Online Annual Report for your Campus/LEA. This may or may not be a member of school leadership, however be advised that information collected will be used by the PCSB. Fill out all information completely. Contact information should be direct and current.

Name	JIM COLE
Title	DATA MANAGER
School Street Address	405 HOWARD PLACE, NW
School Zip	20059
School Ward	1
Direct Phone Number	(202) 907-4454
Email	james.cole@universitymiddleschool.org

5. Please select the lowest grade level served by your Campus/LEA in the 2010-2011 school year.

	PK3		PK4		K		1		2

	3	x	6		9		12		Program
	4		7		10		Adult Ed		
	5		8		11		GED		

6. Please select the highest grade level served by your Campus/LEA in the 2010-2011 school years.

	PK3
	PK4
	K
	1
	2
	3
	4
	5
	6
	7
x	8
	9
	10
	11
	12
	Adult Ed
	GED Program

7. Hours of Operation: Enter the Start time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Start times please provide details in the additional comments section. Enter time as "8:05 AM" format (See "Definitions")

7:30 AM

8. Please enter the End time for the REGULAR school day for the 10-11 school year. For schools with Multiple Regular Bell Dismissal Times, please provide details in the additional comments section. (See "Definitions")

4:30 PM

9. Enter any additional comments regarding Start time/End time for Regular School Day.

None

10. Please enter the Start and End Dates for the 2011-2012 School Year.

Start Date	August 29, 2011
End Date	June 15, 2012

11. Did your campus/LEA operate as a year-round school for the 2010-2011 school year? No

	YES (If Yes describe your school's year round structure in the space provided below. Include the dates that indicate the start and end of the academic school year.)
X	**NO**

Additional Comments	

12. Please enter the average class size and student teacher ratio for the 2010-2011 school year in the space provided below.

Average Class Size:	17
Student/Teacher Ratio:	13:1

13. For the 2010-2011 school year, please provide the total number of students/incidents falling into each category listed below.

# Transferring out of school/Withdrawals (total students)	22
# Short-Term Out of School Suspensions (5 days or less)	77
# Long-Term Out of School Suspensions (more than 5 days)	1
# of Expulsions (total students)	6
# of Dropouts (total students)	0
# Retained at grade level (total students)	15

(Suspension counts should reference the total number of "incidents". For example, one student that is suspended short term 3 times will count as 3 "incidents" of short-term suspension)

Position	Total Number	# with Bachelors degree	# with Masters degree or +	# with degree in field	# with license in field (optional)	# meeting NCLB HQT requirements	Percentage meeting NCLB HQT
Director	1	1	0	1			
Principal	1	1	1	1			
Assistant Principal	1	1	1	1			
Classroom Teachers	22	2	18	17		22	100
Special Subject Teachers							
Bilingual/ESL Teachers							
Special Education Teachers	2	2	2	2	2	2	100
Vocational/Career Teachers							N/A
Building Resource Teachers							
Counselors	2	2	2	2	2		
Librarians/Media Specialists							
Coordinators							
Classroom Aides	2	N/A	N/A	N/A	N/A	2	100
Title I Educational Aides	0	N/A	N/A	N/A	N/A		

29. Are you a single-campus LEA or a central office?

X	**YES** Skip to Question 28
	NO Skip to Question 29

30. Please complete the following entries regarding staffing and salary.	
Staff Attrition Rate	20%
Number of Teachers	22
Salary Range for Teachers	$47,000 - $101,000 per year
Average Teacher Salary	$63,000 per year
Number of School Support Staff	14
Salary Range for School Support Staff	$30,000 - $60,000 per year
Average School Support Staff Salary	$51,900 per year
Number of School Administrators	4
Salary Range for School Administrators	$78,000 - $120,000 per year
Average School Administrator Salary	$93,100 per year
Number of Central Office Administrators	4
Salary Range for Central Office Administrators	$55,000 - $150,000 per year
Average Central Office Administrator Salary	$81,500 per year

31. To ensure that PCSB has up to date information for the 2011-2012 School Year, provide contact information in the fields listed below for the following: School/Organization Board Chair, Executive Director, Principal/Head of School, Assistant Principal, Business Manager, Special Education Coordinator, and Attendance Manager.

Board Chair Name	Dr. Aprille Ericsson
Board Chair Title	Chair
Board Chair Email	aprille.j.ericsson@nasa.gov
Board Chair Phone	(202) 494-9090
Board Chair Mailing Address	1958 Second St. NW
Board Chair Mailing City, State	Washington, DC
Board Chair Mailing Zip	20001
Exec. Director Name	Yohance Maqubela
Exec. Director Title	Executive Director
Exec. Director Email	yohance.maqubela@universitymiddleschool.org
Exec. Director Phone	(202) 806-7725
Exec. Director Mailing Address	405 Howard Place
Exec. Director Mailing City, State	Washington, DC
Exec. Director Mailing Zip	20059
Principal Name	Allison Artis
Principal Title	Principal
Principal Email	allison.artis@universitymiddleschool.org
Principal Phone	(202) 806-7725
Asst. Principal Name	Kenneth Caesar
Asst. Principal Title	Dean of Students
Asst. Principal Email	kenneth.caesar@universitymiddleschool.org
Asst. Principal Phone	(202) 806-7725
Business Manager Name	Leslie Boler
Business Manager Title	Director of Human Resources
Business Manager Email	leslie.t.boler@universitymiddleschool.org
Business Manager Phone	(202) 806-7725
Business Manager Mailing Address	405 Howard Place
Business Manager Mailing City, State	Washington, DC
Business Manager Mailing Zip	20059
Special Ed Coordinator Name	Leslie Finley
Special Ed Coordinator Title	Special Education Coordinator
Special Ed Coordinator Email	leslie.finley@universitymiddleschool.org
Special Ed Coordinator Phone	(202) 806-7725
Attendance Manager Name	Ricardo Perez
Attendance Manager Title	Enrollment Coordinator
Attendance Manager Email	ricardo.perez@universitymiddleschool.org
Attendance Manager Phone	(202) 865-0282
Admissions Manager Name	Shirley Martin
Admissions Manager Title	Office Manager / Grants Liaison
Admissions Manager Email	shirley.martin@universitymiddleschool.org
Admissions Manager Phone	(202) 806-7725

32. Parents, employees, and community members call the PCSB with individual and specific school-related issues and concerns. These issues and concerns include questions and at times, complaints about individual schools.

In the space provided below, list the desired representatives from your Campus/LEA's staff and one member of your school's Board of Trustees to receive all initial correspondence from PCSB regarding these concerns for the 2011-2012 school year.

Campus/LEA Staff Member Name	Jim Cole
Campus/LEA Staff Member Title	Data Manager
Campus/LEA Staff Member Phone	(202) 907-4454
Campus/LEA Staff Member Email	james.cole@universitymiddleschool.org
Board Member Name	Hassan Minor
Board Member Title	Founder, $(MS)^2$
Board Member Phone	(202) 806-2530
Board Member Email	minor@research.howard.edu
Additional Campus/LEA Staff Member Name	Tamara Cooper
Additional Campus/LEA Staff Member Title	Director of Instruction
Additional Campus/LEA Staff Member Phone	(202) 806-7725
Additional Campus/LEA Staff Member Email	tamara@universitymiddleschool.org

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 2
$(MS)^2$ 2011 – 2012 Extended Enrichment Catalog

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

Howard University Middle School of Mathematics and Science
Department of Supplemental Programs presents

2011-2012

Extended Enrichment Catalog

The Howard University Middle School of Mathematics and Science, (MS)2, has designed the Extended Enrichment program to provide students with the opportunity to engage in exciting and unique activities and clubs. Programs were constructed to target the personal interests, learning styles, and/or talents of individuals. We offer students a plethora of diverse activities to enhance and support their formal academic education. Since some of the activities and clubs are not specifically mathematics and science based, all teachers and advisors are charged with integrating mathematics and science when it is feasible. The Extended Enrichment programs are categorized into 3 separate groups based on the club themes: S.T.E.M., Arts & Actives, and Student Development.

The *S.T.E.M.* clubs were designed to expose students to science, technology, engineering and mathematics related programs and careers. We do our best to foster and encourage our students to develop and sustain a love for *S.T.E.M.* careers that will extend beyond their education at (MS)^2. With the rapid increase in Arts advocating around the world, it is important that we encourage students' creative abilities and foster in them an appreciation of the arts that could contribute to their futures. Paired with opportunities for the students to stay fit through sports and athletics, the Arts & Actives clubs will encourage group participation and the development of special skills and techniques. With (MS)^2 being such a trend-setting and high achieving school, we pride ourselves on building students to be the leaders of the future. Through the Student Development clubs, students will gain first hand experience—through tips, training, and activities— on how to be leaders of the future.

All clubs, new and old, offered during Extended Enrichment are designed to provide a fun, educational, and interactive environment for the further instruction of the students at (MS)^2 from 3:30 pm-4:30 pm, Monday through Thursday.

During the 2011-2012 academic year, students will participate in the Extended Enrichment Fair, that will allow them to sign up for the various programs. Each student will have the option of choosing one (1) year long program (two semesters) or two (2) semester long programs (one semester each) which will take place **tomorrow, Tuesday, August 30, 2011.**

In this catalog you will find a brief synopsis of all the clubs offered including a description, instructor name, and length of the club. For more details, or further information regarding our Extended Enrichment program, please visit Room 316 or e-mail dosp@universitymiddleschool.org.

Department of Supplemental Programs

Lee Vason, Director of Supplemental Programs

Jennifer Crawford, Associate Director of Supplemental Programs

James Sims, Department Intern

Office: Room 316

Office Phone: (202) 865-0295

Email: dosp@universitymiddleschool.org

Science Technology Engineering *and* Mathematics (S.T.E.M.) clubs:

Architecture

Instructor: Mr. Jahdal Mckenzie **Length:** One Year

Students in this club will be introduced to the field of architecture and planning by relating architecture to their lives in the District of Columbia. This club is designed to educate students on the use of architecture while applying the lessons they have learned in mathematics and science. Students will also learn the importance of design, programming of spaces and design presentation.

Aviation

Instructor: Dr. Collins **Length:**

Broadcast and Digital Media

Instructor: Ms. Carletta Hurt **Length:** One Year

This club enables students to learn the various aspects of video production. Students will also learn skills needed to produce a video including, but not limited to, the use of equipment, lighting, positioning, recording, and the writing of scripts.

Chess Club

Instructor: Ms. Amber Harrelson **Length:** One Semester

This club will provide students with an opportunity to learn the strategies and sequences of the game of chess. Students will learn the object of the game as well as the movement of the pieces. They will begin to learn how to plan and strategize to keep their opponent on the defensive through opening moves, middle game moves and end of game moves. The students will engage in numerous competitions at both the school and local level.

Design & Technology

Instructor: Mr. Nasir & Nadir Wade **Length:** One Year

Introduce students to the knowledge, importance of, and need for alternative energy sources and how they might use this knowledge to design and build various types of objects according to specifications. Students will learn how to work in teams to

analyze and solve problems related to the objects they build, and explore their capabilities.

Johnny Quest 101

Instructor: Mr. Delmar Williams/ Ms. Odessa Casimiro **Length:** One Year

Teaches students fundamental engineering processes. Using a 1960's animation program (Johnny Quest), students learn the basics about engineering by analyzing the various story elements. They learn how to apply the four fundamentals of Observation, Analysis, Determination, and Verification. Students construct and demonstrate the technology depicted in the animation.

Exploration of Science

Instructor: Dr. Kethurah Williams **Length:** One Semester

Student will access equipment and be given assistance in preparation for various Science competitions such as the Science Bowl and Science Fair. Opportunities for students to work with various University departments will be presented, to further encourage the formation of a better understanding of the many types of sciences around the globe through experiments, labs, and trips.

Who Wants to be a Millionaire?

Instructor: **Length:**

This club is designed for students who have a strong interest in business. Students who join this club can expect to learn many aspects of business from investing to developing and running a successful business.

Arts & Actives clubs *are as follows*:

Art and Technology

Instructor: Mr. Ricardo Perez **Length:** One Semester

How can we use today's technology with traditional art materials to create EXTRAORDINARY projects? In this club students will answer this question by working closely with the instructor to produce works on paper that incorporate science and technology.

Band

Instructor: Mr. Udoh Opiotennione **Length:** One Year

In this club, students will explore using instruments in an ensemble format. They will also learn fundamentals of music theory, instrument repair, and music history. Each student will also be trained to build a repertoire and practice towards performing during assemblies, uest performances, and off site appearances.

Language and Cultures

Instructor: Ms. Indja Chesire **Length:** One Semester

Have you ever wanted to go around the world in a year? Well with this club you are going to get to do that and more in one semester. Students will explore the different cultures and customs used all over the world through language expression, discussing tourist attractions, and learning about well known people from the area.

(MS)² Young Voices

Instructor: Ms. Kendall Isadore **Length:** One Year

Have you seen movies and TV shows like "Glee" and "Sister Act" well her at (MS)²we have our own version. Here students work on developing proper vocal production, vocal independence, listening skills, self-confidence, professionalism, and teamwork in addition to gaining a historical and cultural perspective of the music they are singing.

Performing Arts

Instructor: **Length:** One Year

Students are exposed to different aspects of theatre production including skits, costume design, set design, and props. The club works on creative thinking skills, encourages teamwork, and provides students with enriching learning experiences in

the area of performing arts. This club also encourages creativity and supports discourse around *life* as presented within the context of some of the dramatic works introduced.

Team Sports

Instructor: Mr. David Bardach/Mr. Byron Lockhart **Length:** One Semester

Exposes students to the opportunity to experience a variety of athletic activities. These activities promote skills, such as teamwork, warm-up techniques, appropriate exercise, and understanding of rules for various sports. In addition, the games are both physical and mental in a way that helps students exercise their body and minds.

Yearbook

Instructor: Mr. Kofi Adisa/ Mr. Christopher Sledge **Length:** One Year

Students who join this club will have the fun responsibility of documenting all of the exciting moments of the 2011-2012 school year. Students will also learn first hand how to compose, construct and edit the yearbook. This club is great for any student with an outgoing personality with a strong interest in journalism.

Student Developmental clubs *are as follows*:

A.I.M. (Achieving Identity for Manhood) *formally Man Training*

Instructor: Mr. Wesley Ellis **Length:** One Year

The goal of A.I.M is to guide young men to make personal commitments to servant-leadership. The boys of A.I.M will discuss key concepts pertaining to manhood such as integrity, wisdom, respect, and love. They will explore four pillars of manhood through discourse, service-learning, and physical activity.

Girls Inc.

Instructor: **Length:** One Year

Girls Inc. is a national nonprofit youth organization dedicated to inspiring all girls to be strong, smart and bold. They will coordinate innovative programs to help girls confront subtle societal messages about their value and potential and prepare them to lead successful, independent and fulfilling lives.

LADIES First

Instructor: Ms. Natasha Metts **Length:** One Year

LADIES First will develop a base for young ladies understanding of individuals and society using women in history as a frame of reference. With hopes to provide a structured environment for the nourishment of positive behavior in our young ladies, this program hopes to build brighter futures for our (MS)² students.

(MS)² Great Debaters

Instructor: Ms. Shanise Butler **Length:** One Year

Do you find yourself in countless arguments with friends or family? Do you enjoy television shows or movies like "Law and Order" and "Great Debaters"? If you do then this is the club for you. Students in this club will have numerous opportunities to display their oratory and argumentative skills. This is a yearlong club that is sure to challenge students' ability to construct an argument.

(MS)² Student Council {(MS)²SC}

Instructor: Mr. James Sims **Length:** One Year

(MS)²SC is responsible for student activities, which impact the entire student body, the school, and the community we serve. This organization is created and ran by the students. It is our responsibility to listen to, support and communicate with our school community. Through managing school wide projects and programs, this club is empowering and training the leaders of tomorrow.

Spelling Bee

Instructor: Mrs. Ryesa Lee **Length:** One Year

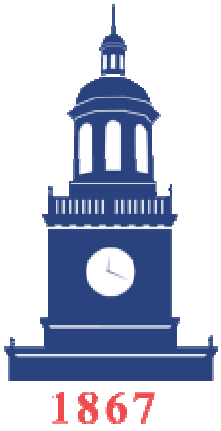
Strengthens students with the skills and etymological understanding of words to support their personal desire to become excellent spellers. Students engage in the (MS)² Spelling Bee with the goal of being able to compete at the national Spelling Bee competitions. Through rigorous training and competitive bees students test their knowledge and training to work towards becoming the ultimate spellers.

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 3
$(MS)^2$ 2011 – 2012 Summer Academy Handbook

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.



HOWARD UNIVERSITY

Middle School of Mathematics & Science

$(MS)^2$

SUMMER ACADEMY 2012 HANDBOOK

Letter from the Director of Summer Academy

On behalf of the faculty, staff, and administration of the Howard University Middle School of Mathematics & Science, $(MS)^2$, I offer good wishes, and welcome you to Summer Academy 2012. The $(MS)^2$ faculty and staff worked extremely hard to make this program beneficial to your son and/or daughter. In this handbook you will find important information regarding our program policies and procedures. Please review them carefully with your child, as we need your full cooperation to make this a successful educational experience.

Our number one objective is to provide students with an opportunity to be enriched or improve their academic standing. To that end, students should report daily prepared to learn exciting new information about math, science, and technology, thus following the mission of our school. As a parent, you can help by continuing to build on your child's interest in science and math related activities. Studies show that students who participate in these activities outside of school tend to develop a deeper interest and appreciation for science and math.

In conclusion, we do our best to serve the educational needs of every student at $(MS)^2$. Therefore, we need your active participation in your child's educational experience. You can do so by communicating with their instructors, checking homework, and reviewing their grades in Powerschool. All information regarding teacher contact can be found online at www.howard.edu/ms2. If you have any other questions or concerns, please feel free to contact me at (202) 806-7725. Thank you and we look forward to providing the best educational experience for your child!

Sincerely,

Lee Vason
Director of Summer Academy

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Letter from the Principal

Greetings $(MS)^2$ Scholars:

I would like to formally welcome you to the Howard University Middle School of Mathematics and Science's 2012 Summer Academy Program. In preparation for the 2012-2013 academic school year, I encourage you and your student to make the most of your time with us and to grow academically. Some of you are new to $(MS)^2$, while others are returning. However, I am confident that this experience will uncover a new wealth of knowledge for all.

During this program, you will be challenged in ways that you never expected, and with a strong commitment and positive attitude, you will excel to heights unimagined. This summer, we strive to implement best practices by integrating Science, Technology, Engineering, and Mathematics (S.T.E.M.) into each lesson, while challenging you to set high goals for yourself and to work hard towards achieving them. You will be provided with all of the tools you need to succeed. However, ultimately it is your decision to do well.

I wish you a productive and educationally stimulating Summer Academy experience. In closing, I leave you with this quote:

"The only limitations you will ever face will be those you place upon yourself."

-Keith DeGreen

Best regards,

Allison L. Artis
Principal

Summer Academy Hours, Courses, Teachers & Descriptions
BRIDGE & RECOVERY PROGRAMS

HOURS OF OPERATION

8:30 am – 9:00 am – Breakfast
9:00 am – 10:00 am – 1st Session
10:05 am – 11:05 am – 2nd Session
11:10 am – 12:10 pm – 3rd Session
12:15 pm – 1:15 pm – 4th Session
1:15 pm – 2:00 pm – Lunch

RECOVERY	TEACHER
Earth & Space Science	Ms. Lynett Walker
English/Language Arts 6th Grade	Mrs. Karen Bates-Chambers
English/Language Arts 7th & 8th Grades	Ms. Ariel Pierson-Tabron
Life Science	Ms. Lynett Walker
Mathematics 6th Grade	Mr. Kerel Thompson
Mathematics 7th & 8th Grades	Mr. Jason McNeil
Physical Science	Ms. Lynett Walker
World Geography & Cultures	Mr. T'Shango Mbilishaka
World History & Geography	Mr. Wesley Ellis
U.S. History & Geography I	Mr. Wesley Ellis

BRIDGE	TEACHER
Introduction to Math	Ms. Noemi Perez-Molina
Introduction to Science	Dr. Kethurah Williams
Introduction to S.T.E.M. Literacy	Ms. Rebecca Christian
Introduction to Technology	Mr. Kofi Handon

COURSE DESCRIPTIONS

Earth & Space Science: This course focuses on Earth/Space Science. Students will be actively engaged learning the concepts of the solar system, the universe, radiation, convection, conduction, Earth's atmosphere, earth's waters and the earth's surface. In addition to these core elements, this curriculum also stresses laboratory safety, the scientific method, and experimental designs. Students will utilize problem solving skills, critical thinking, time management skills, and inquiry-based skills throughout the course.

English/Language Arts 6: This course is aligned to the DC Grade 6 Standards of Learning and the Common Core standards. It consists of the study of Language Development, Reading Comprehensions, Research, Writing, and English Language Conventions. Units of study include a variety of genres such as personal narrative, essay, adventure/survival, folktale, fantasy, poetry, and informational text. Instruction and study involve individual tasks, daily reading and writing, working in pairs, cooperative group task, and whole group instruction.

Summer Academy Hours, Courses, Teachers & Descriptions
BRIDGE & RECOVERY PROGRAMS

English/Language Arts 7: This course is designed for seventh grade students to learn how to write clearly, read critically, speak thoughtfully, and listen carefully. The goal of the course is to create literate, thoughtful communicators, capable of controlling language effectively as they negotiate complex and information-rich world. The course is organized by the overarching theme of Forging New Connections that includes four thematic units: Identity, Sense of place, Voices of the Past, and Imagination.

English/Language Arts 8: This course focuses on reading challenging texts, research study and, writing. The over-arching theme for grade 8 is Journeys. It includes four themes: Journeys, Community, Responsibility, and Discoveries. Students will read literature specifically selected for each theme and write a variety of compositions during each unit. Grammar will be taught and will include instruction in parts of speech, capitalization, punctuation, usage and sentence structure. Students will be taught vocabulary as it relates to reading and writing assignments.

Mathematics 6: Students in the Sixth Grade Math program will use problem solving, mathematical communication, mathematical reasoning, connections, and representations. Students will focus on mastering rational numbers, as rational numbers play a critical role in the development of proportional reasoning and advanced mathematical thinking. The study of rational numbers builds on the understanding of whole numbers, fractions, and decimals developed by students in the elementary grades.

Mathematics 7: Students in this course will continue to improve mastery of strategies for basic addition facts and related subtraction facts. They will also continue to improve their understanding of the numeration system and place-value concepts. The goal is to increase their ability to recall addition and related subtraction facts & fluency with multi-digit addition and subtraction. They will also continue to develop and increase their understanding of whole number relationships.

Mathematics 8: This course emphasizes rational numbers, proportionality, measurement, data collection and analysis, probability, and beginning algebra concepts that serve as a transition into the formal study of algebra and geometry. Students will develop a deep understanding of rational number concepts, become proficient in rational number computation, and learn to think flexibly about relationships among fractions, decimals, and percentages.

Physical Science: Grade 8 students will study four concepts that help to unify physical science: force and energy; the laws of conservation; atoms, molecules and the atomic theory; and kinetic theory. Students will study motion, forces, structure of matter, chemical reactions, the periodic table, density and scientific thinking and inquiry. The Physical Science program utilizes the Pearson (2011), Interactive Science Curriculum. This program, centered on meaningful research and best practices, will engage all learners and help them to maximize their learning.

Summer Academy Hours, Courses, Teachers & Descriptions
BRIDGE & RECOVERY PROGRAMS

World Geography & Cultures: This course will use basic geographic tools and concepts to examine various regions across the globe. Students will examine the influences of physical geography, religion, culture, economics, politics, and more, on the way individuals live and countries govern. Relationships between various peoples and countries in different regions will be examined. Students will learn to think logically as they critically examine the phenomena of the past and the state of the world today.

World History & Geography: The primary purpose of this course is to examine the progression of human history to the Renaissance. Students will focus on the foundations of the modern era laid by the ancient Greeks and Romans, as well as the formation of the world's major religions. Learning will take place using a variety of methods. Methods include, but are not limited to, reading, writing, lecture, the Socratic method, simulations, listening exercises, and training in logic.

U.S. History & Geography I: This course traces issues of oppression and independence from colonization through the aftermath of the American War of Independence. Students will explore the colonial interests that caused increasingly harsh treatment of Native American and enslaved Africans. Students will compare that philosophy with the ideas contained in the independence movements that shaped the Constitution. Students will also trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g., through the writings of David Walker, Henry Highland Garnet, Martin Delany, and Frederick Douglass and the historical documents on Nat Turner, Denmark Vesey).

Introduction to Math: This course will improve student development of addition & subtraction and strategies for basic addition facts and related subtraction facts. Students will also develop an understanding of the base-ten numeration system and place-value concepts. Lastly, they will develop an increased understanding of whole number relationships including grouping in tens & ones for the purpose of mastering quick recall of addition and subtraction facts.

Introduction to Science: In this unit of study, your child will be introduce to how scientists use scientific inquiry and mathematics and how science, technology and society affect each other. Students will also learn how scientists use mathematics to investigate the natural world, how science and society affect each other and how technology affects society.

Introduction to S.T.E.M. Literacy: In this course, students can become efficient readers when provided opportunities to read a variety of texts with appropriate scaffolding and instruction. During middle school students become efficient readers of informational text and determine reading preferences. Moreover, students develop lifelong reading habits to use in their personal, professional, and civic lives.

Summary Academy Hours, Courses, Teachers & Descriptions
BRIDGE & RECOVERY PROGRAMS

Introduction to Technology: The purpose of this course is to provide students with the information and skills necessary to use the technological resources of (MS)2 in a manner that yields success both academically and socially. The Introduction to Technology course will outline and review the policies and procedures as it relates to effective use of the technological resources of (MS)2. In this course student will be provided with the opportunity to develop a high level of proficiency in utilizing applications such as, but not limited to PowerSchool, Studywiz, Microsoft Word, Microsoft PowerPoint, iPhoto, iMovie, and Mavis Beacon.

ENRICHMENT PROGRAM
HOURS OF OPERATION

8:30 am – 8:55 am – Breakfast
9:00 am – 11:00 am – Session 1
11:00 am – 11:25 am – SNACK BREAK
11:25 am – 1:00 pm – Session 2
1:00 pm – 2:00 pm – Lunch

Crime Scene Investigation (CSI) Camp *June 25-July 6, 2012**
Campers involved in our Crime Scene Investigation course will become a forensic scientist and virtual detectives for the session and will be engaged in numerous experiments and activities for the purpose of training. They will analyze the evidence gathered from a fictional crime scene, use luminal to check for the presence of blood, gather and compare fingerprints and shoe prints, make molds of teeth, shoes and vehicle tracks, and much more.

Health Careers Camp *June 25-July 6, 2012**
If you are interested in a career in health care, you have more choices than you probably realize. There are doctors, nurses, dentists and paramedics, of course. However, there are also clinical laboratory technologists, phlebotomists, dental hygienists, radiologic technicians, physician's assistants and respiratory therapists, just to name a few more. Science Connections for Health Careers camp can teach you about these health-care jobs and others. In this camp, you will get hands-on experience and laboratory investigations, talk to real professionals and embark on exciting field trips to find out just how fun the various careers can be! Come join us as you discover your future amazing career!

**These camps occur simultaneously.*

Architecture Camp *July 9-13, 2012*
The intent of the course is to introduce students to the field of architecture and planning. This program will relate architecture to their lives in the District of Columbia. The course will educate them on the use of architecture while applying the lessons they have learned in mathematics and science. Students will learn the importance of design, programming of spaces and design presentation. They will be educated on materials and how these materials are put together to form structures. The end result is to give the students the opportunity to think and act like professional Architects.

Summer Academy Hours, Courses, Teachers & Descriptions
ENRICHMENT PROGRAM

Business Camp *July 16-July 20, 2012*
Students will be introduced to the concept of learning how to start their own small business. Students will become economically productive members of society by improving their academic, business, technology, and life skills. In the process, they develop an important understanding about business, lifelong learning, and themselves.

Weather Camp *July 23-July 27, 2012*
Please note that this camp's times are 9:00 am - 4:00 pm. Have you ever wondered where clouds come from or maybe even why tornadoes and hurricanes are so deadly? If those questions persist in your mind, then you will be sure to have them answered in Weather Camp. Campers will receive broad exposure and training in weather forecasting, environmental modeling, and measurements. Over the course of the program, students will receive exposure to the college experience through their interactions on campus, interactions with Atmospheric Sciences STEM and much more. Campers will also build their own hot air balloons.

Summer Academy Administration

Allison Artis, *Principal*
Kofi Handon, *Acting Director of Instruction*
Lee Vason, *Director of Summer Academy*
Jennifer Crawford, *Assistant Director of Summer Academy*
Kenneth Caesar, *Dean of Students*
Delmar Williams, *Chief Technology Officer*
Odessa Casimiro, *Technology Specialist*
Leslie Finley, *Special Education Coordinator*
Ricardo Perez, *Enrollment & Admissions Coordinator*
Robert Allen, *Senior Behavior Specialist*
Hansford Harrison, *Behavior Specialist*
Talifarro Jones, *Behavior Specialist*
DeVaun Walker, *Behavior Specialist*
Terrelle Washington, *Behavior Specialist*

Summer Academy Office (202) 865-0295
$(MS)^2$ Main Office (202) 806-7725

Policies & Procedures

ATTENDANCE:
Attendance will be taken within the first ten minutes of class, just as it is during the regular school year. Any student who misses more than 3 days during the course of summer will not receive credit for the course. In the case of tardiness, three (3) tardies will equal one (1) absence.
Please see "Tardiness to Class" for information regarding an excused tardy.

TARDINESS TO CLASS:
Classes begin at 9:00 am, 10:05 am, 11:10 am, and 12:15 pm. Please refer to your student's individual schedule for his/her assigned arrival time. Students are tardy if they report after class has started. An excused tardy or absence is limited to a doctor's note or a letter from a parent stating a legitimate excuse. Letters from parents will be reviewed and determined legitimate at the discretion of the Director of Summer Academy and the Director of Instruction. **It is critical to be on time.**

LEAVING THE BUILDING:
Students must check-in at the guard's desk upon arrival to Summer Academy. Students are **not** to leave the school building unless they are leaving the school grounds for the day. Please refer to your student's individual schedule for his/her assigned dismissal time. **Students must notify the Summer Academy Office before leaving the building.** Students must enter and exit the building using the 1st floor only.

STUDY & GUIDANCE:
Summer Academy courses cover a great deal of material in a short time; consequently, students must study both during the school day and after school. Books are to be taken home each day. Lockers are not available. During the summer, guidance will be available for any student who needs assistance with classes.

GRADES:
Students enrolled in the Summer Academy Recovery Program will receive the same type of grades as given during the regular school year. Students who are enrolled in the Summer Academy Bridge and Enrichment Programs will not receive credit towards their GPA, but will receive a grade of Pass or Fail, which will be note on his/her transcript.

SPECIAL SERVICES:
Students requiring accommodations due to an IEP or 504 Plan should contact Ms. Leslie Finley, the school's Special Education Coordinator, for information or questions regarding Summer Academy Services.

Policies & Procedures

FINAL EXAMS:
PLEASE NOTE!! Each course is expected to end with a culminating activity, be it a final exam or project. Students in the Recovery Program will take their final exam by July 25th. The last day of Summer Academy is July 27, 2012 and grades are due at the close of business on this day.

DRESS CODE:
Students in Summer Academy are expected to conduct themselves and to dress in the FULL UNIFORM which includes the following: $(MS)^2$ monogram polo shirt, navy blue or khaki bottoms, a belt, and shoes (**excludes** open toe, open heel, & high heel shoes).

CITIZENSHIP & DISCIPLINE POLICY:
Students are in Summer Academy voluntarily or based on need. They are expected to maintain a wholesome attitude towards learning. We operate on a Zero-Tolerance Policy that gives students minimum opportunities to misbehave (see below for details). Students who do not maintain good citizenship may be dismissed from school and receive a grade of "F".

Summer Academy Discipline Policy

1st Offense – Verbal redirection or reprimand, Teacher/Student Conference, and Parental contact by phone by the Teacher (document using Summer Academy Referral)

2nd Offense – Temporary removal of student form classroom and Parental contact by phone by Summer Academy Administration (document using Summer Academy Referral; conference with Parent if necessary)

3rd Offense – Teacher/Parent/Administration Conference and Removal of student from Summer Academy Program

ELECTRONIC DEVICES POLICY:
Please note that **no personal electronics can be used** during the hours of Summer Academy. Unlike the Academic School Year, students may have electronic devices on their person, **BUT they must be turned off**. Any student found in violation of this policy will have his/her electronic device confiscated. On the 1st offense the device will be returned to an adult. On the 2nd offense, confiscated electronic devices will not be returned until the last day of Summer Academy, July 27, 2012.

Instructional Expectations

In all of our classrooms, you can expect:

- Technology-based instruction
- Collaborative Learning
- Project-based & inquiry-based learning
- Standards-based instruction
- Data-driven instruction
- Evaluation of learners at regular intervals (quizzes & tests).

Uniform Policy Reminder

The uniform policy is strictly enforced each day. Any student deemed to be in violation of the uniform policy will be removed from class and will not be allowed to return until the correct uniform is brought for that student. Otherwise the student is dismissed for the day.

- $(MS)^2$ monogrammed polo shirt (navy or red)
- $(MS)^2$ monogrammed navy blue sweater
- navy blue or khaki pants, shorts, or skirts
- a belt (if the bottoms have belt loops)
- shoes (**excludes** open toe, open heel, & high heel)
- watches & stud earrings are the only permissible accessories

2012 Summer Academy Calendar

Mon, June 25	Summer Academy Recovery, Bridge, & Enrichment Programs Begin Health Careers & CSI Camps' Frist Day
Wed, July 4	Independence Day—SCHOOL CLOSED
Fri, July 6	Health Careers & CSI Camps' Last Day
Mon. July 9	Architecture Camp's First Day
Fri, July 13	Architecture Camp's Last Day
Mon, July 16	Business Camp's First Day
Fri, July 20	Summer Academy Bridge Program Ends Business Camp's Last Day
Mon, July 23	Weather Camp's First Day
Wed, July 25	Summer Academy Recovery Program Final Exams
Fri, July 27	Summer Academy Recovery Program Ends Weather Camp's Last Day

School Administration

Allison Artis, *Principal*
Yohance Maqubela, *Executive Director*
Kofi Handon, *Acting Director of Instruction*
Kenneth Caesar, *Dean of Students*
Delmar Williams, *Chief Technology Officer*
James Cole, *Data Analyst*
Kofi Handon, *Director of Instructional Technology*
Lee Vason, *Director of Supplemental Programs*
Jennifer Crawford, *Associate Director of Supplemental Programs*
Leslie Boler, *Director of Human Resources*
Shirley Martin, *Office Manager*
Mertine Moore Brown, *School Secretary*
Ricardo Perez, *Enrollment & Attendance Coordinator*
Tiffany Redford, *Administrative Liaison*

Board of Directors

Dr. Aprille Ericsson, *Chair*
Ms. Maybelle Taylor Bennett, *Vice Chair*
Mr. Frank K. Ross, *Treasurer*
Mr. Spencer H . Boyer, Esq.
Ms. Kimberly Worthy
Dr. Lorraine Fleming
Dr. Kerry-Ann Hamilton
Dr. Gerunda Hughes
Mr. Wendell L. Johns
Dr. Vinetta Jones
Ms. Barbara Laurie
Ms. Wendy Pace Lewis
Dr. Floretta McKenzie, *Director Emerita*
Dr. Hassan Minor, *Founder and Managing Director*
Mr. Diallo Sumbry
Dr. Cynthia Winston

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 4
$(MS)^2$ 2011 – 20112 Technology Overview

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

Technology Overview for $(MS)^2$

Howard University Middle School of Mathematics & Science

Our Goal

- Overview of $(MS)^2$ technology
- Brief overview of $(MS)^2$ applications
- Insight to accessing our primary applications; PowerSchool, Studywiz, Teenbiz.

Overview of $(MS)^2$ Technology

- Two to One Laptop Support
- Web Based to many applications.
- Hi-Speed Internet Access to, from and within our building.
- Integrated Advance Data Management Systems
- Industry Standard Computer Support

$(MS)^2$ Classroom Systems

- 20 plus Laptops per Classroom
- Two Desktop Computers per Classroom
- Information Management and Distribution
- Web Content Filtering
- Large Screen Format Display Systems
- Integrated Audio/Video Data Distribution
- Collaborative System Resources

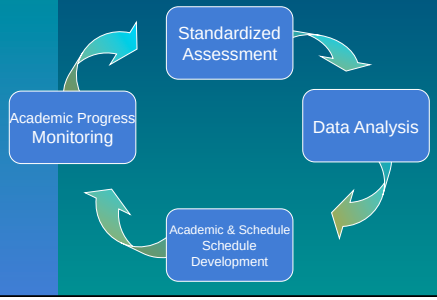
$(MS)^2$ Software Applications

- PowerSchool
- Studywiz
- Teenbiz/Achieve 3000
- Brainchild
- ALEKS
- Riverdeep
- Star Reader
- Accelerated Reader
- Reading Counts
- SuccessMaker

So…

How do we use all of these applications to help our students?

Individual Academic Planning Process



Student Assessment

NWEA

Assessment Testing Method

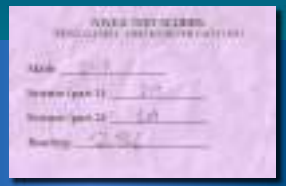
- (MS)2 uses the Measures of Academic Progress (MAP) which are state-aligned computerized adaptive tests that accurately reflect the instructional level of each student in Mathematics, Science, Reading & Language Arts.
- Students growth is measured and tracked as they progress at (MS)2.
- MAP tests provide highly accurate results that can be used to:
  - Identify the skills and concepts individual students have learned.
  - Diagnose instructional needs.
  - Monitor academic growth over time.
  - Make data-driven decisions in the classroom.
  - Place new students into appropriate instructional programs.

MAP Results = Actionable Data

- Timely assessment reports are formatted to meet the needs of each member of a child's learning team.
- Provide intervention when it has the greatest impact. With immediate results, educators know where a student' s instructional needs are and can make timely adjustments to instruction.

Scores Results - Immediate

- Upon completion of each MAP test a Proctor records the test scores for each student.



Scores Results

- Individual performance results are available to Parents.

School Reports

- Within days of testing, Achievement and summary reports are available to Teachers.

Data Driven School

- In addition to the NWEA assessment, we use other assessment tools within the classroom.
- Assessment Data is used to help make decisions about school policy, curriculum, and instruction.

PowerSchool

Student Information Management System

http://powerschool.universitymiddleschool.org/public/

What is PowerSchool?

- Scholastic Database Management system
- Accessible via the World Wide Web access for Parents, Students and Teachers.
- A single centralized relational database
- All inclusive student information system; attendance, state reporting, scheduling engine and gradebook PowerTeacher.

How to Login to PowerSchool:

- Visit our site http://www.howard.edu/ms2/
- Under "Quick Links", click "PowerSchool Login"
- Enter Login Username & Password

How to Login to PowerSchool:

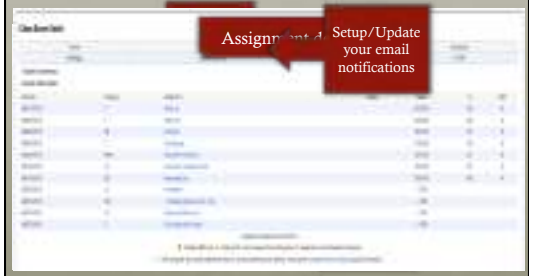
HTTP://WWW.HOWARD.EDU/MS2/

HOW TO LOGIN TO POWERSCHOOL:

HTTP://POWERSCHOOL.UNIVERSITYMIDDLESCHOOL.ORG/PUBLIC/

REMEMBER, keep your login information secure

POWERSCHOOL

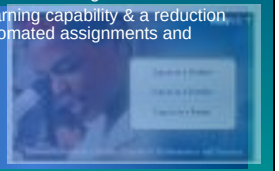


Studywiz

http://studywiz.universitymiddleschool.org/

Studywiz

- Secure online Virtual Learning Environment (VLE)
- Studywiz connects teachers, students & parents.
- Curriculum development and implementation tool.
- Online repository of student assignments & data.
- Enables distance learning capability & a reduction in paper through automated assignments and testing.



Studywiz @ (MS)2

- Augment not replace traditional classroom teaching tools for a rich classroom experience.
- Used for reinforcement and enrichment both at home and in classroom.
- Integral part of our Emergency Contingency Plan. Provide a means to continue classroom schedule from home, due to illness, school closing, etc.

How to Login to Studywiz?

- Visit our site http://www.howard.edu/ms2/
- Under "Quick Links", click Studywiz
- Select "Parent"
- Enter Login Username & Password

http://www.howard.edu/ms2/

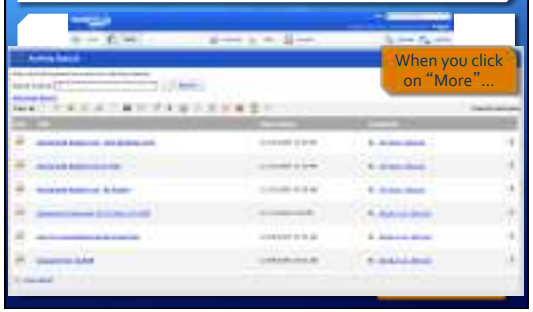
http://studywiz.universitymiddleschool.org/

Enter User Name & Password

KEEP YOUR STUDYWIZ LOGIN INFORMATION SECURE.

TO ENSURE SECURE COMMUNICATION WITH YOUR TEACHERS!!

Studywiz Home Screen



Why check Studywiz daily?

- Now you don't have to ask "Do you have homework today?"
- You can see for yourself what assignments are due and when.
- Communicate with teachers about an assignment if your student needs help.
- Ensure your students success!!!!!

Teenbiz

http://www.teenbiz3000.com/

Teenbiz

- TeenBiz3000® provides the first Web-based, individualized reading and writing instruction solution for grades 6-8 that reaches every student at his or her Lexile® level.
- Powered by a proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level, TeenBiz enables teachers to easily customize content and monitor student progress over time.
- Perhaps most important of all, TeenBiz is proven to accelerate reading comprehension, fluency, writing proficiency, vocabulary development and high-stakes test scores.

Teenbiz - how it works…

- Assess. Students' Lexile levels are assessed initially using LevelSet™, a proprietary assessment tool that determines each student's level of comprehension for informational text
- Individualize. Each day, students receive level-appropriate, standards-aligned nonfiction reading/writing assignments via e-mail. The assignments are interactive, engaging and highly motivating – which in turn fosters gains in reading comprehension, fluency, writing skills and vocabulary development across subject areas.
- Reassess. Students' levels of comprehension are monitored by a daily formative assessment of students' reading comprehension abilities. However, a second administration of LevelSet is given mid-year and a post-assessment is also given at the end of the year, a students' Lexiles can be adjusted as needed as they progress through the year.
- Report. TeenBiz also provides with ongoing management reports and diagnostic data that enable individualized intervention and remediation based on a given student's needs.

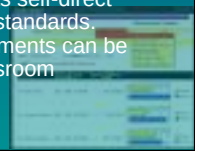
Brainchild

Brainchild

- Formative assessment and instructional online assessment program to assess and adjust instruction using the Massachusetts Curriculum Framework, as measured by the MCAS tests.
- Schools using MCAS Achiever! make AYP because of dramatic improvements on the MCAS Tests. It's easy! MCAS Achiever! makes automatic individual student learning plans and provides differentiated instruction on each of the Massachusetts Curriculum Framework.

Brainchild

- A personal learning plan is automatically generated for each student to know how they are performing on the standards, and how to "close the gap" in their weak areas.
- Teachers can let students self-direct themselves through the standards. Standards-based assignments can be generated to match classroom instruction.



ALEKS

ALEKS

- Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system.
- ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and does not know in a course.
- ALEKS then instructs the student on the topics she is most ready to learn.
- As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.

ALEKS

- **ALEKS was developed with support from the National Science Foundation. It is based on a field of Mathematical Cognitive Science called "Knowledge Spaces."**
- **The purpose of research in Knowledge Spaces is to model human knowledge of any subject for quick, precise assessment and efficient guided learning in interactive computer programs.**
- **Once assessed, students proceed through their Individualized course prescription by their individual pie chart. The pie chart indicates each student's prescribed learning path.**

Riverdeep

Riverdeep

- Curriculum Support Learning Tool
- Computer Interactive Training
- Standards Based
- Coursework Driven
- Student Evaluation System
- Reading & Mathematics

Star Reader

Star Reader

- Determine the reading level of each student
- Measure individual and class growth,
- Forecast results on standardized tests with the accurate, reliable, and efficient assessment.
- Students can complete assessment in approximately 10 minutes.

Accelerated Reader

Accelerated Reader

- Reading Level Assessment Tool
- Reading Assignment Repository
- National Standards Based
  - **Get students excited about reading and vocabulary.**
- **Help every student master standards.** Students read more, thereby becoming more well read students. Scores improve on state tests and more students master standards.

Reading Counts

Reading Counts

- Provides continuous assessment & feedback.
- Match students to "just right" texts on their reading level.
- Empower students by allowing them to select their own texts.
- Encourage students to take an interest in monitoring their own reading progress.
- Talk, talk, talk about books; characters, settings, and plots of stories and the content of nonfiction books.
- Support students with immediate, feedback and encouragement.
- Use technology to excite students' interest.

Tools for Classroom

- Laptop Computers
- Software Applications Support
- Teacher Assistance Computer Systems
- Audio/Video Display Management System
- Hi-Speed Internet Access

Tools for Home

- Personal Laptops
- Web Access to School Based Applications
  - PowerSchool
  - Studywiz
  - Teenbiz/Achieve 3000
  - Riverdeep

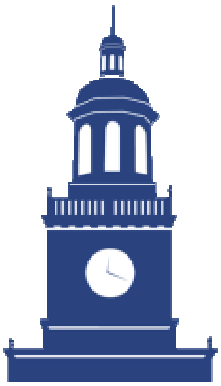
- Teacher/Student/Parent Communications
  - Students & Parents can communicate with Teachers via PowerSchool & Studywiz

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 5
$(MS)^2$ 2011 – 2012 Internship Handbook

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.



HOWARD UNIVERSITY

Middle School of Mathematics & Science

$(MS)^2$

2011-2012 Professional Internship Handbook

Department of Supplemental Programs (DOSP)

Letter from Allison L. Artis, *Principal*

Dear $(MS)^2$ Family,

Welcome to the Howard University Middle School of Mathematics and Science! $(MS)^2$ is a special place that strives to provide a safe, nurturing environment in which each child can flourish in our school community. The staff and I look forward to working with all of the interns towards this goal.

This handbook communicates many of the procedures and policies that are implemented at our school. We trust that the clarity about our programs, policies and procedures will assist you in serving our $(MS)^2$ families and teachers as we strive to make $(MS)^2$ an exciting place to learn. This handbook should be used as a reference when questions arise during the year. Please do not hesitate to contact us should you have questions or concerns.

The administration, faculty and staff members are dedicated to providing a rigorous, twenty-first century education that will promote excellence and academic integrity. I want to thank you for joining the $(MS)^2$ community! When all community members work together to create an environment that fosters academic excellence in conjunction with addressing social and emotional needs, each student can be successful.

Communication is key in this process and that is the prime reason for this handbook. It contains the kind of information that we think will prove valuable to you in helping us make the educational experience worthwhile and rewarding for each $(MS)^2$ student

In the words of Dr. Neil deGrasse Tyson *$E = MS^2$ — Excellence equals Howard University Middle School of Mathematics and Science.* We invite you take to advantage of, as well as celebrate this opportunity for excellence with us during this academic year.

Educationally,

Allison L. Artis
Principal

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Letter from Lee Vason, *Director of Supplemental Programs*

Greetings Interns,

Welcome all returning and incoming interns to the 2011-2012 academic school year of the Howard University Middle School of Mathematics & Science, $(MS)^2$. As the Director of the *Department of Supplemental Programs (DOSP)*, my number one goal remains the same, lead by serving. Each year we go through countless hours of intern interviews to select the best that Howard University has to offer. We are very proud to say that all interns selected have been chosen because they are qualified and ready to be the best! With that said, I know that each of you will come committed and prepared to make a positive impact on the students of $(MS)^2$.

From classroom support to lead instructors, interns help to nourish the vision of this department and the school's mission. $(MS)^2$ students benefit a great deal from your presence. They look up to you! So it is our expectation that you come with full intent to add value to our organization by your commitment and dedication to the program.

Furthermore, we expect you to maintain your obligation to Howard University by sustaining good academic standing. Past interns have proven that academic success is achievable by using time strategically. You have been selected because we believe that you will do what is necessary to uphold the name of Howard both at the middle school and university level. We are glad to have you on board and look forward to another great year!

Sincerely,

Lee Vason
Director of Supplemental Programs

Working at the Middle School

Purpose of Internships in Academic Programs

The HU $(MS)^2$ Internship Program helps Howard University students obtain practical experience in their respective fields of study. Many employers are now looking for college graduates who have completed an internship.

Internship Application Process

All applicants for the internship program are required to complete a $(MS)^2$ Internship Application, which can be found and submitted online. Each applicant must attach the following with their completed application: web copy of Student Detail Schedule and a current Web Transcript. While applications are accepted throughout the school year, most interns are hired at the beginning of the Fall Semester.

What makes a professional?

As professionals, we must give our best to the educational system in which we work. We are the direct link to the success of our students. We must never be satisfied with anything less than excellence in what we do or what our students do. We have responsibilities to ourselves as well as to our students in the way we work and in the way we conduct ourselves. The following are traits we look for in our professionals:

- Maintain the highest moral character possible.
- Develop leadership and expect leadership from others.
- Respect for others.
- Promote high standards of conduct and academic achievement for all students.
- Respect the integrity and judgment of fellow workers.
- Demonstrate a commitment to continued learning and growth through professional improvement.
- Command quality work from ourselves and our students.
- Respect and promote the values of education.

Strive to develop worthy habits, qualities of leadership, initiative, and good judgment. With these traits, each of us can be a better person, a better educator, and a better professional.

Active Supervision

Interns must be observant at all times, whether in the classroom, cafeteria, auditorium, or outside the building. At no point should any Intern be observed sitting, talking/texting on cell phones, or socializing with another intern while they are supposed to be supervising students. **Students are always our priority.** Failure to adhere to this policy could result in a demerit.

Intern-Student Interaction

Although students and interns are close in age, it is very important that interns set clear boundaries. Interns should not have inappropriate conversations (please refer to the "Inappropriate Conversations" section) or physical contact with any students. If you are unclear of what may be deemed inappropriate, please see the Director or Associate Director of Supplemental Programs for clarification (also refer to your training manual).

Intern-Staff/Intern-Intern Interaction

All interaction between interns and other staff members should be kept on a professional level. Both staff and interns much remain aware that we work in a school environment & any inappropriate interactions consequently can impact our students. Any uncomfortable interactions must be reported to Human Resources.

Inappropriate Conversations

Conversations concerning topics unrelated to $(MS)^2$ could be deemed inappropriate. This includes, but is not limited to, conversations about sex, inappropriate weekend activities, and public discussions about another intern, teacher, or staff member. Interns who are approached by students attempting to initiate inappropriate conversation, must report that conversation to the school counselor and a DOSP administrator.

Workplace Expectations

ATTIRE:

All Interns are required to dress in business casual attire, including the $(MS)^2$ ID Badge. Below you will find a description of this policy with specifications in regards to gender.

The requirements for MALE attire are as follows: all attire should be neat and without wrinkles, all shirts must have a collar/neckline and sleeve (collars/necklines should be no lower than one (1) inch past the underarm), shirts must be tucked in at all times, bottoms must be worn above the waist, a belt must be worn if there are belt loops, and all footwear must cover the foot.

The requirements for FEMALE attire are as follows: all attire should be neat and without wrinkles, all shirts must have a collar/neckline (collars/necklines should be no lower than one (1) inch past the underarm and must not show any cleavage and cover at least fifty percent (50%) of each shoulder), shirts must be tucked in at all times, bottoms must be worn above the waist and come no higher than two (2) inches above the knee, a belt must be worn if there are belt loops, and all footwear must cover the foot.

RESTRICTIONS on attire for both MALES and FEMALES include, but are not limited to, the following: shirts/tops exposing the upper body—with exception to arms—(i.e. maxi dresses, tube/halter/strapless/racer back tops, spaghetti strap shirts, or tops that show the midriff and/or cleavage), clothing with inappropriate language or graphics, clothing that is fitted to the skin (i.e. spandex/leggings), athletic wear (i.e. sweatpants, hoodies, sweatshirts, jerseys etc.), jean/denim bottoms, cargo shorts, Bermuda shorts, hats (with exceptions to those worn for religious purposes), do-rags, stocking or wave caps, slippers, flip flops, thongs sandals, crocs, and sneakers (with exception to Auxiliary and Physical Education Interns in regards to sneakers).

CASUAL FRIDAYS have been authorized by DOSP every Friday of the month, except the second (2^{nd}) Friday of the month (Board of Directors Meeting). These Fridays ARE NOT considered Casual Fridays and Interns will be required to wear their $(MS)^2$ intern shirt. Casual Friday attire must fall within the parameters of the dress code in regards to overall body coverage, tightness, neatness, language & graphics, hats etc. Please refer to the 2011-2012 Friday Attire Schedule that was issued during training for the specific dates of Casual Fridays and Board of Directors Meetings. The $(MS)^2$ DOSP Administration reserves the right to continue, extend, revise or revoke this policy at its discretion.

ID BADGE POLICY:

All interns will be issued an official $(MS)^2$ ID Badge. The ID badge is required as part of the Attire Policy. It should be worn on the upper left chest with the issued DOSP badge holder. To receive the badge, one must sign the ID Badge Policy stating that all rules and requirements concerning the ID are understood. All lost/misplaced badges must be reported **IMMEDIATELY** (within 24-hours) to the Associate Director to be voided temporarily. The intern will have to pay for a replacement badge prior to the next pay period. Checks cannot be picked up without presenting the $(MS)^2$ ID badge. Failure to report a lost/misplaced ID badge will result in a demerit. Failure to wear ID badge will result in a demerit and/or the Intern being sent home. All ID badges must be returned at the end of employment to receive the last check.

WEEKLY MEETINGS:

All interns are expected to attend his/her departmental meeting (i.e. Auxiliary meetings, In-Class meeting, etc.). These meetings will be held weekly as scheduled below:

Auxiliary Intern Meeting:	Mon. at 10:15 am (Freecess)
	Mon. at 11:15 am (Lunch)
Extended Enrichment Meeting:	Every other Thurs. at 4:45 pm

All interns are REQUIRED to attend the DOSP All-Staff weekly meetings. These meetings will be held on Wednesdays at 4:45 pm in the auditorium.

INTERN PROFESSIONAL DEVELOPMENT:

Professional Development will be offered once a month and will be announced at least 1 week in advance. Each intern is required to attend a minimum of four (4) Professional Development sessions. Three (3) sessions will be mandatory (paid) and one (1) will be voluntary (unpaid).

VOLUNTEER REQUIREMENT:

The DOSP sponsors a variety of programs each year. To assist with these programs and to maintain DOSP's relationship with University departments, Interns are required to volunteer for ten (10) each semester. Volunteer opportunities will be posted on the DOSP website throughout the year and are available for sign at a first-come first-serve basis.

SCHOOL RULES:

Interns are responsible for enforcing all school rules (please see "Discipline Protocol" section). Please refer to a copy of the $(MS)^2$ School Handbook for a list of rules and infractions.

DISCIPLINE PROTOCOL/INCIDENT REPORTS:

Interns are not trained nor required to handle disciplinary issues. All discipline issues should first be reported to the student's teacher and/or floor level SST Member. All incidents and disciplinary issues, no matter how big or small, must be reported to the DOSP office using the appropriate referral/form.

INTERN CONDUCT ON-SITE AND OFF-SITE:

All Interns must remember that their behavior in and away from the school influences our students. Our students live in the Howard University community, so interns must be conscious of their conduct outside of the building. Inappropriate behavior and/or language observed and reported to the school can result in suspension or termination.

LUNCH:

The school provides lunch for the students daily. While there are times when there is extra food for the $(MS)^2$ staff and interns, NO ONE IS ENTITLED TO THE LUNCH. No intern should be eating lunch or making plates of food while on the clock. Failure to adhere to this policy will result in a demerit. Interns are expected to make provisions for their own lunch while on their lunch break. ***NOTE:** Interns are not allowed to retrieve lunch from the cafeteria for any faculty or staff member.*

ELECTRONICS/INTERNET POLICY:

Interns must not use electronics while on duty. **All electronics are to be powered off and out of sight.** Anyone caught using electronics (i.e. cell phones, iPods, etc.) for any reason will be given a demerit and asked to leave. Interns should not be on the Internet for any reason that does not pertain to $(MS)^2$. Anyone caught on sites such as Facebook, MySpace, Twitter, or MediaTakeOut will be given a demerit and will be in jeopardy of having hours reduced.

PAYROLL PROCEDURES:

All interns are required to submit a timesheet at the end of each pay period (timesheets must be filled out in **black ink only**). Payroll calendars will be distributed during training. All payroll concerns must be submitted formally, **in writing**, to DOSP with a copy of the pay stub attached to the document. Requests for time verification, must also be submitted in writing to the Associate Director of Supplemental Programs 48-hours (two business days) in advance and require a donation of $2 per request. Donations must be received with the written request.

Intern Policies & Procedures

VIOLATING CONTRACTUAL OBLIGATIONS:

All interns are expected to abide by all rules and regulations set forth by $(MS)^2$ and DOSP. Failure to do so will result in demerits.

1st offense:	Verbal Warning	4th offense:	Probation
2nd offense:	Written Warning	5th offense:	Termination
3rd offense:	Conference		

ENTERING AND EXITING THE BUILDING:

All interns are required to use the front door when entering and exiting $(MS)^2$. Anyone using the side door (except in cases involving a Physical Education class or an emergency evacuation) will be referred to the Director of Supplemental Programs for reprimanding and a demerit for violating contractual obligations.

CLOCKING IN AND OUT:

All interns are required to clock in and out upon entering and exiting the building. The clock in procedure includes a thumb scan that will automatically record the time. There should be no point when an intern exits the building without clocking out. Not clocking in or out will result in being docked 0.25 hours. In the case where the thumb scan is malfunctioning, interns are required to record time on the Manual Clock-In/Out Form using the manual clock in system located in the front office. This form must be signed and turned into the DOSP Timesheet Drop Box immediately.

REPORTING TO WORK LATE:

All interns are expected to report to work at least five (5) minutes before their scheduled time. Anyone reporting to work five or more minutes late without submitting a 48-hour notice form will receive the following demerits and will be docked 0.25 hours:

1st offense: Verbal Warning	3rd offense: Conference/ Probation
2nd offense: Written Warning	4th offense: Termination

Four times calling out without giving 48-hour notice is equivalent to one demerit for reporting to work late.

Failure to report to work without giving any notice will also result in a demerit violating contractual obligations.

Forms & Descriptions

48-HOUR REQUEST FORM*

This form is used to request days off, late arrival, or early departure from work. As stated by the title of the form it MUST be submitted at least 48-hours (2 business days) before the day(s) requested. As with any request, submission of this form does not mean that the request will be approved.

EXTRA HOURS REQUEST FORM

This form is to be used to request to work extra hours. Undergraduate interns will not be allowed to work more than sixteen (16) hours a week. For those who do not take advantage of the maximum hours, this form can be filled out to request extra hours during the university's breaks/holidays, such as Spring Break, Christmas Break, Reading Period, Final Exams, and at the end of the University school term in May.

SCHEDULE CHANGE REQUEST FORM

At the end of the University's Fall Semester, interns will be required to submit this form reflecting their class schedule and availability for the Spring Semester. This form can also be used if the intern has to change his or her schedule (permanently or temporarily).

HOLIDAY/SPRING BREAK REQUEST FORM

$(MS)^2$ operates on a schedule similar but not identical to Howard University's schedule. This form is to be used to inform DOSP of each intern's schedule with regards to holidays and Spring Break. Attached to this form should be transportation itineraries. Dates requested off during this time will not affect the number of requests off designated.

TIMESHEET

This form is to be filled out at the end of each pay period. In-Class and Administrative Interns must have their teacher and/or immediate departmental supervisor sign it on the top right hand corner above the word "Timesheet", before it is paid out.

All request forms will be available online via the DOSP website at http://dosp.universitymiddleschool.org and must be submitted by noon at least 48-hours (2 business days) in advance. The Director or Associate Director will approve or deny each request and interns will receive email notification of the request status.

**Interns are hourly employees and all days off are unpaid.*

School Administration

Allison Artis, *Principal*
Yohance Maqubela, *Executive Director*
Latoya Joseph, *Director of Instructional Technology*
Kenneth Caesar, *Dean of Students*
Delmar Williams, *Chief Technology Officer*
James Cole, *Data Analyst*
Kofi Handon, *Director of Instructional Technology*
Lee Vason, *Director of Supplemental Programs*
Jennifer Crawford, *Associate Director of Supplemental Programs*
Leslie Flack, *Director of Human Resources*
Claudia Hines, *Director of Finance*
Shirley Martin, *Office Manager & Grants Liaison*
Mertine Moore Brown, *Secretary*
Ricardo Perez, *Enrollment & Attendance Coordinator*
Tiffany Redford, *Administrative Liaison*

Board of Directors

Dr. Hassan Minor, *Founder and Managing Director*
Dr. Floretta Dukes McKenzie, *Director Emerita*
Mr. Frank K. Ross, *Treasurer*
Ms. Maybelle Taylor Bennett
Dr. Aprille Ericsson
Dr. Vinetta Jones
Ms. Barbara Laurie
Ms. Wendy Pace Lewis
Dr. Lorraine Fleming
Dr. Kerry-Ann Hamilton
Mr. Wendell L. Johns
Dr. Cynthia Winston
Ms. Rebecca Christian
Spencer Boyer, Esq.
Mr. Diallo A. Sumbry

Visit the official DOSP website at http://dosp.universitymiddleschool.org

MIDDLE SCHOOL OF MATHEMATICS & SCIENCE
1867
HOWARD UNIVERSITY

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 6
$(MS)^2$ 2011 – 2012 Executive Budget

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

H.U. (MS)2
FY 2012 EXECUTIVE BUDGET

	FY 2011 Adopted	FY 2011 Actual (projected)	FY 2012 (Adopted)	$ Increase	% Increase
Student Enrollment	295	296	295		
REVENUES					
DC Per capita	$ 3,746,150.60	$ 3,793,236.00	$ 3,836,220.00	$ 42,984.00	1.13%
Tuition	$ 25,000.00	$ 12,500.00	$ 12,500.00	$ -	0.00%
Federal Entitlements	$ 275,000.00	$ 235,000.00	$ 235,000.00	$ -	0.00%
School Lunch Revenue	$ 85,000.00	$ 65,000.00	$ 70,000.00	$ 5,000.00	7.69%
Other Revenue	$ 1,245,000.00	$ 1,258,657.00	$ 1,340,000.00	$ 81,343.00	6.46%
TOTAL REVENUE	**$ 5,376,150.60**	**$ 5,364,393.00**	**$ 5,493,720.00**	**$ 129,327.00**	**2.41%**
EXPENSES					
Personnel Costs	$ 4,118,769.17	$ 4,192,416.00	$ 4,298,957.66	$ 106,541.66	2.54%
Direct Student Costs	$ 425,000.00	$ 460,253.00	$ 446,250.00	$ (14,003.00)	-3.04%
Office Expenses	$ 171,200.00	$ 132,500.00	$ 139,125.00	$ 6,625.00	5.00%
Occupancy Expenses	$ 239,560.00	$ 176,067.00	$ 184,870.35	$ 8,803.35	5.00%
General Expenses	$ 420,000.00	$ 400,949.00	$ 420,996.45	$ 20,047.45	5.00%
TOTAL EXPENSE	**$ 5,374,529.17**	**$ 5,362,185.00**	**$ 5,490,199.46**	**$ 128,014.46**	**2.39%**
SURPLUS/(DEFICIT)	**$ 1,621.43**	**$ 2,208.00**	**$ 3,520.54**	**$ 1,312.54**	**59.44%**

Howard University Middle School of Mathematics and Science
Balance Sheet
June 30, 2012

ASSETS	
Current Assets	
Cash & Cash Equivalents	$505,812.42
Accounts Receivable	$741,231.57
Prepaid Expenses & Other Assets	$109,255.57
Undeposited Funds	$785.05
Total Current Assets	$1,357,084.61
Fixed Assets	
Net Property & Equipment	$431,386.11
Total Fixed Assets	$431,386.11
TOTAL ASSETS	$1,788,470.72
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	$25,186.18
Accrued Expenses	$45,926.53
Compensation	$250,407.96
Retirement Liability	$12,735.08
Deferred Revenues	$171,068.57
Total Current Liabilities	$505,324.32
Long Term Liabilities	
Capital Lease Obligation	$9,601.47
Total Liabilities	$514,925.79
Equity	
Retained Earnings	$1,469,933.60
Net Income	($196,388.67)
Total Equity	$1,273,544.93
TOTAL LIABILITIES & EQUITY	**$1,788,470.72**

Howard University Middle School
Profit and Loss Statement
Fiscal Year 2012 (July 1, 2011 - June 30, 2012)

Income	
4000 · Per Pupil Allocation	$4,164,755.00
4001 · Tuition	$12,213.00
4005 · Federal Entitlements	$327,240.57
4010 · Grants and Donations	$2,074,700.05
4015 · Food Service Income	$30,662.65
4020 · USDA Food Reimbursements	$54,157.78
4024 · Uniform Income	$16,387.00
4025 · Other Income	$15,821.87
4035 · Interest Income	$1,642.21
Total Income	$6,697,580.13
Gross Profit	**$6,697,580.13**
Expense	
5000 · Personnel, Salaries & Benefits	
5010 · Salaries	$3,571,297.64
5020 · Employee Benefits	$441,931.05
5030 · Payroll Taxes	$306,423.64
5040 · Travel	$9,592.75
5043 · Lodging	$865.12
5045 · Food	$22,379.37
5050 · Professional Development	$18,185.73
5060 · Staff Bonuses	$54,132.20
5065 · Staff Celebratiions	$11,923.67
5080 · Retirement	$110,788.15
Total 5000 · Personnel, Salaries & Benefits	$4,547,519.32
5100 · Direct Student Costs	
5120 · Educational Supplies & Material	$253,998.77
5130 · Library & Media Center Material	$4,920.39
5135 · Computer and Related (student)	$60,900.07
5140 · Student Assessment Materials	$3,291.40
5150 · Contracted Instr. Student Servi	$136,015.82
5160 · Food Service/ Catering	$108,760.40
5170 · Miscellaneous Student Costs	$63,792.92
5180 · Awards, Gifts, and Premiums	$2,508.40
5185 · Celebrations/Ceremonies	$3,330.65
5100 · Direct Student Costs - Other	$3,452.33
Total 5100 · Direct Student Costs	$640,971.15

5200 · Occupancy Expenses	
5205 · Maintenance and Repairs	$12,253.45
5210 · Rent	$1,009,000.00
5215 · Utilities	$42,000.00
5220 · Building Supplies/ Materials	$14,322.33
5225 · Contracted Building Services	$12,461.78
Total 5200 · Occupancy Expenses	$1,090,037.56
5300 · Office Expenses	
5305 · Office Supplies and Materials	$24,634.80
5310 · Office Equipment Rental & Maint	$155.52
5315 · Telephone/ Telecommunications	$27,094.78
5325 · Printing and Copying	$8,744.52
5330 · Postage and Shipping	$5,399.47
5335 · Computer and Related	$10,917.62
5340 · Memberships and Subscriptions	$703.03
5345 · Other Office Expense	$751.43
5350 · Marketing/Promotion	$305.50
Total 5300 · Office Expenses	$78,706.67
5400 · General Expenses	
5405 · Insurance	$52,101.79
5410 · Transportation	$2,349.88
5415 · Administration Fee	$19,315.31
5425 · Depreciation	$128,429.40
5430 · Fees and Licenses	$7,358.44
5435 · Other General Expense	$500.00
5445 · Professional Fees	$323,760.85
5450 · Charitable Donations	$500.00
5455 · Interest Expense	$2,418.43
Total 5400 · General Expenses	$536,734.10
Total Expense	$6,893,968.80
Net Income	**($196,388.67)**

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 7
$(MS)^2$ 2011 – 2012 Graduation Program

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

HOWARD UNIVERSITY
MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

$(MS)^2$

2012

Fifth Annual Graduation

Friday, the Eighth of June | 9 O'clock in the Morning
Cramton Auditorium | University Campus

ORDER OF EXERCISES

Master of Ceremonies
Hassan Minor, Ph.D., *Board of Directors Chair and Founder*

Processional
$(MS)^2$ Drum Club

Lift Every Voice and Sing
$(MS)^2$ Young Voices

Welcomes
Hassan Minor, Ph.D., *Chair and Founder*
Sue P. White, *Head of School*
Kweku Sumbry, *8th Grade Student*

$(MS)^2$: Our Story
Allison L. Artis, *Dean of Students*

Digital Year In Review
Broadcast Media
Nicole Richbow, *8th Grade Student*

Student Presentation
Kiana Livingston, *8th Grade Student*

S.T.E.M./Extended Day Acknowledgements
Lee E. Vason, *Director of Specialized Programs*

Special Tribute to Barbara Laurie
Joella Roberts, *8th Grade Student*
Matthew Tinker, *8th Grade Student*

Student Presentation
Tony Donaldson, Jr., *8th Grade Student*
Moises Del'Rosario, *8th Grade Student*

Faculty and Staff Acknowledgements
Olisaemeka Azikiwe, *8th Grade Student*
Khadijah Akeem, *8th Grade Student*

Presentation of Class Gift
$(MS)^2$ Parents in Action

Introduction of Graduation Speaker
Tiffany Livingston, *Class of 2012 Salutatorian*

Graduation Speaker

Student Honors
Wesley Ellis, *8th Grade Teacher*

Alumni Address to Graduates
Avery Coffey, *Class of 2010 Valedictorian*

Class of 2012 Valedictorian Address
Kandice Pettaway, *Class of 2012 Valedictorian*

Presentation of Certificates
Sue P. White, *Head of School*

Recessional
$(MS)^2$ Young Voices

Reception to follow in Hilltop Lounge

HOWARD UNIVERSITY

(MS)^2

8 June 2012

Dear (MS)^2 Family:

Congratulations to the Howard University Middle School of Mathematics and Science (MS)^2 Class of 2011!!

We are so proud of you. We are proud of the effort you've invested, the bonds that you've forged and the growth that you've shown. We share your sense of accomplishment and excitement as you leave (MS)^2 and prepare to face a future full of possibility and promise.

The Middle School has provided a strong foundation of discipline and education, and armed you with the capacity to solve problems and think critically. These qualities not only prepare you for high school, but for the world that lies ahead. Inside the classroom and out in the community, it will be your contributions that shape the future of our country and the world.

Your hard work has gotten you this far, but the road does not end here. Your journey has just begun. There will be setbacks and challenges ahead, but keep working hard and pushing yourselves. Build on what you've accomplished at (MS)^2 and there are no limits to what you can achieve.

We also want to congratulate all the people who helped you to reach this milestone: the parents, grandparents, sisters, brothers, aunts, uncles, friends and neighbors, who have loved you and stood behind you every step of the way.

On behalf of the (MS)^2 Board of Directors, congratulations graduates, on all that you have achieved. As President Obama says "Do big things." You will always be a part of this great school and we know that you will continue to make (MS)^2 proud.

HOWARD UNIVERSITY

(MS)²

8 June 2012

Dear (MS)² Class of 2012,

Congratulations! You and your families have much to be proud of for reaching this very significant educational milestone. You have just completed the first leg of a very important journey. The last three years have been dedicated to your studies, creating phenomenal S.T.E.M. related projects, and achieving overall academic growth. The fact that you are graduating this year is testimony to your own hard work and determination. Despite the challenges you faced in completing a rigorous course load, you remained steadfast in your desire to achieve your goals.

Your class is the fourth to graduate from our hallowed halls and many of you As the fifth graduating class of (MS)2, many of you have played a prominent role in enhancing the school's reputation. This was a year of many "firsts"—with the assistance of the Howard University Computer Sciences Department we have successfully started the first Computer Science elective course here at (MS)2; we attended our first DREAM Tour where your classmates had the opportunity to meet Dr. Bernard Harris, Jr., the first African American to walk in space and (MS)2's Young Voices sang in front of a crowd of thousands of middle school students; we showcased the first school musical with our rendition of "The Wiz"; we participated in our first Service Learning Day where your entire class tutored and read to local elementary school students; we hosted the 2012 Greater DC Junior Solar Sprint competition...the list goes on and on. While embarking on the many "firsts", we also managed to maintained our standings in several competitions—such as the DC STEM Fair where our students placed in three categories and won three special awards, and the School of the Future Design Competition where the Architecture Club won 1st place in the Citywide competition and 3rd place in the Regionals. It is clear to see that you are carrying with you a legacy of excellence and we expect even greater things from you as you go forward.

Do you recall your first day here at the Howard University Middle School of Mathematics & Science? The feelings of excitement, nervousness, and anxiety about moving on to the next phase of your education—well as you end this chapter and begin another, remember that your diligence, hard work, and perseverance will make you taste the fruits of success. We look forward to celebrating all of your future successes. We expect great things from you from new inventions to service to your communities. We will miss you, but we know that now it is time to move forward and do even greater things. Remember that you have a family here at (MS)2 that will always support you.

Lastly, carry our tagline with you always and do something extraordinary!

All the Best,

Allison L. Artis

Principal

GRADUATING C
CONGRAT

CLASS OF 2012
ULATIONS

(MS)² GRADUATING CLASS OF 2012

Robert Adkins
Tasneem Ali
Kevin Aninta

Ibraheem Ball
Lyric Barbarin
Jordan Barge
Shaina Berry
Herman Bethea
Jordan Boyer
Justin Brannon
Diana Briceno
Michael Broadus Jr.
Dara Brown
Miya Brown
Darius Buggs

Joshua Cooper
Tianna Cox

Djani Davis
Paul DeVaughn Jr.

Lamiah Edwards

Sharde Farmer
Timia Ferguson
Chasit Frazier

Bayyinah Goss
Egypt Guidry

Lauryn Hall
Jhontiana Hargrove
Rain Harmon
William Harris III
Moreena Hashim

Khyle Hightower
Shaunae Hines
Leah Horton
Kiara Hughes

Kevin Jeffries
Bria Johnson
Ashley Johnson
Ebony Johnson
Milan Jones
Aliyyah Joyner

Ausar-Ra Lewis
Che'Valle Littles
Michael Lott

Matthew McAllister
Ahja McDaniel
Lance McGann
Keyon McKenzie
Jasmine Mendez
Eden Miller
John Monts III
David Moore
Deanna Moore

Kyree Payne
MiKiah Pullen
Maria Ramos-Jimenez

Amanda Reyes
Josue Romero
Ariana Ruffin

Raul Sanchez
Gianni Shaw
Eron Shields

Faith Slaughter
Destinee Small
Shelby Smith
Ja'Quan Spriggs
Ron Stevenson II

Afia Tyus

Asha Waugh
Michael White
Alexis White
Najya Williams
Darius Williams
Tiara Williams
Kevon Williams
Anthony Williams Jr.
Alena Wood

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Howard University

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* Howard University Trustee
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ADMINISTRATION

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Yohance C. Maqubela, *Executive Director*
A. Kofi Handon, *Interim Director of Instruction*
Kenneth B. Caesar, *Dean of Students*
James Cole, *Data Analyst*
Ricardo Perez, *Admissions Coordinator*
Claudia Hines, *Director of Finance*
Leslie B. Flack, *Director of Human Resources*
Shirley Martin, *Office Manager*
Mertine Moore Brown, *Secretary*
Tiffany L. Redford, *Administrative Liaison*

FACULTY

8th Grade

Jocelyn Harden, *English Language Arts*
Beryl Jackson, *Mathematics*
Indja D. Cheshire, *Spanish*
Cedrick Dickens, *Physical Education*
Wesley Ellis, *Social Studies*
Hector Telford, *Science*

7th Grade

Kimberly Worthy, *Social Studies*
Kofi Adisa, *English Language Arts*
Christine D. Taylor, Spaniish
Amber Harrelson, Special Education/ Mathematics
Udoh O. Opiotennione, *Music*
Jason McNeil, *Mathematics*
Michelle N. Taylor, Science

6th Grade

Rebecca Christian, *Reading Specialist/ELA*
Shannon Williams, *English Language Arts*
Karen Bates-Chambers, *Reading Bridge*
Kendall Isadore, *Science*
Kerel Thompson, Mathematics
Kethurah P. Williams, Ph.D., *Science*
TaQueena Jones, *Mathematics*
T'Shango Mbilishaka, *Social Studies*
Brian Johnson, English Lagnuage Arts Bridge

S.T.E.M. Department

Legand Burge, *Computer Science*
Florentia Spires, *S.T.E.M.*
Nicki Washington, *Computer Science*
Lifoma Salaam, *Mathematics*

ACADEMIC SUPPORT

Beatrice Carey, *Reading Laboratory Assistant*
Michael Dickelson, *Permanent Substitute*

STUDENT SUPPORT STAFF

Leslie Finley, *Special Education Coordinator*
Carletta Hurt, *School Counselor*
Robert L. Allen, *Senior Student Support Team Specialist*
Talifarro Jones, *Student Support Team Specialist*
DeVaun Walker, *Student Support Team Specialist*
Jennifer Crawford, *Associate Director, Specialized Programs*
David Bardach, *Social Worker*
Hank Harrison, *Student Support Team Specialist*
Lee E. Vason, *Director, Specialized Programs*
Terrelle Washington, *Student Support Team Specialist*

TECHNICAL SUPPORT STAFF

Delmar S. Williams, *Chief Technology Officer*
Leslie Parker, *Systems Analyst*
Leonard Manukure, *Director of Technology*
Odessa Casimiro, *Technology Specialist*

FACILITIES SERVICES

Gregory R. Riley, *Senior Custodian*
Maria Argueta, Custodian
Godofredo Mendoza, Custodian
Jacqueline M. Fairclough, *Cafeteria Manager*
Blanca Campos, Custodian
Fedelina Portillo, Custodian

Lift Every Voice And Sing

Composed By: James Weldon Johnson

Lift every voice and sing,
Till earth and Heaven ring,
Ring with the harmonies of liberty;
Let our rejoicing rise,
High as the listening skies,
Let it resound loud as the rolling sea.
Sing a song full of the faith that the dark past has taught us,
Sing a song full of the hope that the present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won.

Stony the road we trod,
Bitter the chastening rod,
Felt in the days when hope unborn had died;
Yet with a steady beat,
Have not our weary feet,
Come to the place for which our fathers sighed?
We have come over a way that with tears has been watered,
We have come, treading our path through the blood of the slaughtered;
Out from the gloomy past,
Till now we stand at last
Where the white gleam of our bright star is cast.

God of our weary years,
God of our silent tears,
Thou Who hast brought us thus far on the way;
Thou Who hast by Thy might,
Led us into the light,
Keep us forever in the path, we pray.
Lest our feet stray from the places, our God, where we met Thee.
Lest our hearts, drunk with the wine of the world, we forget Thee.
Shadowed beneath Thy hand,
May we forever stand,
True to our God,
True to our native land.

HOWARD UNIVERSITY
MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE
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WASHINGTON, DC 20059
202.806.7725
www.howard.edu/ms2

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 8
$(MS)^2$ 2011 – 2012 Sample Newsletters

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

do something extraordinary™ SY '11-'12 ISSUE NO. 1

(MS)² NEWSLETTER

Howard University Middle School of Mathematics and Science

October 3, 2011 produced by THE BROADCAST MEDIA CLUB

Greetings From the Principal

Dear (MS)² Family, Partners, and Friends,

This 7th year of (MS)² is one we look forward to with great anticipation! We're beginning with the reinstatement of our monthly newsletter. Some highlights have been our exciting visits to the Congressional Black Caucus events, the Mordecai Wyatt Johnson Howard University vs. Morehouse College Debate, and a visit from the Minister of Science and Technology of the Republic of South Africa, Naledi Pandor.

We are pleased to welcome our Howard University interns back as they continue to share their vast knowledge with our students and lend exceptional support to our teachers.

Our 8th graders are busy preparing applications for high schools and will meet area high school principals during the 8th Grade Parent's Night on October 5th and at the High School Fair. Our Saturday Academy will commence on Saturday, October 15th.

The (MS)² Parent Association has begun an incredible year of fundraising, student activities and family gatherings. Please join our Parents in Action (PiA) and plan to attend the first PiA general meeting on October 20th at 6:30 pm.

We are delighted to welcome our new staff members, who are all doing a spectacular job. We value their amazing talents and look forward to their continued contributions.

I would like to extend a special thanks to one of our 6th grade parents, Officer John Kelsey, for assisting us with the morning and afternoon traffic pattern on Howard Place. Student safety is very important to us and we appreciate your volunteering to lend a caring hand!

Enjoy our October 2011 newsletter and look forward to more! We appreciate and value your support and commitment to making (MS)² the best school in the country!

Mrs. Allison L Artis

Photo by: Emauni Hill - 8th Grade

South African Minister of Science and Technology Visits (MS)²

South African Minister of Science and Technology, Naledi Pandor, visited (MS)² on September 8, 2011. 8th Grader Jasmine Johnson and 6th grader Ryon Henderson, members of the Broadcast Media extended enrichment club, had the opportunity to interview Minister Pandor to discuss education and STEM related disciplines as they pertain to people of color around the world. When asked about what made her to become an educational advocate, Minister Pandor reflected on family and community experiences that shed light on the fact that "education will help us to fulfill our hopes and ambitions." She stated that "in South Africa, as black people, we've always felt that education is part of the road to freedom." In response to a question, regarding the need to increase the prevalence of people of color who are successful at the highest levels of STEM related disciplines, Minister Pandor discussed the diligent work on a program called Africa and the African Diaspora. The focus of this program is to organize the African Diaspora to explore ways in which the "collective African humanity" can work together to build a better world. She stated that "as long as we experience racism, oppression, lack of education and disadvantage, no one in the world can really be happy or satisfied."

Together we to build a better world!

(MS)² Morning Drop-off & Afternoon Pick-up Procedures

The main entrance to Howard University Middle School of Mathematics and Science is at 4th Street & Howard Place. All who are dropping off students in the morning and picking them up in the afternoon should enter through the main entrance at 4th Street & Howard Place and exit at 6th Street and Howard Place. During drop-off and pick-up, the stretch of Howard Place in front of (MS)² will function as a one way. Please do not attempt to come down the hill to exit at 4th Street & Howard Place. We would like to thank 6th grade parent, Officer John Kelsey, and the Metropolitan Police Department for their assistance during these periods of our day.

Please drive slowly and be cautious of student traffic!!!

(MS)² Department Updates

Department of Instruction

Greetings (MS)² Parents & Guardians:

Welcome to a new and exciting school year! As your new Director of Instruction, I look forward to a year filled with new advancements and successes. This year we will continue to focus on student achievement, parent-teacher and school partnerships, and providing each student with a sound education that better prepares them to be global citizens. We at (MS)² are committed to providing early interventions to students who need support and extension of learning, increased parent notification of student progress, standards based and researched based instructional strategies and practices, greater exposure to instructional technology, and increased accountability from (MS)² staff and students. This year we have implemented Exit assessments at the end of each lesson. This practice is designed to help inform instructional staff of students' progress and to help inform instruction. The practice is also designed to hold students more accountable for their learning. In addition to the implementation of Exit assessments, students will be required to complete quarterly projects. Projects may require students to focus on one discipline or may be interdisciplinary. (MS)² will continue to ensure that students develop their critical thinking and reasoning skills. I look forward to an exciting year and welcome the opportunity to meet and work with you!

For the Greater Good,
Latoya Joseph

Updates from The "D"

Brought to You By:
The Department of Supplemental Programs

According to famous artist Pablo Picasso, "Action is the foundational key to all success." Students, parents, and all members of the (MS)² family the Department of Supplemental Programs (DOSP) would like to welcome you to the 2011-2012 academic school year. DOSP strives to take action and supply the students of (MS)² with the quality interns, well-planned events, and innovative activities. We have a great year planned for you all!

Department of Student Services

Welcome to another exciting year at (MS)²! Over the summer, we have spent a lot of planning for what is sure to be a year full of learning and fun. Within the Dean of Students Office there are a lot of new names and faces that I would like to take time out to introduce:

Ms. Carletta Hurt, School Counselor
Mr. David Bardach, Social Worker
Mrs. Amber Harrelson, Special Education teacher
Mr. 'Hank' Harrison, Behavior Specialist
Ms. Natasha Metts, Department Intern

Along with Mrs. Leslie Finley, Special Education Coordinator; Mr. Robert Allen, Senior Behavior Specialist; and Behavior Specialists, Mr. Talifarro Jones, Mr. Terrelle Washington, and Mr. Devaun Walker, we are ready to provide you with all the support you need to be successful at (MS)²!

During the course of the year, we plan to introduce many new and returning activities for students and parents:

- Student of the Month
- Parent Academy
- Various Student Workshops
- Support Groups
- After School Support
- Positive Behavior Intervention System (PBIS)
- Improved Communication between Parents and Staff
- High School Fair
- 8th Grade Parent Night

If you have any concerns or want to provide feedback to the department, please do not hesitate to contact me!

Kenneth Caesar
Dean of Students
kenneth.caesar@universitymiddleschool.org

Extended Enrichment Kickoff!

On Tuesday, September 6, 2011 we kicked off the 2011-2012 Extended Enrichment Program with 21 clubs. This year all 310 students are participating in clubs that they have selected via the Extended Enrichment Fair, that occurred on August 31st. Students are actively engaged in lessons from experienced instructors within the clubs. Extended Enrichment is sure to be very entertaining with clubs targeting all of the students interest, from Choir to Aviation, so stay tuned for the activities and programs your kids will produce this year!

What's New with the Interns!

WE ARE BACK!!! With 42 of the best and the brightest students from Howard University, the 2011-2012 class of interns began Monday, September 19th impacting the lives of the (MS)² team. From classrooms to the cafeteria and from offices to the blacktop, this year's interns are excited to be here with your students and can't wait to display all they have to offer. So as you see them around lets make sure we give them a warm welcome.

DOSP Spotlight

Each month we will highlight the work of interns, clubs, and students who stood out amongst our Department. This month we highlight the new extended enrichment programs brought to our school this year: Visual Arts- Mr. Ricardo Perez, International Languages & Cultures - Ms. Indja Cheshire, Aviation - Dr. Collins, Historical Elements of Film - Mr. T'Shango Mbilishaka, and Exploration of Science - Dr. Kethurah Williams. We are excited for the plan these instructors have for our students and can't wait to receive the wonderful feedback from their experiences.

Editor/Photographer, Mr. Kofi Handon **Junior Editor, 8th Grader - Shardé Farmer**

New (MS)² Elective Courses

Computer Science

Computer Science is the study of how computers are used to solve problems. The computer science course was developed in response to the need for more domestic students, particularly African-American and Hispanic, to pursue degrees in the Computer Science disciplines. Recent studies have shown that there is an increasing need for US citizens in computing-related careers. However, there are not enough qualified individuals to fill these positions. (MS)² is a perfect fit for this project because it presents a unique partnership among the Systems and Computer Science Department of Howard University, (MS)², and Google. This unique opportunity is not currently being implemented at any other middle-school across the country. The classes are being taught by Howard University Systems and Computer Science faculty, graduate and undergraduate students. (MS)² continues to be on the cutting edge of education in the 21st century.

Algebra with Dr. Salaam

The (MS)² Algebra course focuses on problem solving and real world application, exploring Singapore methods of solving problems. The course is being taught by Howard University Mathematics Department professor Dr. Lifoma Salaam. Students will be competing in various Mathematics competitions throughout the year. Look for great and exciting things coming from this course.

STEM with Ms. Spires

(Science, Technology, Engineering, and Mathematics)

"STEM with steAm" is a course that teaches students to be global citizens who are aware of possible contributions to a greener planet. Ms. Florentia Spires adds an agricultural component to the course, which explains the "A" in steAm. Some units include Insects & Health, Recycling, Interdependency of Water, Plants, and Insects, and Rocks and Minerals.

(MS)² Goes Green with STEM with steAm!

(MS)² & Community Events

Historic Debate

"I want to be a lawyer when I grow up, and the debate inspired me and taught me how to defend my position."

Jasmine Mendez - 8th Grade

the History Makers with Emmit J. McHenry

"In order to make your goals come true, you have to keep you mind on that specific goal of what you want to be in the world."

Vishwanth Rathor - 6th Grade

"I learned that if you are already smart, you still need to study."

LeNia Samuels - 6th Grade

Congressional Black Caucus Foundation

As one of the many CBC events, The Black Women's Agenda Inc. held their 54th Annual Symposium and invited (MS)². 8th grader Lyric Barbarin learned that "breast cancer is effecting women and children." Our students also got the opportunity to meet, greet, and interview accomplished African-American women in the STEM disciplines.

"It was enlightening."

Ifunanyachukwu Azikiwe - 7th Grade

"It was informative."

Morgan Lewis - 7th Grade

6th grade door contest winner - Rm 202

8th grade door contest winner - Rm 404

Culture Week @ (MS)²

Special thanks to Mr. Ellis for organizing such a rewarding week.

During the first week of the 2011-2012 academic year at Howard University Middle School of Mathematics and Science, teachers and students participated in a week of activities designed to deliberately create a school culture of caring and accountability.

The overall objectives of the week's activities emphasized the following:

- To create a climate of caring and accountability throughout the school,
- To foster meaningful adult-child relationships in the lives of each student,
- To promote the development of a historical identity,
- To develop good academic habits and inter-personal skills

The week's activities included character-building lesson activities, study skill development, gender-specific assemblies/life orientation classes, a Howard University Scavenger Hunt, a field trip to the Smithsonian, and a school beautification project.

"Culture Week was a week that created a bond between teachers and students."

Bryere Freeman - 8th Grade

"Culture Week was cool because we got to meet new friends and get to know them."

Miyako Handon - 7th Grade

7th grade door contest winner - Rm 405

PiA Launch-ed New Website

www.ms2pia.info

PiA launched its new website on October 1st. This new website is easy to maneuver and streamlined in design, providing a wealth of information to all PiA parents, teachers, administration, and the community. As part of PiA's continued dedication to serving its members and potential members; online viewers of the new site (www.ms2pia.info) will enjoy a wealth of information, alerts and news. There is also a photo gallery area, that includes pictures of our PiA activities and events. Fostering PiA's commitment to excellence in providing up to date information, its new website offers a comprehensive body of information and resources.

If you have ideas or suggestions on how the PiA can enhance the website, contact PiA at piaparents@yahoo.com.

PiA Tailgate Carwash

October 8th: Mark your calendar! The Parents in Action Tailgate Carwash is a PiA sponsored event. Proceeds from the carwash will go toward purchasing a "Reserved Parking" pole for the Head of the School. Bring your car, SUV or SAV to.....to help support the PiA. piaparents@yahoo.com....

General PiA Meeting (Potluck)

October 20th: 2nd General Meeting of the PiA. This meeting will be a Potluck. Check your PiA Calendar or contact the PiA @ piaparents@yahoo.com for additional information.

Back to School Costume Dance

The PiA is sponsoring a Back-to-School Costume Dance on Saturday, October 28th from 7:00pm until 10:00pm to provide a parent night out. Enjoy your evening while your (MS)² student enjoys a night with his/her peers in costume. For more information, contact the PiA at piaparents@yahoo.com.

Watch D.O.G.S. Is Coming!

Have a father or father figure in your life? Know a great Dad who would love to get involved and does great work with his kids in his spare time? The PiA has the program just for you! WATCH D.O.G.S.® (Dads of Great Students) is the father involvement initiative of the National Center for Fathering. The goal of this program is to help every school in America be positively influenced by the committed involvement of fathers and father figures in the lives of their children and students.

With that, it is imperative to bring this program to (MS)² for all the Dads here. CALLING ALL DADS out on Saturday, October 15, 2011 at 9:00am for the Watch D.O.G.S. Kick-off: Doughnuts for Dad! Dads will be given a brief overview of the program and the ability to sign-up to get involved. In the book, Oneness and Separateness: From Infant to Individual, the author mentioned, "Fathers represent another way of looking at life - the possibility of an alternative dialogue". Here at (MS)², let's start that dialogue! See you there!

Adventures in Technology

Parents, did you know that you can control when your student's Mac will be available for use as well as how long they may use it? For step-by-step instructions:

http://macs.about.com/od/switchersnewusers/ss/parentalcontrol_5.htm

Nurse's Corner

Colgate Bright Smiles, Bright Futures dental bus visited Howard University Middle School (MS)², to provide free dental screenings and education to approximately 100 students at both (MS)² and the Early Learning Program. This event was sponsored by the Black Women's Alliance and we look forward to working with them in the future.

UPCOMING EVENTS AND ACTIVITIES

October 2011

- **1st** - (MS)² 3rd Annual Walk/Run
- **3rd** - Parent/Teacher Conferences (No School for Students)
- **5th** - 8th Grade Parents' Night
- **10th** - Holiday (School Closed)
- **15th** - Saturday Academy & Elementary Academy, 9am-12pm
  New Student Laptop Distribution, 10am-2pm
- **26th** - Saturday Academy & Elementary Academy, 9am-12pm

Refer to the school's website for updates.

do something extraordinary™ SY '11-'12 ISSUE NO. 6

(MS)² NEWSLETTER

Howard University Middle School of Mathematics and Science

March 23, 2012 produced by THE BROADCAST MEDIA CLUB

Greetings From the Principal

Dear Students and Families of (MS)²,

Howard University Middle School personnel are often heard using the phrase, "do something extraordinary." This phrase has been adopted as a means of encouraging all of us to continue to build upon the excellent achievements that the (MS)² family members have enjoyed for years. And this year is no different! I am pleased to say that many of our students live up to that slogan in various ways! Some by being extraordinary in their academic performance, some by participating in competitions, some by providing service to others, and some by displaying their individual talents.

This newsletter is dedicated to achievements that some of our students have achieved as well as encouraging all of our students to continue to strive towards being extraordinary! With just a few months away before the year ends, please remind your student to continue to strive for excellence by being prepared, completing all assignments and displaying a positive, admirable attitude towards being excellent!

Mrs. Allison L Artis

(MS)² Spelling Bee Champ

In her first Spelling Bee ever, 7th grader Michaela Knox takes 3rd place in the 2012 Cluster Spelling Bee Competition, February 17, 2012. Michaela then represented (MS)² at the City-Wide Spelling Bee Competition on Saturday, March 10, 2012. Although she did not win the competition, she is still our 2012 Spelling Bee Champ.

Congratulations also to Ms. Ryesa Lee, Michaela's coach, for all your hard work and dedication. Michaela is already focused on next year's Spelling Bee, and vows to make an even bigger mark.

Michaela Knox…

You are EXTRAORDINARY!

MATHCOUNTS®

Congratulations to our (MS)² MathCounts Team!

In February, five representatives from our team participated in the Chapter Level MathCounts Competition held at Saint Anselm's Abby School in Washington, DC. (MS)² MathCounts' Coach, Ms. Beryl Jackson said they represented our school in high academic fashion. They were also accompanied by Dr. Lifoma Salaam and Ms. Ashley Smalls. The five representatives were Ifunanyachukwu Azikiwe, Hannah Endrias, Djani Davis, Michaela Knox, and Michael White. Other members of the team, Deanna Moore, Faith Slaughter, Afia Tyus, and Nayja Williams, were unable to attend due to their participation in the School Without Walls admissions test held the same day as the competition.

As a result of the hard work and dedication exhibited by our entire (MS)² MathCounts Team, 8th grader Djani Davis advanced to the state-level round of the MathCounts Competition. A young man from Alice Deal Middle School, is the other student from the Public School arena to have advanced. Djani's achievement in the competition has placed Howard University Middle School of Mathematics and Science, (MS)² in the company of several prestigious private schools. Those private schools include Maret School, National Cathedral School, Saint Albans School, Saint Anselm's Abby School, Saint Patrick's Episcopal Day School, Sidwell Friends, Georgetown Day School, and Saint Peter School.

(MS)² MathCounts Team, you are truly EXTRAORDINARY!!! You make us all proud. Keep up the good work.

(MS)² Department Updates

Department of Instruction

DC CAS is fast approaching! To ensure our students are prepared and to keep parents informed about the test, we will be sending out messages over the next few weeks with the important details of DC CAS testing:

- DC CAS testing will take place from April 17th - 26th
- 6th graders will be tested in Mathematics and Reading
- 7th graders will be tested in Mathematics, Reading and Writing
- 8th graders will be tested in Mathematics, Reading, Science, and Health Education
- Students will be expected to arrive to school no later than 8:00 am

Over the next few weeks students will be given additional materials in preparation for the DC CAS. The materials may include worksheets, computer based assignments, or projects. We ask that parents work with their child to ensure they complete all of their additional assignments.

For further information on DC CAS planning please feel free to contact the school on 202-806-7725.

Updates from The "D"

Brought to You By:
The Department of Supplemental Programs

"The great aim of education is not knowledge, but action."
– Herbert Spencer

(MS)² Saturday Academy Program Schedule

Middle School Academy

March 24th & April 14th
8:30 am - Breakfast
9:00 am – 12:00 pm - Instruction
12:00 pm - Dismissal

Elementary Academy

March 24th – Red Group
8:30 am - Breakfast
9:00 am – 12:00 pm - Instruction
12:00 pm - Dismissal

April 14th – Blue Group
8:30 am - Breakfast
9:00 am – 12:00 pm - Instruction
12:00 pm - Dismissal

Department of Student Services

As we are approaching the final quarter of this school year I encourage all of you to continue to work hard and do the best you can on your assessments, classwork, and behavior. I must take this time to point out some critical areas of concern:

School Policies
By now everyone has received a copy of Family/ Student Handbook. Please review the handbook and pay particular attention to the School Uniform Policy and No Touching Policy. BE reminded students must come to school in the correct uniform at all times. Also, MS2 has a NO TOUCHING POLICY, students must refrain from touching others.

Dismissal
Because of safety and behavior concerns, we have had to develop a new dismissal plan. By now all of you should have received the information which outlines the new staggered dismissal plan.

Tardy Detention
Due to a high number of daily tardies tardy detention is in effect. A message was sent home informing parents about tardy detention. Just a reminder, students are expected to arrive to school no later than 8:00 am. Anytime after 8:00 am is considered tardy.

Academic Assistance
Our students are able to receive academic assistance daily during freecess. If you require assistance with your school work, please see your teachers during freecees. Teachers are always willing to work with you to improve your academic success.

We have accomplished a lot so far this school year and we have a long way to go. Please stay encouraged and motivated to ensure you reach your fullest potential for the remainder of the school year.

Kenneth Caesar
Dean of Students
kenneth.caesar@universitymiddleschool.org

Upcoming Events

April 9, 2012 - Smash-the-CAS Pep Rally

April 17, 2012 - Intern Appreciation

(MS)² Student Testifies at City Council

8th grader Najya Williams testified on behalf of Howard University Middle School of Mathematics and Science in front of the City Council on February 8, 2012. Najya said she was very nervous before she began, and that her nervousness went away once she began to speak. She also said she felt bad at the end of her testimony because she exceeded her allotted time. Council Chair Kwame R. Brown decided to allow her to continue due to the fact that she was a student and was doing well. (MS)² Executive Director, Mr. Yohance Maqubela, who accompanied Najya, said she did an outstanding job, showing incredible composure and clarity. If you would like to view Najya's testimony, access the link and follow the directions below.

http://www.dccouncil.washington.dc.us/granicus/archive/

When you get to the page, click on "Committee of the Whole", and then under "Archived Videos" go to the "2/8/12" video. Her testimony begins at approximately the 1 hour and 48 minute mark.

2012 Pi Day Challenge

Each year during Pi Day, the students of (MS)² participate in several challenges. One of those challenges is the memorization of as many digits of Pi as possible. The previous (MS)² record of 47 digits, held by former 8th grade student Kiana Livingston, was surpassed on March 14, 2012. 6th grader Jaiya Hightower recited an outstanding 60 digits of Pi. She currently holds the record and is looking forward to beating her record next year.

(MS)² Architecture Club's High Honors

By: Moreena Hashim, 8th grade & Keltrice Bethea, 7th grade

Congratulations are in order for our Architecture Club and their instructor/coach, Mr. Jahdal McKenzie. This club brought home 1st place in the DC Regional CEFPI School of the Future Design Competition, which earned them a spot in the Eastern Regional Competition. The CEFPI, the Council of Educational Facility Planners International, competition took place at the U.S. Green Building Council. The Architecture Club learned about the competition about a month in advance, and it took them about three weeks to finish building their structure for the competition. After an original idea was made for the structure, they put it together, and tested various variables, including the weight and height of the structure, and how feasible it would be to make their proposed building.

Deja Colbert, a student in the Architecture Club said, "The win felt good... feels like I accomplished something." Another team member, 7th grader, Julia Tyler said, "It feels awesome to win and I feel proud of my team." The competition involved each school being separated into rooms, and presenting their structure to judges along with a PowerPoint presentation which demonstrated what the teams did. They came up with a new location for the Howard University Middle School along with updated facilities to make the school even more up to date than it is now.

Under the tutelage of Mr. McKenzie, and interns Ms. Nia Christian & Ms. Courtney Delagraentiss,the Architecture Club placed 3rd in the Eastern Regional Competition. These accomplishments also landed them on the front page of the March 19, 2012 issue of The Hilltop – the student newspaper of Howard University.

The members of the Architecture Club are:

Tasneem Ali	Andre Green	Niambi Klugh
Chinweuba Aninta	Minnah Green	Iray Scruggs
Eric Aull	Ra'ya Henderson	Hawa Toumbou
Deja Colbert	Anninah Henry	Julia Tyler
Dimarco Coles	Alicia Hughes	

(MS)² ALEKS Superstar!

What is ALEKS? ALEKS is a supplemental mathematics resource used at (MS)². It is a Web-based learning system that uses artificial intelligence to assess student progress. 6th grader Eartha West has completed the course within ALEKS designed for 6th grade, and is nearly finished with the 7th grade course. Eartha loves mathematics, and it is her favorite subject. Eartha says she believes she spends approximately 3 hours a week on ALEKS, in addition to completing all other school assignments. Her math teacher, Mrs. Jones is extremely proud of her, and so is the rest of the (MS)² community.

Eartha West...

You are EXTRAORDINARY!

(MS)² Student Places in Oratory Contest!

6th grader Nia Anderson participated in the Marcus M. Lee Oratory Contest on January 16, 2012. Nia won 2nd place and a cash award, competing against nine other middle school children. The Marcus M. Lee Oratory Contest was held in honor of its namesake, Marcus M. Lee, and Dr. Martin Luther King Jr. Mr. Lee was passionate about inspiring youth to perfect their oratory skills, as well as furthering their education. All of the contestants were to choose an excerpt from a speech of either Dr. King or President Obama. Nia chose to recite an excerpt from President Obama's 2009 Inaugural Address.

Artistic Corner

Mariya Lewis, 7th grade

Courtney Brown-Lewis, 6th grade

Hanna Endrias, 7th grade

Michaela Flipping, 6th grade

Jaila Jackson, 7th grade

Morgan Lewis, 7th grade

February
Students Of The Month

Students interviewed by 8th graders Chasity Frazier, Jhontiana Hargrove, and Amanda Reyes .

Justin Brannon, 8th grade

Justin is very excited to be Student of the Month. Some of his hobbies include bowling and mini golfing. He describes himself as funny, creative, and smart. Justin wants to be a chef when he grows up. Banneker is one of his high school choices and Howard University is a college choice. Justin likes all of his teachers. Justin said if he could travel anywhere in the world he would go to Paris.

Rain Harmon, 8th grade

Rain feels good to be Student of the Month. She didn't expect to win such an award. Some of Rain's hobbies include singing, dancing, and cheerleading. Rain describes herself as funny, smart, and pretty. When she grows up, she wants to be a singer and veterinarian. Bowie High School is one of her high school choices and Yale University is a college choice. Rain says the best part about being an (MS)² student is learning new things and hanging with her friends. Rain says if she could travel anywhere it would be Italy.

Lance McGann, 8th grade

Lance is excited to be Student of the Month. One of his hobbies includes sports. He describes himself as hilarious, unique, and smart. He wants to be a lawyer or an author when he grows up. Cesar Chaves is one of Lance's high school choices and Howard University is a college choice. He said if he could travel anywhere in the world he would go to Africa. His favorite teacher is Mr. Ellis.

Marquez Slye, 7th grade

Marquez feels good to be Student of the Month. Some of his hobbies include basketball, football, and boxing. He describes himself as silly, funny, and smart. Marquez wants to be a football player when he grows up. Archbishop Carroll is one of his high school choices and Howard University is one of Marquez's college choices. Marquez's favorite teacher is Mr. McNeil. If he could travel anywhere in the world, he would go to Jamaica.

Marcus Campbell, 7th grade

Marcus feels good to be Student of the Month. Some of Marcus' hobbies include taekwondo and track. Marcus describes himself as excellent. Marcus wants to become a technologist entrepreneur when he grows up. Georgetown High School is one of Marcus' high school choices and Hampton University is one of his college choices. Marcus says if he could travel anywhere in the world it would be Paris.

Sydney Green, 7th grade

Sydney is eager to be Student of the Month because it makes her feel like she's doing great in school. Some of her hobbies include reading and swimming. Her favorite subject is science. Sydney said she is friendly, optimistic, and hardworking. Sydney wants to be a pediatrician when she grows up. She says if she could travel anywhere if the world she would go to Paris.

Jadyn Cain, 6th grade

Jadyn is happy to be Student of the Month for February. Some of her hobbies include dancing and acting. She said she is careful, intelligent, and respectful. Duke Ellington is one of Jadyn's high school choices and Penn State is a college choice. Jadyn wants to be an actress when she grows up. If she could travel anywhere in the world she would travel to Brazil.

Fernanda Garcia, 6th grade

Fernanda is really happy to be Student of the Month. Some of her hobbies include skating and playing soccer. She describes herself as smart, determined, and pretty. Fernanda wants to be a doctor when she grows up. Banneker is one of her high school choices and Howard is one of her college choices. Fernanda's favorite subject is science. If she could travel anywhere in the world, she would go to Paris and Spain.

E'jaun Henderson, 6th grade

E'jaun feels great and says it's a privilege to be Student of the Month. Some of Ejaun's hobbies include playing games and listening to music. E'jaun describes himself as mellow, funny, and great. E'jaun wants to become a video game designer when he grows up. E'jaun isn't sure what high school he's interested in, but he wants to attend Delaware State or Bowie University for college. E'jaun says the best part about being a (MS)² student is getting to learn about different things and learning about math at a technology school. E'jaun says if he could travel anywhere in the world it would be to Tokyo.

SECOND QUARTER HONOR ROLL!

-First Honors-

(3.5 to 4.0 GPA - No C's)

Azikiwe, Ifunanyachukwu M
Barbarin, Lyric J
Briceno, Diana V
Bullock, Kaylan N
Endrias, Hanna W
Hines, Shaunae A
Johnson, Ashley R
Johnson, Miasia L
Klugh, Niambi B
Knox, Michaela M
Lewis, Morgan J
Moore, Deanna G
Onibon-Oje, Abosede A
Proctor, Leah G
Sadler, Demetrius K
Sanchez, Karina Y
Slaughter, Faith G
Tyus, Afia S
Ware, Cameron J
Williams, Deion M
Williams, Najya A
Wright, Tyah A

-Second Honors-

(3.0 to 3.4 GPA - No D's)

Agee, Ayanna T
Alexander, Xavier R
Anderson, Nia I
Aninta, Kevin O
Barbour, Rayna M
Bethea, Herman D
Bias, Kaylah M
Blackmon, Denaeja C
Bolling, Aliza R
Brannon, Justin D
Brown-Lewis, Courtney R
Brown, Miya J
Brown, Quentin J
Bullard, Kennedi G
Bush, Autumnreign
Bynum, Erin K
Cain, Jadyn G
Clements, Ian A
Colbert, Deja K
Cooper, Joshua W
Cox, Tianna L
Crumpton, Porter
Davis, Djani A
Dennis, Rameah T
Flack, Samantha C
Flipping, Michaela L
Fofana, Kadiatou
Frazier, Chasity M
Garcia-Peralta, Fernanda I
Gaskins, Destiny M
Genies, Skyy J
Gore, Tariq J
Graham, Jalen J
Green, Sydney L
Harmon, Rain J
Hashim, Moreena H
Henderson, Ra'ya C
Henderson, Ryon C
Horton, Leah M
Hughes, Royinda L
Jackson, Jaila M
James II, Victor L
Jay, Kevon D
Johnson III, Lonell
Johnson, Tyler J
Joyner, Aliyyah A
Kelsey, Azia M
Leathers, Maxwell H
McAllister, Matthew B
McDaniel, Ahja F
Mozee, Devin A
Myers, Shadae D
Nguele, Darell D
Onwuemenyi, Chimaroke A
Pierce, Noelle J
Porter, Iindia A
Rattigan, Keith V
Russell, Ryaneia N
Scruggs, Iray D
Simms, Jeremiah T
Singletary, Elijah T
Temoney, Miles I
Thornton, Malik I
Toumbou, Hawa M
Tyler, Julia P
Washington, Jana L
Washington, Rakiya J
West, Eartha Q
White, Michael R
Wicks, Kayla C
Williams, Jakirah O
Wood, Alena F

The 7th Annual (MS)² Science Fair Results

6th Grade Winners

1st Place: Devin Drakeford
1st Place: Lenia Samuels* * *
2nd Place: Courtney Brown-Lewis
2nd Place: Niambi Klugh
3rd Place: Elijah Singletary
3rd Place: Johnathan Hobson

Honorable Mentions:
Azia Kelsey, Tyler Johnson, Leah Proctor, Nia Anderson, Cephas Robinson, and Cameron Ware

7th Grade Winners

1st Place: Hanna Endrias* * *
1st Place: Deion Williams* * *
2nd Place: Michaela Knox
2nd Place: Morgan Lewis
2nd Place: Porter Crumpton
3rd Place: Rayna Barbour
3rd Place: Star Taylor

Honorable Mentions:
Ifunanyachukwu Azikiwe, Kennedi Bullard, Maxwell Leathers, Miles Temoney, and Victor James

8th Grade Winners

1st Place: Afia Tyus* * *
1st Place: Deanna Moore* * *
2nd Place: Arias Rice
2nd Place: Shardé Farmer
3rd Place: Faith Slaughter
3rd Place: Shaina Berry

Honorable Mentions:
Ibraheem Ball, Moreena Hashim, Shaunae Hines, Nijya Williams, Eden Miller, and Kyree Payne

***Students will be representing Howard University Middle School of Mathematics in Science in the DC Stem Fair - March 24, 2012**

(MS)² Parents in Action - PiA

3rd Annual Sneaker Ball 2012

On March 9, 2012, The Parents in Action hosted their 3rd Annual Sneaker Ball at the Blackburn Center. Over 110 6th 7th grade students were in attendance showing off their creativity in sneaker designs and dressing to impress in their outfits. Competitions to engage the student's participation were in Creativity, Most Colorful, best outfit combo and MS2 Choice.

Rocelia Johnson (Treasurer) and Rosa Singletary (Fundraising Chair) led a team of parents that consisted of volunteers that provided everything from decorations, to cooking the food, chaperoning and judging the competition. Big thank you to Prudence Bushnell-Boyer, Lynne Weedon, Lonell Johnson, Zina Colbert, Carolyn Martin, Gina Harmon, Tina Bynum, Victor James, Sr., Jerel Lucas, Raymond Simpson and Billy Robinson. PiA also wants to thank Ms. Debbie Thomas who assisted Carolyn Martin in setting up and serving the food.

Pictures from the ball can be viewed and downloaded for free from http://www.kidmixphotography.smugmug.com.

Attention…Eight Grade Parents

The 8th grade graduation committee met on Wednesday, March 14, 2012 at 7:00 p.m. in the office of (MS)². The committee is composed of the following six volunteer parents: Rocelia Johnson, Stephanie Locke-Brown, Lawanda Blanchard, Tamara Barbarin, Adrienne Felicia Killings Wood and Prudence Bushnell Boyer.

The work of the committee is twofold. The committee is charged with identifying, planning, and conducting the 8th grade graduation trip. The committee is also responsible for purchasing a class gift for the school.

The committee has been busy discussing past locations for class trips and potential new sites. The cost of the student trip is borne by the parents. In like manner, the committee will collect from the parents the cost of the class gift.

Information concerning the location of the class trip and the class gift will be forthcoming. Any questions or concerns can be sent to: prudencebushnell@verizon.net

March Madness

BASKETBALL
BRACKETS
CELTIC
CLOVER
COLLEGE
DRIBBLE
FESTIVAL
FIDDLERS
GREEN
HORSESHOE
IRISH
LEPRECHAUN
LUCK
MARCH
NCAA
POINTS
SHOOT
TOURNAMENT

N Z F F S F I S Z B E S K Q P
K U Y E R T T W A V O R G F F
E F A P S E N S K D H E T D C
M C S H K T K I R M S V Y D S
U L M C C E I I O G E O M L K
A U A E T E B V Q P S L E C H
C R N B X B R B A E R C P C X
B M A V L G M P R L O W R O L
C L S E C I T L E C H A C G T
L F I D D L E R S L M C O R E
I H T N E M A N R U O T L E X
D R C R B B Y S H O O T L E X
U A I Y E Q K C U L Q N E N G
A K O S I L H W P C X J G J L
Q L Q C H D P L L F A V E T S

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 9
$(MS)^2$ 2011 – 2012 Student Family Handbook

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

$(MS)^2$ Howard University Middle School of Mathematics and Science

Student and Family Handbook

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INTRODUCTION

The **Howard University Middle School of Mathematics and Science Family Handbook** provides information to help:

- Students have a productive, enjoyable, and successful experience at $(MS)^2$, and
- Parents/guardians fulfill the goal of effectively supporting their child in the $(MS)^2$ environment.

We urge you to study the handbook and become familiar with all of the information presented. Use it as a reference and guide to develop an understanding of the resources and policies at Howard University Middle School of Mathematics and Science. Please take time to review each section with your child so that he/she is clear of the expectations and underpinnings of the operations of the school.

Throughout the year, we will also review and discuss the different components of the handbook with students. In this way, they will know we are working together as a team to ensure that they have a productive year.

Dear (MS)^2 Family,

Welcome to the Howard University Middle School of Mathematics and Science! (MS)^2 is a special place that strives to provide a safe, nurturing environment in which each child can flourish in our school community. The staff and I look forward to working with you towards this goal.

This handbook communicates many of the procedures and policies that are implemented at our school. We trust that the clarity about our programs, policies and procedures will assist you and your child in finding (MS)^2 an exciting place to learn. This handbook should be used as a reference when questions arise during the year. Please do not hesitate to contact us should you have questions or concerns.

The administration, faculty and staff members are dedicated to providing a rigorous, twenty-first century education that will promote excellence and academic integrity. Please pledge to work hand-in-hand with us to ensure that your child has the best education possible. By working together, we believe that we can make learning a fulfilling and positive experience for everyone involved. When home and school form a community to create an environment that fosters academic excellence in conjunction with addressing social and emotional needs, each student can be successful.

Communication is key in this process and that is the prime reason for this handbook. It contains the kind of information that we think will prove valuable to you in helping us make the educational experience worthwhile and rewarding for each (MS)^2 student.

In the words of Dr. Neil deGrasse Tyson *E = MS^2 — Excellence equals Howard* University Middle School of Mathematics and Science. We invite you take to advantage of, as well as celebrate this opportunity for excellence with us during this academic year.

Educationally,

Allison L. Artis
Principal

$(MS)^2$ Mission Statement

In the tradition of Howard University, the Howard University Public Charter Middle School of Mathematics and Science $(MS)^2$ provides an educational experience of exceptional quality for a diverse population of students in grades six, seven and eight.

Our curriculum emphasizes mathematics and the sciences, not only as core disciplines but also within all content areas to develop and support students' problem solving skills, creativity and academic confidence. Standards-based instruction, facilitated through student centered and inquiry-based activities, ignites student creativity and builds academic confidence, thereby providing opportunities for exploration, discovery and knowledge building. Our students are afforded educational programs and services that foster their intellectual, psychological, social and emotional well-being and instill in them the desire to strive for excellence to pursue life-long learning. $(MS)^2$ encourages the academic risk-taking needed to master the rigorous academic disciplines and celebrate all efforts. The relationship with Howard University enriches both institutions through a continuum of care provided to its students and supported through collaborative efforts of parents, teachers, school staff, university personnel, and the community.

$(MS)^2$
do something extraordinary™

INCLEMENT WEATHER AND EMERGENCY PROCEDURES

In case of inclement weather, (MS)² follows the District of Columbia Public Schools policy for delays and closings and/or the policy of Howard University. Notification will be made through the methods of communication listed below.

In the case of other unforeseen emergencies, notification will also be made through the following methods of communication.

Methods of Communication:

- (MS)² community will be called by the automated telephone message system;
- Television announcements will be made on local channels, such as WRC-4, WJLA-7, FOX-5 and WUSA-9;
- Radio announcements will be made on local stations, such as WHUR 96.3FM and WTOP 107.7 FM;
- Email automated message system.

DAILY ARRIVAL AND DISMISSAL

Supervision of students does not begin before 7:00 AM. Therefore, students should not arrive before this time. If it is necessary for your child to arrive earlier on any given day, please contact the office in advance so that arrangements can be made. The cafeteria opens for breakfast at 7:20 AM. Homeroom begins at 7:50 AM, and any student arriving after 8:00 AM will be marked tardy. Students arriving after 11:30 AM will be marked absent.

The (MS)² building's hallways and stairways are security coded and are not open for public access prior to 7:45 AM. Therefore, students cannot travel beyond the first floor. If your child is meeting a teacher before 7:45 AM, the teacher will issue a pass to the student the day before the meeting. In the morning, staff on duty will contact the teacher to come down to get your child.

Unless otherwise noted in the school calendar, school ends at 4:30 PM Monday-Thursday, and 3:30 PM on Fridays. Students are expected to vacate the school premises immediately at the end of the school day. Parents/guardians who pick-up their children are asked to enter the campus through the 4th Street gate which generally opens at 4:25 PM and exit through the 6th Street gate. The 4th Street gate closes about 4:45 PM. Make certain when you are picking up your child, that you do not block the crosswalk, driveways, and intersections. (MS)² is not responsible for student supervision after 5:00 PM unless they are involved in previously scheduled after-hours school activities.

Please contact the school immediately if you will be delayed in picking up your child. All students in the building must be under the supervision of a staff member, so it is essential that

we know who is in the building after hours and where they are located. Unless a student is with a staff member, students waiting to be picked up must wait at the security area until their ride comes.

EARLY DISMISSAL POLICY

Requests for early dismissal must be made in writing and submitted to the main office by the beginning of the day of the scheduled early dismissal. Early dismissal means that the child will be leaving school anytime during the school day before 4:30 PM. The written notification must include the following:

- Student's name;
- Date and time of the early dismissal;
- Mode of transportation the child will be using or if he/she will be picked up and by whom;
- Parent/guardian contact information so that the request can be verified (specifically if the child is leaving on his/her own). **This person must be the parent/guardian on record.**

Our preference is that all students are signed out by the parent/guardian on record. So when you are picking up your child, we are requesting that you come into the main office and sign him/her out. Early dismissals should be reserved for emergencies only. Excessive early dismissals will warrant a parent conference with the school.

ATTENDANCE POLICY

Parents/guardians should "plant the seeds" early for developing the habits of coming to school daily and on time. Your child is expected to be in school every day that school is in session. Both excellent attendance and punctuality are at the top of our list of behaviors we believe help build good character and a strong work ethic. In addition to coming to school everyday, we believe that students should arrive a little early versus right on time. This will allow him/her to have extra time to mentally prepare for the day.

Please note that being tardy three (3) times will convert to one (1) unexcused absence. If a student is habitually late, parents will be required to meet with the school administration to immediately address and correct this behavior. A contractual agreement will be on file to this effect.

You and your child, together, must assume the responsibility of coming to school everyday and on time. However, as the parent/guardian, the ultimate responsibility is yours.

LONG TERM ABSENCE POLICY

If your child is absent from school for a week or longer, this constitutes a long-term absence. Parents/guardians have the responsibility of informing the administration of the nature of the absence and securing all missed assignments. Students have the responsibility of working within a planned agreement for completing and submitting all missed assignments.

EXCUSED ABSENCE POLICY

At least one of the following must be received for an absence to be considered an excused absence:

- Note from a doctor specifying the date(s) student was under medical care;*
- Note from parent stating the absence was due to:
  - Illness;
  - Celebrating a religious event;
  - Attending a funeral of an immediate family member;
  - A mandated court appearance with verification from the court.

* Required if student is absent three (3) days or more

TRUANCY POLICY

The District of Columbia Board of Education has adopted an enhanced truancy policy for DC public and charter schools. Your child is truant if he/she is absent from school without an excuse. Five (5) days of unexcused absences will warrant a parent conference. Ten (10) days of unexcused absences will warrant a truancy court referral to the Department of Child Protective Services for educational neglect.

OVERVIEW OF (MS)² CURRICULUM

(MS)² uses a unique curriculum based on nationally recognized standards of learning. Inclusive in this are the learning standards of the District of Columbia Public Schools (DCPS). Our learning standards are designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The new learning standards in reading/English language arts, mathematics, science, and social studies are among the best in the nation, and are the cornerstone of (MS)²'s commitment to provide each student with an excellent education. As a District of Columbia public charter school, our annual state assessment is based on DCPS Standards. You can download complete copies of these standards at:

http://www.k12.dc.us/dcps/Standards/standardsHome.htm

The following courses are offered at (MS)²:

- Mathematics (including Algebra I & Geometry)
- Science
- Integrated Mathematics with Technology Applications
- English/Language Arts
- Reading
- Social Studies
- Spanish
- Music
- Physical Education

SCHOOL GRADING AND PROMOTION

The question of promotion is one that challenges every school, at every grade level. At (MS)² we know that neither automatic retention nor automatic promotion is the solution for students who do not successfully complete their work. Given the importance of the decision, our promotion policy is designed to provide students with optimal learning opportunities throughout the year to achieve at proficient or advanced levels.

The goal is that all students have the support needed to move forward successfully from one level to the next. To move forward students must at least satisfactorily complete work in their core courses. Therefore, we have carefully planned a proactive approach that includes parents, teachers, students and administrators for the prevention of academic failure. Through on-going monitoring of student performance, starting before the first day of class, appropriate interventions will be provided to ensure academic success for all students.

Evaluation of student achievement focuses on academic performance and other dimensions of student growth. The Principal is ultimately responsible for determining the placement that best meets the student's academic, social, emotional and physical needs; each member of the school Teaching Team is responsible for evaluating the growth of each individual.

PROMOTION CRITERIA

To be promoted to the next grade level each school year, each middle school student should:

- Receive no more than one D and no Fs in any core subject.*
- Perform at the Proficient Level or higher on the DC-CAS or comparable standardized assessment in mathematics, science, and reading.**
- Complete a writing folder/portfolio that includes 3 required writing pieces – one from mathematics, one from science, and one from English/language arts. One of the writing pieces must be a report on a science or mathematics project conducted by the student.

* Students receiving a D in a core course at the end of the school year will be required to attend summer school.

** Students scoring less than Proficient on the DC-CAS or comparable standardized assessment, will be required to attend summer school.

PROMOTION CRITERIA (CONT'D)

The Principal and Teaching Team will also consider the following factors in determining promotion/retention of students:

- Academic achievement (successful mastery at the current level as evidenced by grades earned during academic reporting periods);
- Demonstrated ability to function at the next level;
- Organizational skills and work habits that are commensurate with requirements at the next grade level;
- Attendance;
- Level of maturity – including social, emotional and physical factors.

Students who are failing one or more core academic subjects in the total program or scoring less than Proficient on the DC-CAS assessment in mathematics, reading or language arts will be considered "at risk". For a student "at risk," the Principal and teaching team may recommend from the following alternatives:

- Attendance at summer school
- Supplemental instruction/ assignments/tutoring or other interventions as determined by the school;
- Promotion to a Transition Year at the end of the second term (Grade 8 only);
- Repeat the entire year (with enhanced supports available and an alternative approach to the delivery of the subject matter that promises greater opportunity for success).

Students entering the school at the 6th grade level will be given diagnostic assessments in mathematics and reading/language arts. Any student placing more than 2 grade levels below the beginning 6th grade level will be considered "at risk" and accompanying recommendations listed above will apply.

STUDENTS WITH DISABILITIES

Students with disabilities are expected to master the general curriculum to the maximum extent appropriate with the use of supplementary aides and services. The Individual Education Plan (IEP) goals and objectives developed by the School Team and parents determine how a student with disabilities is expected to meet the (MS)² promotion criteria and must be documented in the student's IEP.

SCHOOL GRADING

Grading Rubric - Standards for End-of-Course Grading		
A	**90-100%**	An "A" signifies an EXCEPTIONALLY clear and creative grasp of the concepts and skills, which reflect, full mastery of the standards for the subject/area of study for his/her grade level. Students demonstrate the ability to apply these skills and knowledge in novel situations. They demonstrate mastery through oral and written communication. An "A" also means that the student has actively participated in class activities and has completed all assignments and projects in a timely manner. The quality and appearance of the assignments and projects indicate that the student has spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.
B	**80-89%**	A "B" signifies a SOLID understanding and full mastery of the major concepts and skills of the standards for the subject/area of study for his/her grade level. Students are able to demonstrate the application of the concepts and skills studied. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments and projects were judged to be solid in content and were completed in a timely manner.
C	**70-79%.**	A "C" signifies a SATISFACTORY understanding and application of the concepts and skills targeted in the standards for the subject/area of study for the given grade level as well as minimal participation in class discussion and activities. It also indicates that the student completed the appropriate assignments and projects that satisfied the basic course requirements.
D	**60-69%**	A "D" signifies a BELOW AVERAGE demonstration and application of the subject area concepts and skills and/or inadequate preparation for class discussions or activities. It may also indicate that assignments were not completed in a satisfactory or timely manner. A grade of "D" is minimally passing.
F	**59% and Below**	An "F" signifies that the student has NOT DEMONSTRATED adequate understanding or application of the concepts and skills reflected in the content standards for his/her grade level targeted in the course. It may also indicate that the student HAS NOT met the attendance or assignment requirements. A grade of "F" is NOT passing.

PROGRESS REPORTS AND REPORT CARDS

There are two types of reports that **officially** communicate student academic progress. The reports are:

- The mid-quarter **Progress Report**, distributed at the midpoint of each quarter, presents the progress (grades) of the student for the first-half of the current grading period.
- The end-of-the quarter **Report Card**, distributed at the end of each quarter, presents the end of quarter grades and the cumulative progress for the academic year-to-date.

HOMEWORK POLICY

Purposes of Homework:

Homework prepares for, reinforces and extends learning, strengthens skills and concepts introduced in the classroom, activates prior knowledge and assesses student understanding, establishes study habits and promotes independence and academic responsibility.

The administrators and faculty at Howard University Middle School of Mathematics and Science (MS)2 believe that homework aids in preparing students for classroom instruction and reinforces new learning. Classroom instruction is enhanced through the practice, application, and reinforcement of learning in order to strengthen the acquisition of knowledge and skills.

The completion of homework assignments assists in the development of good study skills, work habits, and research skills by promoting personal responsibility, time management, and critical thinking skills.

Homework fosters opportunities for parents to become an essential part of their child's daily learning and endorses communication between the school and home.

Homework Factors That Impact Student Learning:

- Quality of homework assigned
- Student motivation
- Family Support

Homework Time Guidelines:

It is our policy for teachers to assign meaningful homework on a regular basis and that students complete all homework that is assigned. Students may be expected to spend a maximum of 2-3 hours per night to complete homework assignments. However, the amount of time devoted to homework can vary considerably depending upon grade level, the nature

HOMEWORK POLICY (CONT'D)

of a particular assignment, and the student's study skills and habits. We urge parents to establish a homework policy for your child at home that dictates when and where homework is to be completed each day.

Late/Missing Homework

Students are expected to turn in homework on time. Students who do not turn in their homework will receive the following consequences:

- Student may be assigned a detention period that will occur within 24 hours of the assignment due date. The detention period may occur during free-cess or after school.
- Points may be deducted for each day the assignment has not been submitted up to 48 hours. Any assignment submitted after the 48 hours extension period is in jeopardy of not receiving credit.
- An exception to the 48 hour extension period will only be approved by an Administrator.
- Parents will be contacted via StudyWiz.
- Loss of extra-curricular activities until all homework is completed and submitted.
- Loss of field trip if more than 10% of homework is incomplete or missing.
- A log entry will be entered in to PowerSchool.

(MS)² Administration Responsibilities:

- Periodically engage in research and review literature on relevant homework concerns and trends.
- Annually review the homework policy and guidelines with all stakeholders through various means of communication.
- Review homework practices and procedures by teacher's consistent implementation across grade levels.
- Collect and review data of the number of students completing homework consistently across all subject areas.
- Develop an incentive program for the population of students that have accurately completed and submitted assignments consistently.

HOMEWORK POLICY (CONT'D)

Teacher Responsibilities:

- To plan appropriate homework, which will reinforce skills already taught in the classroom.
- Post 100% of all homework assignments in StudyWiz, with clear and explicit instructions necessary to complete each assignment.
- Utilize StudyWiz as the vehicle for submission of homework.
- In order to assist students with the most effective use of StudyWiz, review the operational aspects of the various activities with students in the classroom prior to assigning them for homework.
- Establish homework value that is commensurate, grade-wise to its importance and to communicate, clearly and explicitly, to the parents and students (orally and in writing), the expectations, and how homework fits into the grading policy.
- To give clear and concise instructions for the completion and submission of homework.
- To check daily homework for completeness and mastery of skills, and return it within 3 business days. Update PowerSchool with a textual "indicator" of assignment(s) status.
- Establish consequences for not completing assignments
- Provide accommodations and modifications for students who have IEP's/504 Plans.
- To re-teach where completed homework indicates student lack of understanding or mastery of a concept.
- Inform students when they are available to provide assistance.
- To document communication with parents regularly when a student does not meet homework requirements. In the case of repeated, chronic problems, to set up, with the parents, a homework-monitoring plan and notify administration.
- To periodically give feedback to parents and students on academic progress, including performance on homework assignments.

HOMEWORK POLICY (CONT'D)

Student Responsibilities:

- Students must completing all homework assignments and submitting them when due.
- Students must seek assistance from their teacher whenever they have problems completing the homework assigned.
- Students have the responsibility for submitting late assignments even though full credit may not be given.
- Students placed on an intervention plan, for repeated violations of the homework policy, are responsible for adhering to a specific plan.
- Refer to the class syllabi for in class homework policies.

Parent Responsibilities:

- Consistently monitor student progress and submission of homework via PowerSchool and StudyWiz.
- Provide an appropriate environment and the necessary supplies for the completion of all homework assignment. Such an environment would include one with sufficient lighting, adequate space, and isolation from extraneous sounds.
- Motivate and support students to comply with the $(MS)^2$ homework policy.
- Inform teachers and the Division Managers of any barriers that may interfere with the completion of homework assignments.
- Instruct your child to collect all missing assignments due to absence and follow up with your child to make sure that the assignments have been received and completed.
- Refer to the class syllabi for in class homework policies.

Additional Support:

- 100% of all homework assignments will be posted on StudyWiz.
- Use of homework progress sheets.
- Enrollment in the Academic Reinforcement Class and Scholars Hall during the STEM Connections period.

STANDARDIZED TESTING

The District of Columbia Comprehensive Assessment System (DC-CAS) is administered to all students at (MS)². This test is the state assessment used to assess the Adequate Yearly Progress (AYP) and is mandated for all District of Columbia public and charter schools.

In addition, the Northwestern Evaluation Association (NWEA) test, an independent test used to assess student achievement and gauge performance, is administered three times per year to all (MS)² students.

STEM CONNECTIONS

(MS)² has an extensive STEM Connections' program designed to peak the interest level of every student. From 3:30 PM to 4:30 PM your child has the opportunity to engage in activity-based learning that supports the core content areas and/or the elective courses. Some of the STEM Connections opportunities are: Architecture Club, MathCounts, Stock Market Club, Science Club, Toy Challenge, Solar Car, Robotics, Broadcast Media, Yearbook Club, Africa's Voice, Journalism/Book Club, Creative Writing, Intramural Sports, Chess Club, Game Club, The Mathematics of Dance, Drama Club, Spelling Bee, Man Training, and Toastmasters (Public Speaking Club).

STUDENT SUPPLIES

We recommend that students bring the following to school each day;

- *2 ballpoint pens, blue or black ink*
- *2 pencils, mechanical optional*
- *1 yellow highlighter pen, any size tip*
- *1 or 2 three-ring binders with plain front cover and appropriate amount of loose leaf paper*
- *6 subject dividers with the pocket folders*
- *Graph paper*
- *Ruler*

Additionally, teachers will make specific requests throughout the year.

DEPARTMENT OF STUDENT SUPPORT

The Department of Student Support provides opportunities for academic development, assists students with basic academic requirements, and serves to motivate students toward the successful completion of their middle school education. The Department of Student Support also provides instruction in basic study skills, tutorial services, academic and personal counseling, assistance in applying to high school programs, mentoring, and specialized services for students with special needs. The Department of Student Support consists of the Dean of Students, School Counselors, Special Education Coordinator, and Behavior Coordinators.

STUDENT DRESS POLICY

(MS)² maintains a strict dress code policy. All students must wear the required uniform attire everyday. A signed contractual agreement regarding the school's dress code policy will be a part of your child's file. Violation of the dress code policy will result in disciplinary action by the administrative team, which will include a conference with the parent/guardian. Students arriving to school out of uniform will be sent directly to the front office, and their parents will have 30 minutes to provide them with the proper uniform prior to being sent home for the day. Repeated violations could warrant suspension and expulsion.

All students must wear the (MS)² uniform to school and to school related events, unless otherwise informed. To be in compliance with the uniform policy, the (MS)² student must be attired in the following:

- (MS)² logo polo shirt in navy blue, or red;*
- Navy blue or khaki pants or skirts *(During the spring and summer seasons, students may also wear navy blue or khaki shorts - not to exceed one inch above the knee.)*;
- Socks: solid white or solid navy blue;
- Shoes (any color): open toe, high heel shoes, and open heel, i.e. crocs, are not allowed;
- Belt: solid black or solid brown *(only required if pants or skirt have belt loops)*;
- (MS)² logo sweater in navy blue;
- Stud earrings *(Hoop earrings are not allowed.)*;

**Shirts must be tucked in at all times.*

Except for stud earrings, students are not allowed to wear jewelry of any kind, or headbands, armbands, wristbands, hats, scarves, gloves, vests and bandanas during the school day. Make up (including lip gloss) is not allowed. Students are also discouraged from wearing nail polish.

STUDENT PROBATIONARY POLICY

Howard University Middle School of Mathematics and Science promotes a level of expectations for all students that endorses excellence, respect, discipline and responsibility. A review of each student's performance may result in the assignment of academic or behavioral probation should a student fail to meet the required expectations. Any student that fails to maintain at least a 70% grade point average in each class will be placed on academic probation. A student that earns four behavioral demerits will be placed on behavioral probation. This probationary period will be assigned semi-quarterly and will continue for the following half-quarter.

At the beginning of each probationary period and by grade level, the Student Support Team will meet with the parent (s) of all children who have been placed on probation for that specific period. During such meetings, a student-specific improvement plan will be distributed to the parents. It is the responsibility of the parent and student to abide by the guidelines of the plan for the duration of the probationary period and to contact school officials should further assistance be required. Please note, regardless of whether or not a student makes progress before the end of his/her probationary period, he/she is required to abide by the terms of the improvement plan for the duration of the probationary period.

At the end of each half quarter, the Student Support Team will review the academic/behavioral progress of each student who has been placed on probation. Students that have increased the grade point average in the area of need to at least a 70% and or have not earned additional demerits will no longer be on probation. Students that have not maintained that level of academic expectation of a 70% grade point average and or continue to earn behavioral demerits may receive further consequences, including expulsion.

STUDENT BEHAVIOR POLICY

The (MS)² discipline policy helps to establish an environment in which students' basic rights are guaranteed and responsibilities are clearly understood. Mutual respect, courtesy, and consideration for others are key values at (MS)². We encourage students to be responsible for their actions, to use good judgment, and to be kind and honest to everyone regardless of similarities or differences. Please know that violence and abuse, of any kind, imposed upon any student, teacher, employee, or volunteer will not be tolerated.

The **(MS)² ZERO TOLERANCE POLICY** applies to:

- Assault;
- Bullying (including Cyber bullying);
- Cheating;
- Destruction of (MS)², Howard University, or personal property of others;
- Fighting;
- Inappropriate behavior on the HU shuttle bus, Metro bus, or subway;
- Insubordination;

STUDENT BEHAVIOR POLICY CONT'D

- Possession of pornographic material;
- Possession of tobacco, alcohol or drug products;
- Possession of weapons;
- Theft;
- Threats, bullying, and harassment;
- Use of profanity;
- Vandalism.

All acts of violence and threats will be taken seriously. Parents/guardians will be contacted and procedures will immediately be implemented to determine appropriate disciplinary action. For serious infractions, a student may be suspended or expelled from (MS)^2. Also, legal action may be taken.

Disciplinary Procedures

Detention: Detention will be held weekly from 4:35 pm – 5:15 pm. The Dean of Students or a Behavior Specialist will notify the students that they have a detention. Parents will be notified when the student accumulates five (5) infraction points. A student who receives excessive infraction points may be placed on contract after the Dean of Students has notified the parent/ guardian.

No unexcused absences from detention will be accepted. A student who does not serve detention will be suspended. Notification of the suspension will be made by phone to the parent/guardian by the Dean of Students. The student will receive a zero for any quizzes, tests, and/or class work missed or due the day of suspension.

Disciplinary Probation: Once a student earns nine infraction points, the student will be placed on Disciplinary Probation or on a Disciplinary Contract, depending on the violation. A student on disciplinary probation may not participate in co-curricular activities or field trips. After the equivalent of one academic quarter, the student's records will be discussed by the Student Support Team to determine the need for further action or for the termination of the probation. If a student on probation receives further disciplinary notices, the student and the student's parents must meet with the Dean of Students regarding further action.

Suspension: The gravity and the extent of the violation of the discipline code will determine the length of the suspension. If a student is suspended at the conclusion of the suspension upon return to school the student will have a reentry conference. The Dean of Students, School Counselor or Social Worker will conduct the conference. During the conference a parent must be in attendance.

Expulsion: A student may be expelled from school when the student's behavior is grave or when the student has manifested a continuing unwillingness to abide by the school's regulation.

STUDENT BEHAVIOR POLICY CONT'D

INFRACTION BY LEVEL:

Level 1

- Chewing Gum
- Tardiness to class/study
- Disrupting class
- Uniform violation
- Excessive talking during class
- Wasting time or working on other assignments during class time
- Being loud and/or shouting anywhere in the school
- Eating/drinking outside cafeteria

Level 2

- Cutting class
- Inappropriate language
- Disrespect to any (MS)² personnel
- Rude, disrespectful or discourteous behavior towards others
- Inappropriate use of cell phones (to include text messaging) and other electronic devices
- Failure to be in Extended Day program

Level 3

- Use/possession of tobacco in any form on school property, immediate vicinity or field trips
- Forgery
- Plagiarism/Academic Dishonesty
- Leaving school grounds without written permission from parent/guardian
- Truancy
- Failure to report any threats or behaviors, which may compromise the safety and well being of members of the (MS)²

Level 4

- Physical fighting, verbal assault, intimidation, or threats (written or verbal, direct or indirect)
- Inappropriate behavior and/or written communications that contradict the values of (MS)²
- Possession or use of any form of drugs or alcohol on school property, the immediate vicinity, or at school-sponsored activities on or off campus**
- Defacing or deliberately damaging any property
- Possession or use of weapons, ammunition or items that reasonably could be construed to be weapons**
- Vandalism
- Stealing

STUDENT BEHAVIOR POLICY CONT'D

- Any behavior or illegal act on or off school property, that brings disgrace to (MS)²
- Possession and/or use of teachers' editions of textbooks
- Inappropriate use of technology on or off campus that includes harassment, threats, negative remarks to or about students/teachers, or offensive communications/photos

Administration reserves the right to search purses, backpacks, personal belongings, and lockers for items not permitted in school, on campus, or in the classroom.

ACTION BY LEVEL OF INFRACTION:

Level 1	One to three infraction points Any violation of 2, 3, or 4 may also result in suspension.	
Level 2	First offense: Second offense:	Automatic detention, parent notified. Infraction moves to level 3.
Level 3	First offense: Second offense:	Up to 3 detentions and/or probation. Infraction moves to level 4.

Level 4 The student will be suspended until the parent/guardian meets with Dean of Students. The student will receive zeros for any quizzes, tests, homework, or projects missed during this time. The student may receive any or all of the following: a disciplinary referral, up to 5 detentions, disciplinary probation and/or expulsion.

An offense will be upgraded to a higher level of offense if the conduct is:

(1) a repeat offense,
(2) one of multiple offenses committed within a school year,
(3) accompanied by disrespect, dishonesty, willfulness, and/or lack of remorse, or
(4) committed under circumstances indicating a flagrant disregard for (MS)²'s standards, personnel, or values.

**In this case, the proper authorities will also be notified.

Hearing Process

If a student is suspected of conduct warranting serious disciplinary consequences, the student will be suspended from school until a meeting is held with the Dean of Students and parents/ guardians. If the situation calls for further consideration, the parents/guardians may request a meeting with the Dean of Students. The student will remain suspended from school until a final decision is rendered.

DUE PROCESS

Students suspended less than 11 days may appeal their suspensions to the Principal or the Dean of Students no later than two school days following the receipt of the notice of suspension. Appeal requests may only be made by the child's parent or guardian and may be made in writing. Upon receipt of the request, a hearing will be scheduled. At the end of the hearing, the school hearing officer will render a final decision based on any evidence presented. The contents of said hearing, including the final decision will be submitted to the parent/guardian one day after the hearing.

Students suspended for 11 days or more or who have been expelled will have a disciplinary hearing scheduled through the office of the Dean of Students. Hearings will be scheduled for no later than four school days after a notice of disciplinary action is sent to the parent/ guardian. Hearings may be postponed for up to five days upon request of the parent/guardian, where the postponement is necessary to prepare for the hearing. A notice of the date, time, and location of the hearing will be sent through the office of the Dean of Students. Students will be placed on suspension until the proceedings are concluded. The hearing will be closed to the public unless the parent or guardian requests an open hearing. In the hearing, the student and parent/guardian has the right to have a representative. In addition, the family has the right to question or challenge any evidence presented by school officials. A representative designated by the Dean of Students will ensure that the proceedings are conducted in a fair and orderly manner and that all due process procedures have been followed or waived. The proceedings will be recorded for the school's records, which will be made available to the parent/guardian upon request.

SAFETY POLICY

It is the goal at (MS)^2 to ensure that all students and staff are safe while in the school building, as well as in close proximity to the campus. The school does not sanction any conduct from students, employees, parents/guardians, or volunteers that interferes with any individual's academic or professional performance or creates an intimidating, hostile or offensive environment for work or study. Actions contrary to this policy will result in disciplinary action, up to and including dismissal, expulsion and legal intervention.

Currently, the following policies are in place:

- Visitors must sign-in at the security desk upon entering the building and will be asked to show and turn in government issued photo identification. All visitors will be issued a badge that must be worn for the duration of the visit.
- A staff member escorts visitors, with appointments, to their meeting venues.

SAFETY POLICY (CONT'D)

- Students are not allowed to carry backpacks and other book bags to class.
- Students are not allowed to leave the building without written permission from the parent/guardian of record. They must be signed-out in the main office and picked-up there.
- Students are prohibited from engaging in any activities that could impede their safety or the safety of others, i.e. running, playing, fighting, etc.
- Students are not permitted out of the classroom without a pass.

We also suggest that you review safety precautions for your child to observe while coming to and from school. These include, but are not limited to:

- Traveling with at least one other student;
- Going directly to school and coming directly home (or other specific destination) without stopping at stores and carry-outs;
- Refraining from interacting with strangers en route to and from school;
- Refraining from getting in cars with strangers for any reason;
- Staying alert, focused and aware of their surroundings;
- Refraining from playful and disruptive behavior while walking, in the Metro stations, or riding the train, bus, and/or Howard University shuttle.

TAG DAY/DRESS-UP DAY POLICY

Occasionally, (MS)² relaxes the dress code policy and sponsors TAG Day and Dress-up Day. These days are announced in advance and students are permitted to dress in casual or dress-up attire respectively.
Please note: Students who do not participate are required to wear the full school uniform.

The criteria for student attire for these special days are as follows:

1. Students are to wear appropriate clothing that is not too tight, nor too short *(i.e. does not exceed one-inch above the knee*), too scant *(i.e.. halter tops, strapless tops, shoe-string tops, tops that bear the stomach*), or too baggy *(i.e. below the waist).*
2. Students are to wear dress-up clothes that are appropriate for church-like functions. *(After-five attire is not acceptable.)*
3. Students are to wear clothing that is void of vulgar and inappropriate images and language.
4. Students may wear age-appropriate jewelry.
5. Students should refrain from wearing heels that are more than an inch high.

STUDENT USE OF SCHOOL TELEPHONE

Students will be allowed to use school telephones to make essential calls to their parents/ guardians during the school day. However, the student must get permission from the teacher/ staff member in charge.

Parents are urged to try to anticipate any needs of their children to avoid having to communicate with them during the school day.

CELLULAR TELEPHONE POLICY

During school hours, students **are not permitted** to use their cell phones. If there is an emergency, students will be allowed to use a school telephone. All cell phones must be turned off and stored in the locker until dismissal time. Violation of this policy will result in the cell phone being confiscated by a staff member and given to the Dean of Students. The Dean of Students will only return the cell phone to the parent/guardian.

iPODS, MP3 PLAYERS, ELECTRONIC GAMES, AND DVD PLAYERS

We are requesting that students refrain from bringing items, such as iPods, MP3 players, electronic games, and DVD players, to school, as well as other toys and gadgets that can be distracting to other students. We are aware that many students use these items to entertain themselves on their way to and from school. While this may be the current trend, we urge you to remind your child that they need to stay focused and aware of their surroundings at all times and not be distracted by listening to their favorite tunes or playing their favorite games. All electronic devices must be stored in the student's locker the duration of the school day.

If a student is found in possession of such an item, including cell phones, in school and/or on field trips, it will be confiscated by a staff member and given to the Dean of Students. If an item is confiscated, the following will apply:

- ***1st Offense*** - Dean of Students will only return the item to the parent/guardian between 4:30 PM - 5:00 PM on the following Monday from which the item was confiscated.
- ***2nd Offense*** - Dean of Students will only return the item to the parent/guardian between 4:30 PM - 5:00 PM at the end of the quarter in which the item was confiscated.
- ***3rd Offense*** - Item can be retrieved by parent/guardian from the main office at the end of the school year in which the item was confiscated.

LOCKER POLICY

Each student will be assigned a combination locker. Each student should remember his/her combination and not reveal it to any other students. Please note that assigned lockers are still the property of the school, and the school administration has the right to open any locker when necessary. Lockers are to be used to store school materials and supplies only. Unfortunately the lockers are small, resulting in students having to store their outerwear and book bags in the "cubbies" located in their homerooms. It is essential that you label all of your child's belongings, including book bags, since there is the possibility that students may have the same/ similar items. All valuable items must be stored in the locker.

Students are only allowed to use their lockers before school, before lunch, after lunch, and after school. Therefore, it is essential that you emphasize the importance of being organized with your child. Each child needs to make certain that they have all the materials needed for the morning classes in the morning and the afternoon classes in the afternoon. Students will not be allowed to return to lockers to retrieve items left behind once the locker periods have ended. (MS)^2 personnel are not responsible for any lost or stolen items that should be stored in the locker.

LOANED SCHOOL RESOURCES POLICY

The parent/guardian is required to sign a "school resource form" for every school-owned resource that is loaned to your child. These resources can include laptops, textbooks, calculators, novels, etc. The signed form represents a contract between the school and the parent/guardian. It states that you assume responsibility for the issued resource and if it is lost or damaged, you are responsible for paying the replacement cost of that item.

At the end of the year, students are to return all issued books and other materials in good condition or pay the replacement cost. Final report cards and transcripts may be withheld pending compensation for items that have not been returned or items that are damaged. Please note that all 8th grade students must settle all outstanding debts to participate in the promotional exercises.

Generally, students are expected to bring their books and other issued resources to class everyday; however, in some cases, classroom sets of textbooks are available, which enables students to keep their assigned books and materials at home. Students will be informed if this is the case.

HEALTH SERVICES: Health Suite/School Nurse

(MS)² has a full-time nurse on staff and a fully equipped health suite. Our nurse oversees the daily health issues of all students. It is up to the parent/guardian to fully disclose any medical condition(s) about your child to the school nurse prior to the opening of the school each year, and/or present such information at any time a medical condition arises. This includes information about allergies, special diets, or any physical impairment. The school nurse is the contact person for such information and may be reached through the main office phone number. The nurse will assume responsibility for appropriate communication to the teaching and support staff.

Medications/Medical Concerns: Neither prescription nor over-the-counter medications can be dispensed to a student by the school nurse without a completed release form signed by the child's doctor. The form for school-distributed prescription medication is available from the nurse or in the school office. Also, at no time is a student to carry either a prescriptive or over-the-counter medication – including headache or pain relievers – in school. In the event that your child requires a specific medication, the medication and proper documentation must be immediately turned in to the nurse upon arrival to school.

RESTROOM POLICY

Students are encouraged to use the restroom during their independent time (before school, during the lunch period, freecess, and after school). In cases of emergencies, students **will be** allowed to use the restroom during class time. A log of student restroom usage is maintained for future reference and to track students who may be abusing restroom usage.

Parents/guardians are asked to inform the school nurse if their child needs special consideration for using the restroom for a temporary problem. If there is a chronic condition, a doctor's note stating such must be on-file with the nurse who will confidentially inform teachers of this medical situation.

(MS)^2 Student Support Services

TRANSPORTATION

We are privileged that Howard University has granted (MS)^2 students permission to travel on the Howard University shuttle buses to and from the campus at no cost. These shuttle buses make stops in locations around the Howard University community including both Metro stations nearest the university. To locate other stops that may be convenient to you, please check the Howard University website. If your child rides the shuttle, please remind him/her that this is a privilege and that proper decorum is expected at all times. Inappropriate behavior on the shuttle can result in your child being banned from using it in the future.

Additionally, (MS)^2 students are expected to demonstrate proper behavior in public places both before and after school. This is particularly true for large groups of students waiting at bus stops and in Metro stations. When wearing the school uniform, our students can easily be identified as (MS)^2 students. We want our students to be model citizens who, by their decorum, attract others middle grade scholars to (MS)^2.

CAFETERIA AND MEALS

All students are expected to respect the rights of everyone during the breakfast and lunch periods. Students are to stay seated during meal times and use conversational tones when speaking with friends. Students are responsible for ensuring that their eating area is clean before leaving.

Students should use the restroom during their lunch period to avoid restroom interruptions during class time. Please remind your child that following lunch period, he/she must arrive at their next period on time and that tardiness will not be tolerated.

Catered breakfast and lunch are available daily, including early dismissal days. Parents/guardians must submit a completed lunch application to determine if your child qualifies for free or reduced meals. If your child does not qualify for free or reduced meals or he/she prefers not to eat the school breakfast and/or lunch, then they may bring their meals from home. Also, microwaves are available in the cafeteria for student use on a first-come, first serve basis.

(MS)^2 has adopted the Health Schools Act. Therefore, students/parents are not allowed to bring any food into the building for celebrations (i.e. Birthdays) unless it is a healthy snack that has received approval from the Dean of Students 3 days prior to the event.

COMMUNICATION WITH (MS)²

NOTE: Remember that you, the parent/guardian, are responsible for seeing that your child is in school and on time every day. Make it a habit to check home assignments to ensure that they are complete and done well. We also suggest that you stay in touch with us using any of the ways provided:

It is easy to –

MAINTAIN COMMUNICATION WITH (MS)² ONLINE WITH

PowerSchool

http://powerschool.universitymiddleschool.org/public/

PowerSchool is a fully integrated, web-based, cross-platform student information system.

PowerSchool gives you the power to stay on top of student progress – with email updates and online access to schedules, grades, homework, attendance information, and teacher comments.

Login instructions will be provided.

Studywiz

http://studywiz.universitymiddleschool.org

Studywiz provides an online space where educational content of all types is collected, organized, and managed to create an enriched learning environment and curriculum for students. Studywiz gives teachers a unique tool for elevating instruction through personalized, collaborative and interactive learning and real-time assessment and results, and it supports parental participation in learning.

Login instructions will be provided.

PARENT, TEACHER, ADMINISTRATION CONFERENCES

You are encouraged to obtain information about your child using the ways presented in the "*COMMUNICATION WITH (MS)^2*" of this handbook. As you review this information, arrange for conferences with your child's teachers to gain even more insight into how well your child is performing. Being informed will enable you to play a more significant role in assisting your child's teachers in addressing concerns and in maintaining success. A key indicator of student success is directly linked to parent/guardian involvement and support. Even when things are going well for your child, it is encouraging for him/her to know that both parents and teachers share a mutual concern about their well-being and academic successes.

Be certain to check the school calendar for the dates and times of the formal parent-teacher conferences. These occur at the midpoint of each quarter. During these conferences you are afforded the opportunity to visit with all your child's teachers in one day. These conferences are scheduled at times that accommodate work schedules of parents/guardians.

(MS)^2 PARENTS IN ACTION

All parents/guardians are expected to be active participants in the (MS)^2 Parents in Action. The Parents in Action provides parents/guardians with the organizational structure and network capabilities for families to work collaboratively in making (MS)^2 one of the most effective schools in the nation. Check the school calendar for meeting dates and times.

VISITORS AND VOLUNTEERS

(MS)^2 welcomes all visitors and volunteers. If you are coming to meet with a teacher or administrator about your child, or even as a volunteer, parents/guardians are strongly encouraged to call to schedule an appointment. If you are interested in volunteering, please contact the administrative assistant who will connect you to the volunteer coordinator.

All individuals entering the building must sign-in at the security desk and will be asked to show and turn in government issued photo identification prior to receiving a visitor's badge. The badge must be worn for the duration of the visit and returned to the front office upon leaving. Children from other schools will not be allowed into the building unless accompanied by an adult. It is expected that all visitors will exhibit proper decorum while in the building.

LOST AND FOUND

You are reminded to label all of your child's belongings. This will enable us to return lost items expediently. All unidentified "lost and found" items will be left at the lost and found area located at the security desk in the main lobby. Also, students are encouraged to check their classrooms for any misplaced items. At the end of each semester, unclaimed clothing will be donated to local charities. Finally, it is highly recommended that large amounts of money and/or valuables are not brought to school. The school will not assume liability if these items are lost or stolen.

UNIVERSAL PERMISSION SLIP

A signed universal permission slip must be on file for your child. This permission slip grants permission for your child to participate in local field trips (District of Columbia, Maryland, and Virginia). It is our policy to notify parents/guardians in advance of all field trips; however, occasionally excursions may be unanticipated and may not permit advance notification. Thus, with this slip on file, your child will be able to participate in all activities.

Howard University Middle School of Mathematics and Science
405 Howard Place, NW, Washington, DC 20059
Phone: 202-806-7725 - Website: http://www.howard.edu/ms2

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 10
$(MS)^2$ 2011 – 2012 Schools Policies Overview

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

SCHOOL POLICIES OVERVIEW

- *Hall passes*
  Except for the time periods designated throughout the day for class period changing, **any time** that a student is outside of his/her classroom he/she must have a hall pass given to him/her either from that student's teacher, or the front office. Any student found outside of his/her classroom without a proper hall pass will receive a disciplinary consequence. _____

- *School Uniforms*
  At all times, Students must wear the official school uniform as detailed in the Student and Family Handbook. Any student who arrives to school out of uniform will be immediately directed to the front office, where they will be allowed to wait for no more than 30 minutes for a parent/guardian to bring them the proper uniform. If the proper uniform is not provided in the designated time, the child will be sent home from school for the day. _____

- *Makeup*
  Students are not allowed to wear and/or bring makeup (including lip gloss) to school.
  _____

- *Talking Back to Adults*
  There is a defined protocol that students can follow in the event that they have a legitimate issue with a school employee. Thus, students' talking back to adults is strictly prohibited and will always result in a disciplinary action. _____

- *Food/Candy/Gum*
  The eating of candy, gum or any type of food is only allowed in the cafeteria. The consumption of such items at any other time or in any other part of the building will result in a disciplinary consequence. _____

- *Unauthorized Areas*
  Students found in unauthorized areas of the school, with or without a hall pass, will be suspended.
  _____

- *Fighting/Play Fighting*
  Any form of fighting, whether real or play, will automatically result in a suspension. Any student who strikes, pushes, punches, or throws an object at anyone during school hours, or while on the premises of Howard University will be punished, regardless of whether or not he/she was the initial aggressor or acting in retaliation. This policy will be enforced without exception.
  _____

- *Sexual Contact (kissing, fondling, groping, etc.)*
  Intimate contact of any kind during school hours is strictly prohibited, and will automatically result in suspension. _____

- *Student Pickups*
  Unless otherwise posted, school ends at 4:30 pm Monday-Thursday, and 3:30 on Fridays. For those students who get picked up, parents/guardians are to do so promptly. It is $(MS)^2$'s policy to contact Child Protective Services or the Metropolitan Police Department for any child who is left at the school after 5:00 pm. _____

- *Tardiness*
  Breakfast is served every morning at 7:30 am, and school officially begins at 7:50 am. Any student arriving **after 8:00 am** is considered late. Please note that three (3) tardies equal one (1) unexcused absence. Excessive tardiness will warrant a parent conference with the administration. _____

- *Absences*
  Students are expected to attend school every day of the school year. Parent conferences will be required if your child has more than four (4) unexcused absences at any point in the year. If your child has ten (10) or more unexcused absences, you will be reported to the D.C. Child and Family Services Agency for educational neglect. _____

- *Student Probation*
  On a semi-quarterly basis, any student whose academic performance is sub par, and/or is in gross violation of $(MS)^2$'s behavioral policies will be placed on probation. Parents will be required to attend a grade level meeting reviewing the specific details and terms of the probationary period. Students who are repeatedly out of compliance will ultimately be dismissed from our School. _____

- *Home computer usage*
  Computers given to students remain the property of $(MS)^2$, and are to be returned to the School upon demand. The parent/guardian, not the child, must transport the computer any time that a home computer is brought to and from the school. If a student brings a computer to school without authorization it will be confiscated. _____

- *Cellphones/Electronic Devices (i.e. video games)*
  The possession of cellular phones and any other electronic devices during school hours is strictly prohibited. If any such items are at all detached during school hours they will be confiscated and returned only to a custodial parent/guardian in accordance with the policy detailed in the Student and Family Handbook. _____

- *Parent Obligations*
  As part of the Parent's Contract, parents/guardians are required to provide five (5) hours of community service to the School per month. Also, parents/guardians are required to attend any Parent Meeting/Conference requested by the School. _____

I, _____, the parent/guardian of _____, have read the Student Code of Conduct, and pledge to ensure that my child is compliant with the rules and regulations of $(MS)^2$. Further, I understand that repeat violations of **ANY** of the Middle School's rules and regulations can result in suspension and expulsion.

Parent/Guardian Signature Date

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 11
$(MS)^2$ 2011 – 2012 Articles of Incorporation

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

CERTIFICATE

The undersigned, the General Counsel of The Howard University Public Charter Middle School of Mathematics and Science, certifies that the attached documents are true, correct and complete photocopies of the Certificate of Incorporation, Certificate of Amendment, and Articles of Incorporation of The Howard University Public Charter Middle School of Mathematics and Science.

General Counsel

June 21, 2004

SEAL

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this ***CERTIFICATE OF INCORPORATION*** is hereby issued to:

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **22nd** day of **December, 2003.**

David Clark
DIRECTOR

John T. Drann
Acting Administrator
Business Regulation Administration

Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS

CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Nonprofit Corporation Act have been complied with and accordingly, this ***CERTIFICATE OF AMENDMENT*** is hereby issued to:

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

Name Changed To

THE HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **18th** day of **May, 2004.**

David Clark
DIRECTOR

John T. Drann
Administrator
Business and Professional Licensing Administration

Patricia E. Grays
Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

AMENDED AND RESTATED

ARTICLES OF INCORPORATION

OF

THE HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

FIRST: The name of the Corporation is:

THE HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE

(the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The Corporation is organized and shall at all times operate exclusively for the following lawful purposes: educational, charitable, scientific, literary, musical, athletic and promotion of the arts, but only to the extent that such purposes are permitted under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), including the operation of a public charter school. The above-listed purposes for which the Corporation is organized are those necessary and appropriate to carry out its charter (the "Charter"), which shall be duly approved under District of Columbia law. The Corporation shall have all powers granted to it by law to further its purposes, including those expressly stated in its bylaws.

In furtherance thereof, the Corporation may solicit and receive funding directly or indirectly from any legal source including but not limited to by gift, devise, bequest, grant or public contribution, and may invest and reinvest the same and apply the income and principal thereof as the board of directors (the "Board of Directors") may from time to time determine, either directly or through contributions to any charitable or educational purposes, and engage in any lawful act or activity for which corporations may be organized under the District of Columbia Nonprofit Corporation Act.

FOURTH: Persons of any race, religion and of either gender shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its programs and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement in administering its policies and programs.

FIFTH: The Corporation shall have one member (the "Member"), which shall be The Howard University, Washington, D.C., a nonprofit entity determined by the Internal Revenue Service to be described in Section 501(c)(3) of the Code (the "University"), acting through or under the authority of the President of the University. The Member shall have the voting power to appoint up to five (5) directors of the Corporation. The powers, responsibilities and rights of the Member shall otherwise be as set forth in the bylaws of the Corporation.

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof.

No substantial part of the Corporation's activities shall consist of carrying on of propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of (or in opposition to) any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from federal income tax under Section 501(a) of the Code by reason of being described in Section 501(c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code or (iii) by an organization formed pursuant to the Charter.

During any period of time that the Corporation is treated as a "private foundation" under Section 509 of the Code, the directors must distribute the Corporation's income at such time and in such manner so as not to subject the Corporation to tax under Section 4942 of the Code, and the Corporation is prohibited from engaging in any act of self-dealing (as defined in Section 4941(d) of the Code), from retaining any excess business holdings (as defined in Section 4943(c) of the Code) which would subject the Corporation to tax under Section 4943 of the Code, from making any investments or otherwise acquiring assets in such manner so as to subject the Corporation to tax under Section 4944 of the Code, from retaining any assets which would subject the Corporation to tax under that section if the directors have acquired such assets, and from making any taxable expenditures (as defined in Section 4945(d) of the Code).

Upon the dissolution of the Corporation, or any partial or entire liquidation of its property or assets, all (or the applicable part) of the Corporation's property of every nature and description shall, after making provision for discharge of all of the liabilities of the Corporation, be paid over and transferred to The Howard University exclusively for its purposes permitted to an organization described in Section 501(c)(3) of the Code. In no event shall any of such assets or property be distributed to any director, officer or private individual.

SEVENTH: The board of trustees (the "Board of Directors") shall be elected as provided in these Articles and in the bylaws of the Corporation.

There shall be three (3) initial directors of the Corporation. After incorporation, the number of directors may be changed, but only to an odd number, and to not more than fifteen (15), in the adoption of or by amendment to the bylaws. A majority shall be residents of the District of Columbia. The election of parent/guardian directors shall be conducted on the earliest practicable date after the Corporation commences classes at the school. Subject to the foregoing, the Board of Directors may also include, pursuant to the bylaws, voting ex officio members. The initial Board of Directors of the Corporation, to serve until the first annual meeting or until their successors are elected and shall qualify, are:

Sam Black, Esquire	1201 Pennsylvania Avenue, N.W.	Washington, D.C. 20004
J.R. Clark, Esquire	1201 Pennsylvania Avenue, N.W.	Washington, D.C. 20004
Arlene F. Klepper, Esquire	1201 Pennsylvania Avenue, N.W.	Washington, D.C. 20004

EIGHTH: The initial registered agent of the Corporation is The Corporation Service Company. The initial registered office is at 1090 Vermont Avenue, NW, Washington, DC 20005. The registered agent of the Corporation as changed is Ms. Norma Leftwich, J.D., General Counsel, The Howard

University. The registered office as changed is the Office of the General Counsel, The Howard University, 2400 Sixth Street, NW, Washington, DC 20059.

NINTH: Meetings of the Board of Directors may be held within or without the District of Columbia as the bylaws of the Corporation may provide (subject to any provision contained in the laws of the District of Columbia or the Charter). The books of the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia or the Charter) within or without the District of Columbia at such place as may be designated from time to time by the Board of Directors or in the bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, alter, change or repeal any provision contained in these Articles of Incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred upon the officers and directors herein are granted subject to this reservation.

ELEVENTH: The name and address of each Incorporator of the Corporation is:

Susan Emery	1201 Pennsylvania Avenue, N.W.	Washington, D.C. 20004
Pamela Bort	1201 Pennsylvania Avenue, N.W.	Washington, D.C. 20004
Cindy Young	1201 Pennsylvania Avenue, N.W.	Washington, D.C. 20004

SEAL

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2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 12
$(MS)^2$ 2010 – 2011 Charter School Agreement

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

CHARTER SCHOOL AGREEMENT

DATED AS OF 18 DAY OF July, 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

HOWARD UNIVERSITY PUBLIC CHARTER

MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE'S $(MS)^2$

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "**Agreement**") is dated as of _____, 2005 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "**Board**") and HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE'S (MS)², a District of Columbia nonprofit corporation (the "**School Corporation**").

RECITALS

WHEREAS, pursuant to Section 38-1802.03 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "**Act**"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 38-1802.02 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subchapter II of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 38-1802.03(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the

School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 2400 6th St., NW Suite 302 Washington, D.C. 20059 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 38-1802.04(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-I of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grade six only. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades six through eight. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in the and set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than one hundred twenty-six (126) pupils in its first academic year and no more than five hundred (500) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2009 and April 1, 2014, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial

educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. **A.** The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

(i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or

(ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this

Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. A. The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of $25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a "**Material Contract.**" Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a "**School Management Contract**") for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers' compensation insurance as required by applicable Law. "**Law**" shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of $2,500 per occurrence and aggregate limits of liability of at least $2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a $1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a $5,000,000 minimum limit per occurrence and (b) otherwise, a $3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than $2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (a) not include any coinsurance provision, (b) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (c) include debris removals with a sub-limit of not less than $50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a $1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a $1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the "**School Manager**") to maintain management professional liability insurance with a $1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days' prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2005 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the "**Board of Trustees**") or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. "**Affiliate**"

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2005, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 38-1802.04(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. **Audited Financial Statements**: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "**Fiscal Year**" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. **Interim Financial Reports**: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2005, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of $500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "**Interim Period**" shall mean monthly, and from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2005 on October 15, 2005;

D. **Budget; Fiscal Year**: no later than June 1 of each year starting June 1, 2005, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2005 to June 30, 2007 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2005 a revised operating budget for the period from July 1, 2005 to June 30, 2007; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. **Enrollment Census**: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) students eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. **Attendance**: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. **Key Personnel Changes**: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. **Events of Default, Etc.**: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. **Litigation**: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. **Authorizations**: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2006, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. **Board of Trustees Meeting Minutes**: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. **Other Information**: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. **A.** The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

(i) by the Board in accordance with Section 38-1802.13 of the Act; or

(ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety,

health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2004; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2005.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 38-1802.12(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or

otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "**School Emergency**"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words "hereof", "herein" and "hereunder" and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words "include," "includes" or "including" are used in this Agreement, they shall be deemed to be followed by the words "without limitation." Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management

of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

Howard University Public Charter Middle School of Mathematics and Science's (MS)²
2400 6th St., NW
Suite 302
Washington, D.C. 20059
Telephone: (202) 806-7725
Telecopier: (202) 667-4340

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and

remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

CHARTER SCHOOL AGREEMENT

DATED AS OF 18 DAY OF July, 2005

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

HOWARD UNIVERSITY PUBLIC CHARTER

MIDDLE SCHOOL OF MATHEMATICS AND SCIENCE'S (MS)²

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

HOWARD UNIVERSITY PUBLIC CHARTER MIDDLE SCHOOL OF MATHEMATICS & SCIENCE'S (MS)²

Marie C. Johns

By: Marie C. Johns
Title: Board Chair

DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

By: THOMAS R. NIDA
Title: BOARD CHAIR

Amendment 1

The physical location of the School shall be 405 Howard Place, NW, Washington, D.C. 20059, as identified in the Facilities Section of the School's Business Plan (pg. 12). The administrative addressed used by the School for all official mailings will be 2400 6th St., NW, Suite 302, Washington, D.C. 20059, as identified in Section 1.3 of this Agreement.

HOWARD UNIVERSITY PUBLIC
CHARTER MIDDLE SCHOOL OF
MATHEMATICS & SCIENCE (MS)²

Marie C. Johns
By: Marie C. Johns
Title: Board Chair

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

Thomas A. Nida
By: THOMAS A. NIDA
Title: BOARD CHAIR

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 13
$(MS)^2$ 2011 – 2012 Professional Development Calendar

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

PROFESSIONAL DEVELOPMENT CALENDAR
2011-2012

Date	Topic	Presenter
August 15-16	**Staff Retreat**	
August 17-23	**Curriculum and Instruction** • Overview of Department • Instructional Documents • Instructional Routines and Policies **Lesson Planning** • Alignment to the Common Core Standards **Special Education** • Overview of Department • Referral Process • Collaboration with Teachers **Instructional Technology** • Power School • Studywiz **STEM Program** • Overview • Curriculum **Student Support Services** **Supplemental Programs** **Human Resources** **Counseling and Guidance Department** **Computer Science Program Overview**	Mrs. L. Joseph, Director of Instruction Mrs. Leslie Finley, SPED Coordinator Mr. Kofi Handon, Director of Instructional Technology Ms. Florentia Spires, Howard University Middle School STEM Instructor Mr. Kenneth Caesar, Dean of Students Mr. Lee Vason, Director of Supplemental Programs Mr. Yohance Maqubela, Executive Director and Leslie Boler, Director of Human Resources Mr. David Bardach, School Social Worker and Carletta Hurt, School Counselor Dr. Legand Burge, Computer Science Instructor and HU Professor

PROFESSIONAL DEVELOPMENT CALENDAR
2011-2012

September 16	**H.U. Campus Plan Survey** **Instructional Technology Part 1** • Power School • Branchild • Riverdeep • Success Maker	Mrs. Leslie Boler, Director of Human Resources Mr. Kofi Handon, Director of Instructional Technology
October 28	**Instructional Technology Part 2** • Power School • Branchild • Riverdeep Success Maker	Mr. Kofi Handon, Director of Instructional Technology
November 4	**Differentiated Instruction**	Mrs. Latoya Joseph, Director of Instruction
December 2 December 16	**Achieve 3000: Workshop: The Difference is Data: Informed Decisions in the Classroom Part 1** **Review of Common Core Assessment and Logging into Discovery Education to Review Data**	Moire Tivenan, Achieve 3000 Representative James Cole, Data Manager
January 20	**Student Data Reviews**	All Staff
February 24	**Achieve 3000 (canceled)** **Continuing (MS)2's mission.**	Moire Tivenan, Achieve 3000 Representative Dr. Hassan Minor, HU (MS)2's founder and HU Senior Vice President
March 2 March 9 March 30	**Common Core Writing Rubrics** **Preparing for Common Core Assessment/DC CAS** **Achieve 3000: Workshop: The Difference is Data: Informed Decisions in the Classroom Part 2**	Mr. Kofi Adisa and Mrs. Karen Chambers, Howard University Middle School ELA teachers Odessa Casimiro, Williams Systems Engineering Senior Systems Analyst Moire Tivenan, Achieve 3000 Representative

PROFESSIONAL DEVELOPMENT CALENDAR
2011-2012

April 27	**Successful Reading Achievement Patterns for Black Males with Disabilities: A National Study."**	Dr. Anderson, Howard University Assistant Professor
May 11	**Preparing Teachers and Developing School Leaders" (Presented at the 2012 International Summit on the Teaching Profession)**	Kimberly Worthy, Howard University Middle School of Mathematics and Science
June 18-21	**Restorative Schools: Classroom Management** **Data Wise** • Using data to guide instruction	Ms. Tonya Featherstone, Restorative Practices Consultant James Cole, Data Analyst

2011 – 2012 $(MS)^2$ Annual Report

Appendix Number: 14
$(MS)^2$ 2011 – 2012 Parents in Action (PIA)

Mathematics does matter in the real world.

Above: Skew lines, like the tops of the street signs at the corner of $(MS)^2$, are lines that are not parallel but nonetheless do not intersect.

(MS)² PiA
Parents in Action

PARTNERSHIP • INTEGRITY • ACHIEVEMENT

June 1, 2012

MEMORANDUM FOR: Howard University Middle School of Mathematics and Science Board of Directors

FROM: Yvonne Buggs
President
Parents in Action

SUBJECT: End of the Year Report of Activities and Accomplishments of the 2011-2012 Parents in Action

Executive Board Officers

President
Yvonne Buggs

1st Vice President
Angela Knox

2nd Vice President
Erica Hemsley

Treasurer
Rocelia Johnson

Assistant Treasurer
Ravyn Wright

Recording Secretary
Lynne Weedon

Corresponding Secretary
Lonell Johnson

Standing Committee Chairs

Activities Chair
Anisa Hall

Bylaws Chair
Billy Robinson

Communications Chair
Zina Colbert

Fundraising Chair
Rosa Singletary

Membership Chair
Tina Bynum

Elections Chair
Vacant

Auditing Chair
Melinda Bolling

8th Grade Class Trip Committee Chair
Prudence Boyer

Purpose

The purpose of this memorandum is to provide an end of the year report of activities and accomplishments of the Howard University (HU) Middle School of Mathematics and Science (MS)² Parents in Action (PiA).

Background

(MS)² PiA was established in 2010 to maintain mutually beneficial relationships between HU (MS)² parents, teachers and the larger community in order to provide an effective and holistic educational experience for HU (MS)² students. It was expected that this would be achieved through the implementation of a variety of school wide activities, fundraising events and educational workshops.

The 2011-2012 School Year (SY) Executive Board Members and Committee Chairs were:

Yvonne Buggs	President
Angela Knox	1st Vice
Eric Hemsley	2nd Vice
Rocelia Johnson	Treasurer
Ravyn Wright	Assistant Treasurer
Lynn Wyeedon	Recording Secretary
Lonell Johnson	Correspondence Secretary
Anisa Hall	Activities Chair
Billy Robinson	Bylaws Chair
Zina Colbert	Communication Chair
Rosa Singletary	Fundraising Chair
Tina Bynum	Membership Chair
Vacant	Elections Chair
Melinda Bolling	Auditing Chair
Prudence Bushnell	8th Grade Committee Chair

405 Howard Place • Washington, DC 20059
(202) 806-7725

The 2011-2012 PiA membership reached 16%. Our goal at the beginning of the SY was to reach 10% of the $(MS)^2$ administration, teacher and parent population.

Discussion

On June 26, 2011, the Executive Board met to discuss planning activities for the 2011-2012 SY (Attachment 1 - Meeting Minutes). The purpose of this initial meeting was to discuss: ratifying the bylaws; budget for 2011-2012; roles and responsibilities; membership dues; revising the website; newsletter; draft SY events calendar; and to get acquainted with the 2011-2012 Executive Board. Additionally, there were two initiatives proposed for the 2011-2012 SY:

1. **Watch DOGS:** A new initiative that involved fathers and father figures to help create a safe and secure learning environment; and

2. **Blood Drive:** An initiative to provide community involvement.

During a June 30, 2011 meeting with Mrs. White (former Principal), she expressed her thoughts and ideas on what the PiA could do for $(MS)^2$. Her expectation was that the PiA would assist with the purchase of a School Sign, Door Awning, and a Parking Pole for the Principal.

The Executive Board met again on July 6, 2011 and was able to finalize the 2011-2012 events calendar (Attachment 2 – Events Calendar) and establish four goals: 1) provide enough funding for $(MS)^2$ to purchase two of the three items suggested by Mrs. White; 2) establish a stronger presence for the PiA with the school administration, teachers, parents, students, and the community; 3) issue a survey at the beginning of the SY to allow PiA to understand how the PiA could support and serve the needs of the $(MS)^2$ family (Attachment 3 - survey results); 4) how we can increase the PiA membership; and 5) finalize the PiA bylaws.

2011-2012 PiA has accomplished the following:

- Organized a School Uniform Drive;
- Provided monthly PiA updates and activities for the $(MS)^2$ school monthly newsletter;
- Created new membership packages;
- Established a new email address and group mailbox;
- Continued to communicate at scheduled monthly meetings with the school administration;
- Ensured that PiA members and non-members were offered the opportunity to volunteer and receive volunteer credit hours;
- Organized the following school-wide activities:
  - monthly General membership meetings to include three potluck events
  - two Family Bowling Nights
  - one Costume Dance
  - one Sneaker Ball
- Organized the following fundraiser(s):
  - two Rita's Water Ice Sales
  - one Art Sale

All of the above accomplishments were independently sponsored by the PiA.

The PiA had a very busy SY with little or no difficulties. The $(MS)^2$ school administration has been extremely accommodating and supportive of all of the PiA activities and events. Such as:

- Providing space at the school when requested (i.e., General and Executive Board Meetings, and the Fall Rita's Water Ice Sale);
- ensuring that interns were on hand to set up, break down, and assist in facilitating PiA events;
- emailing PiA notices via Robo Call;
- designating Mr. Vason as the PiA liaison and ensuring that there was always at least one member of the administration present at the monthly General and Executive Board meetings; and
- being extremely helpful with all PiA activities and events.

The PiA did, however, experience a few challenges during the SY, which we expect the 2012-2013 Executive Board to use as lessons learned.

1. Although the PiA is currently 93% staffed, we were only staffed 40% during the 1st Quarter of the SY:

- The absence of a 2nd Vice President left the PiA without guidance regarding the direction of the fundraising activities;
- The absence of a Recording Secretary left the President with the responsibility of having to record the meetings with no one to transcribe; and
- The absence of the Activities and Fundraising Chairs left the President with the responsibility of having to manage the PiA and strategize ideas to raise funds and plan scheduled activities.

2. Lack of direct access to the $(MS)^2$ Parent Body:

- The PiA depended on the school administration to disseminate information regarding PiA activities and events. However, the PiA was able to obtain approximately 33% of parents and teachers email addresses during Orientation and Back to School Night.

3. No Collaboration with the school's volunteer office:

- There should be some type of collaboration and communication with the $(MS)^2$ volunteer office. The PiA had several volunteer forms where parents volunteered their services and the volunteer hours were documented but not submitted to the school's volunteer office.

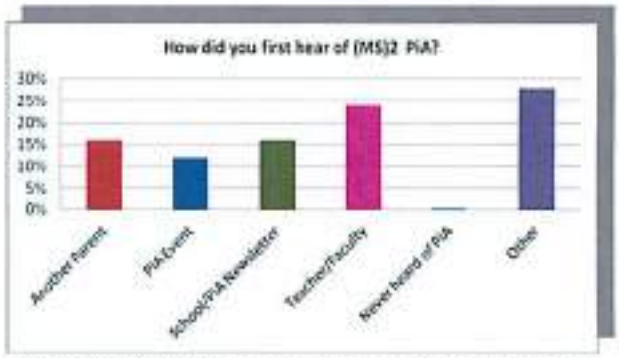
4. Lack of Participation for the 8th Grade Class Trip:

- There should be a better understanding between the $(MS)^2$ school administration and the PiA regarding the responsibility of the 8th Grade Class Trip. The 2011-2012 PiA Executive Board should be made aware early in the SY that they are or should be responsible for facilitating and funding the 8th Grade Class Trip. We feel that the lack of participation is a result of the assumption that the PiA was/is responsible for funding the trip.

<u>Conclusion</u>

At the start of the SY, the PiA was very interested in knowing how well parents are kept informed about PiA activities and events; how welcomed parents felt about attending PiA meetings; how active of a role parents felt that they play in the PiA;

how vital parents feel their participation is to their child(ren)'s education; and most important, what PiA activity or event they participated in in 2010-2011.



The 2011-2012 PiA Executive Board expects that the survey responses will assist in the future direction and planning of the PiA.

It should be noted that the PiA donated $700 this SY to support the Annual Intern Appreciation Program. The Department of Supplemental Programs relies on the PiA for financial support each year as indicated in the April 18, 2012 appreciation letter (Attachment 4 – Appreciation Letter to the PiA from the Director of the Department of Supplemental Programs). Additionally, the PiA recognized all $(MS)^2$ teachers and administrative staff during teacher appreciation. We also assisted the school's drama club with a financial donation to purchase stage props for the play *The WIZ*.

At the start of the SY, the PiA initiated an August-September Newsletter (Attachment 5). However, after multiple discussions with the Executive Board, it was decided that the PiA will utilize the $(MS)^2$ Broadcast News Media as the primary means for disseminating PiA news information. It was found that providing monthly information directly to the school' News Media, it was a much more efficient and effective use of time and resources.

Finally, as the 2011-2012 PiA Executive Board begins to close out the SY and initiate the transition to a new administration, on behalf of the 2011-2012 PiA Executive Board, we want to take this opportunity to express our sincere "Thanks" to: the *$(MS)^2$ Principal, Mrs. Allison Artis; Coach Lee Vason; Mr. Yohance Maqubela; Mr. Kofi Handon (Broadcast News Media); Mr. Greg Riley (Facility Manager); and all the amazing interns* that were placed at PiA's disposal during each and every activity/event. Without each of their support, the Executive Board Members know that the PiA would not have been as successful. Additionally, we want the $(MS)^2$ Board of Directors, to clearly understand that the support provided by the (MS)2 administration and teachers is a remarkable demonstration of what can be achieved with the collaboration of the dedicated parents of the PiA working together in the best interest of and for the success of our child(ren).

Attachments

Meeting Minutes
$(MS)^2$ PARENTS IN ACTION (PiA)

Date: June 26, 2011
Time: 4:37pm
Location: 623 Florida Avenue, NW – Washington, DC

Meeting Called To Order By: Yvonne Buggs

Attendance: Number of attendees = 10
(Yvonne Buggs, President; Angela Knox, 1st VP;; Lonell Johnson, Correspondence Secretary; Angela Johnson, Treasurer Zina Colbert, Communications Chair; Ahou Twitty, Membership Chair; and Volunteers: Ernest Buggs, Barbara Gant, Lawan Jackson, and Ravyn Wright)

I. **Opening –**
- Introductions – The meeting began with the introductions of participants present.

Yvonne Buggs indicated that meetings should only last one (1) hour and today we have a lot of information to cover and it may be a little longer so she wants to just push right through to the meat of the meeting.

II. **Reading of the Minutes (Refer to Tab 7, *Highlights in the Handbook*)** – Yvonne indicated that there were no minutes taken at the May 26th Transition meeting. However, she prepared highlights and they can be found in Tab 7 in the Executive Board Handbook.

III. **Financial Report –**
- Budget for 2011-2012

Rocelia Johnson stated that there is no Financial report. She also indicated that she contacted the previous Treasurer, Chris Tinker, via text, and he said he preferred to meet later. She also stated that Helene said that the 2010-2011 Executive Board wanted to make sure that all the bills were paid before they transitioned the financial books and that when the 2010-2011 Executive Board have their final meeting, they would invite Rocelia. However, as of this meeting, Rocelia indicated that she has not heard from either Chris or Helene. Yvonne asked Rocelia if she knew when they would meet and Rocelia did not know.

IV. **Collection of Dues –**

Yvonne indicated that this is the part of the agenda where there should be a collection of dues but, the 2011-2012 elected Executive Board members are paid through August 2011 and the new members and volunteers do not pay dues until September 2011. So they will bypass on collecting dues.

Yvonne stated that she needs the Executive Board's assistance with determining membership dues amount for 2011-2012. She stated that in accordance with Article 4 of the Draft Bylaws, although not ratified, the amount members pay for annual dues are determined by the Executive Board. So, now as the new Executive Board, we need to decide whether we want to continue with the $25 membership dues amount or whether to decrease or increase it. Yvonne indicated that we have to vote and stated that only the dues paying members can vote on it. She referred

everyone to Article 5, Section 8 of the Draft Bylaws and stated that a "quorum" is three (3) so there is actually more than a quorum present today and we can vote on what we think the 2011-2012 PiA membership dues should be.

Rocelia asked about the options and Yvonne stated that she thought that the dues should be decreased because of the lack of membership and participation last year. Yvonne also indicated that she was not certain if it was because of the $25 or because parents just did not want to be involved. However, she indicated that she wanted suggestions or ideas from the Executive Board.

Zina Colbert stated that she thought that the $25 is reasonable and thinks that perhaps there should be an incentive. Rocelia also indicated that the $25 is reasonable considering that other PTAs membership dues is $10. She thinks it depends on what the PiA plans to do and it can also start the budget for the PiA.

Yvonne asked if the Executive Board voted for the membership dues to remain at $25, are we saying that we should add something with it such as a bumper sticker and whatever other type of incentive that the PiA decides? Yvonne also stated that listening to other parents last year, they had issues with the $25 membership. Rocelia stated that if we keep the dues at $25, maybe we can get installments as opposed to and when they make final payment. After final payment, they will become full fledge members. So, we can start off with a payment plan. Rayvn Wright indicated that she thinks that there should not be a payment plan. She also indicated that this is her first parent meeting and wanted to know where the money goes or what do the dues cover? Yvonne stated that, right now, the dues cover membership and stated that "membership dues have its privileges." For example, if there is an activity such as a bowling event and the ticket price is $15, then the dues paying member would pay $10 and a non-dues paying member would have to pay $15, so there is a discount there. Rocelia added that also doing the year the PiA do other things such as Appreciation Week and parents do not have to come out of pocket for the cost of an event. Most of the money goes toward gifts and things.

Ravyn asked if the membership dues were monthly and Yvonne indicated that it is a one-time fee and membership is covered from September through August of the following year. Rayvn indicated that she thought that the $25 was reasonable. Yvonne stated that the parents last year indicated that $25 was too much. Lonell wanted to know what the comments were regarding the $25 membership fee. Rocelia wanted to know if they thought it was too much for the year or did they think it was monthly and Rayvn indicated that she thought that the $25 was monthly. Yvonne restated that she just heard that the $25 was too much but if the Executive Board thought that they could get members with $25, she was OK with it. Rayvn stated that she thinks that $25 and a bumper sticker are reasonable.

Yvonne stated that $25 with a bumper sticker with other incentives throughout the year was a good idea and Rocelia stated to get them in that might be good. Lonell suggested that we evaluate the dues on a case by case basis and if there is a family that is in financial need or if parents want to participate and the $25 is hindering them from participating, we should look at it from all scenarios. It might be a hardship case family. Lonell also stated that he understands that people will spend what they want to spend but how do we help them prioritize, he did not

know. Rocelia stated that parents have to understand that not paying the $25 does not stop them from participating it's just when it comes to events and activities, they will not get the discounts and parents have to know that they are all a part of the PiA whether they pay the membership dues or not. Rocelia also stated that it should be the responsibility of the PiA to make parents aware that they can still participate. Yvonne asked if the Executive Board was ready to move on the $25.

Angela stated that when she and Yvonne met with Coach Vason last week, he (Coach Vason) suggested that we have three (3) levels of membership such as Gold, Silver, and Bronze. The Gold membership will be $100 and it would cover all activities and events for a family of four (4). That means the PiA would have their $100 up front so, it means, if they want to do bowling, bowling is free for a family of four; if they want to do movies, movies will be free for a family of four all year. Then, there is the Silver for $50 a year. The Silver membership would allow members to pay a reduced price, not free like the Gold level but reduced and then there would be the Bronze membership, which members would pay the regular discounted prices and all other non-dues paying members would pay whatever the event costs. Rocelia asked about the number of activities that were held last year. Angela was not sure. Rocelia wanted to know if the movie events were activities of the PiA or not. Yvonne indicated that the movie events were activities of $(MS)^2$. Angela indicated that Coach Vason was using that as an example of what (MS)2 did for movie day. Some parents paid in advance and there kids got to go for free and other parents paid each time but, they paid more than the parent that paid up front.

Rocelia indicated that since the PiA has not planned out the 2011-2012 activities, it is hard to know what we will be charging for events. Angela agreed and also stated that Coach Vason indicated that during the first General meeting, the Executive Board should have everything ironed out as to what the PiA will do for the year to inform potential members that these are the activities and these are the costs. Yvonne stated that she and Angela were planning to meet with Coach Vason again on finalizing the PiA calendar and if anyone else wanted to attend, they are more than welcomed. Rocelia wanted to know when the meeting was scheduled and Yvonne informed her that the meeting date and time was up to them and she was hoping to schedule it for this Thursday that is why it is imperative that they go over the draft 2011-2012 Events Calendar and get it straight today and asked that the membership dues be tabled for right now. Rocelia asked if we can say, for now, that we are sticking with the $25 and Yvonne said, yes, until we go over the calendar.

V. **Committee Report(s)**

- Communications – No report

- Membership – Yvonne asked Lonell to report on the list of potential members that he received during the New Parent Orientation. Lonell indicated that he collected and typed up approximately twenty-five (25) names of parents. Lonell stated that the PiA has a start so we can begin to sign them up for membership. Lonell also stated that he thinks that a good approach will be to at least have an outline prior to requesting any money so that they can see what our year looks like. Yvonne added that from the list she received three (3) emails, to include Ms. Wright indicating that they wanted to volunteer. Yvonne stated that Ms. Wright would like to be voted in as the Assistant Treasurer and informed her that she has to

wait until the school year starts to be voted in. Yvonne indicated that she did respond to the other interested members and invited them to today's meeting as well.

VI. Old Business

- Bylaws **(Refer to Tab 4)** – Yvonne indicated that when she reviewed the information that was transitioned to her from the old President, she found that the Bylaws were never ratified. She also indicated that when she inquired about it, they (the 2010-2011 Executive Board) informed her that they (2011-2012 Executive Board) could do pretty much what they wanted to do with them now. Yvonne stated that she went through the Bylaws and decided that she would do what she wanted. She stated that she did not change a lot but did add information and it is in the Executive Board Handbook. Yvonne referred everyone to Tab 4 and indicated that she need the Executive Board to review and provide any necessary changes or edits and bring them to the attention of the whole Executive Board to fix it, vote on it and get the Draft Bylaws ratified finally. Yvonne stated that she continued to ask for a copy of the Bylaws last year and understood that the Chair of the Bylaws Committee was ill for most of the year and could not complete them and therefore, she wanted to make ratifying the PiA Bylaws a priority this summer.

- Membership dues **(Refer to Article 4)** – Yvonne reminded everyone from the previous "collection of dues" discussion that the Executive Board is responsible for setting forth the membership dues and deciding on what days to hold the General meetings and the Executive Board meetings, keeping in my, that they both should be one (1) day a month. She stated that they will revisit membership dues after everyone has had time to think about it some.

- Schedule meeting dates for monthly meetings **(Refer to Article 6, Sec 4)**
Yvonne informed everyone that the 2010-2011 Executive Board and General meetings were held Wednesdays and Thursdays respectively. She wanted to start with the Executive Board meetings and asked what time was a "great" time and indicated that all Executive Board members should be present. She also indicated that the Executive Board meetings can be held via teleconferences. Rayvn stated that Tuesdays and Thursdays worked best for her but Yvonne reminded her that because she was not a dues paying member yet, she could not vote it on at this time. Angela suggested that the Executive Board meetings be held on either Tuesday or Thursday the week before the General meetings and that way if the Executive Board needs to get any last meeting actions done, we would at least have a week to get them done. Zina stated that Tuesdays and/or Thursdays is not always good for her but stated that she could possibly be available once a month for teleconference calls if we decide on it. Yvonne informed everyone that if we vote on a day and time now and it does not work out, we can revisit it but as it stands right now, the General meetings are on the 3rd Thursdays, but it is up to the Executive Board to change it. She stated that it can be the 1st Thursday or the 4th Thursday or anytime in between. Yvonne asked if they wanted to come back to it but she does want the Bylaws signed by the 1st General meeting in September. Rocelia restated that the 3rd Thursdays are for General meetings and the 1st Thursdays are for Executive Board. Angela stated that she thinks there should not be too much time between meetings. Yvonne stated that she did not think that they needed two (2) weeks between meetings. Rocelia stated that Thursdays sound good for her. Yvonne restated the days for the 2011-

2012 meetings: 2nd Thursday for the Executive Board; and the 3rd Thursday for the General meetings.

- Roles and Responsibilities **(Refer to Article 8)** – Yvonne informed everyone that they should refer to the Article 8 of the Draft Bylaws and Tab 6 in the Handbook. She indicated that everyone should review their roles and responsibilities in the two (2) sections and let her know if you should be doing more or need to delete anything.

  Lonell asked if we could go back for a second and asked for the time of the Executive meetings. Angela stated that she never had an issue after 5:00pm. However, Yvonne indicated that parking is a problem at 6:00pm but you do not have to pay the meter after 6:30pm. Everyone agreed that the time for both meetings will be 6:30pm. Yvonne stated that although the Executive Board meetings will be at 6:30pm, sometimes the meetings will be held via teleconference at a later time.

VII. New Business

- Handbook – Everyone received a PiA Handbook that was prepared exclusively for members of the Executive Board.

- Membership Cards – Yvonne informed everyone that they have membership cards and it depends on what is decided about the membership as to how we could use the cards. Angela suggested that we if we decided to go with the three (3) levels membership idea, we could use the cards we have for the Gold level members and we could go to Vista Print to get 200 free cards for the Silver and Bronze level members. Yvonne stated that she agree that that would be a good idea if we decided on it. Yvonne showed last year's membership card and Zina pointed out that the PiA brand was not on the new membership card and that is why the 2010-2011 Executive Board did not want to use the Orientation flyers that were created because the PiA brand was not on it. Yvonne stated that there is no policy, regulation or anything that she has read in the Draft Bylaws regarding branding and the old Executive Board in gone so again, the 2011-2012 Executive Board can do whatever. Yvonne asked if anyone had a problem with the 2011-2012 membership cards and no one had a problem. Yvonne restated that other than herself, all the other 2010-2011 Executive Board members were 8th grade parents and they are all gone and stated that "it's a new day, let's move on".

- Calendar – Yvonne passed out a tentative 2011-2012 PiA Events Calendar and that she and Angela want to meet w/Coach Vason this week to finalize it. She stated that most of the events on the calendar are her visions and so if you all have anything to add, feel free. Rocelia asked if the calendar was PiA events or $(MS)^2$ and Yvonne stated that it was PiA events and that she did have the $(MS)^2$ calendar in front of her when she was creating the calendar. Rocelia indicated that she thought the 5K Run/Walk was a (MS)2 event and Yvonne stated that it is and she thought she had crossed it out and that she just wanted everybody to be aware of it. Yvonne also stated that when they met with Coach Vason last week, he indicated that he would like assistance from the PiA but they would do the work and advertising. She stated that Coach Vason asked her to check on a location and that she planned to do that tomorrow. Also, she stated that when they met, they decided that September 3rd might not be a good idea to have the bowling event because of the holiday

and moved it to September10th. Yvonne also stated that they went over the events for Spirit Week and what she was thinking that each day, the student would do something crazy or wacky. Angela stated that Coach Vason said that the only issue would be that the students could not do anything that would put them out of uniform but they could do something like crazy hat, mix match shoes and socks, and crazy glasses. Rocelia asked if they could have another Spirit Week at the end of the year and Angela responded yes. Angela also stated that the PiA could come up with something were the students could do something like pay $1 to be out of uniform. Yvonne stated that Coach Vason said that the reason they do not want the students out of uniform is because they might think they can be out of uniform anytime. Rocelia reminded everyone that the students were out of uniform, as she remembered, at least twice last year so she knows that they can be. Lonell asked when was Back to School Night. Yvonne stated it is on September 22nd. Yvonne asked if anyone was familiar with Watch D.O.G.S. and nobody was familiar with it. She went on to explain that Watch D.O.G.S., Dad of Great Students is one of her initiatives to involve fathers and not just fathers, but grandfathers, uncles, godfathers, etc. She stated that she was online and ran across it. She also stated that she thought it would be a good idea but the first step is to attend training and her training is scheduled for July 5th after which, she will know more and can provide detailed information about it. She stated that in the meantime, Coach Vason was going to speak with someone at $(MS)^2$. Zina stated that she thought that $(MS)^2$ was a part of an organization that involves fathers or girls. Rocelia stated that it is something with girls and you meet once a year. Angela suggested that we write in the dates for the General and Executive Board meeting. Yvonne stated that Coach Vason suggested that we not have the Pool Party because of the age of the students and the type of activities they would possibly do under the pool and the PiA may not want to deal with the responsibility. Rocelia asked about the activities of the Appreciation Week. Teachers, Nurses, Administrators, etc. They also have the Interns and Custodians, which they do not call them Custodians anymore. Rocelia also stated that we need to find out the months. Yvonne asked if there were any other thoughts about the calendar. Lonell asked what Yvonne's thoughts were about Watch D.O.G.S. Yvonne stated that she really wanted to initiate that in the school and she spoke with Coach Vason and he said he would read up on it and she restated that she has already registered for the 40 minute telephonic training and there is no obligation to take the training but she wanted to find out more about it and that is on the 5th. Lonell asked if that was going to cause the Executive Board to create a new committee. Yvonne stated that she thinks that it might fall under the Activities Committee but we do not have an Activity Chair right now, so we are all on the Activities Committee. Lonell also wanted to know the outcome that Yvonne is looking for. Yvonne stated to get more men involved and the kids. She stated that she thought it was a great idea and they added to the Two Rivers School PTA Program on Florida Avenue and she thinks it would be great to put the fathers in the school and activities. Yvonne stated we see a lot of female involvement but not male involvement. Rayvn asked what exactly do they do and Yvonne stated that they come to the school and show presence, chaperone, mentor, etc. Lonell stated that basically, it is how we want to utilize the program by just using the Watch D.O.G.S. name. Rocelia asked whether the Parent Orientation Workshop was a PiA or $(MS)^2$ activity and Yvonne stated that she thought that this would be another activity that they did not have last year. Rocelia indicated that they did have workshops last year because she attended one, they just were not consistent. Yvonne stated that the orientation last year was a $(MS)^2$ orientation where they

showed us how to get to Power School, Study Wiz, and Internet Safety. But that is what $(MS)^2$ did. She stated that the PiA needed to do something for the parents. Yvonne stated that the two subjects for Parent Workshops were her thoughts but if anyone else can think of something else or would have been interested in seeing a particular workshop last year as a parent, we can consider it this year. Yvonne stated that it would be during Saturday School. Angela stated, as a suggestion, that if we decide to go with the Gold, Silver, and Bronze level membership, we should go with one activity a month. Lonell stated that as Middle School students, they need to start thinking about community service and thinks that this is a good time to start thinking about how to get our kids involved in community service projects. Angela suggested that perhaps we can do something on Saturdays such as homeless shelter. Yvonne stated that they also have the Kids Care Club. Angela stated that Tavia was gone and that she is the one that ran that program. Yvonne stated that that does not mean we have to stop the program. Angela stated that Tavia was the one with the flexible schedule to take the kids on ½ days and she does not have that flexibility to do it. Angela also discussed the different scenarios that the Kids Care Club experienced.

Ms. Twitty indicated that the Executive Board needs to find someone to take her place as the Membership Chair because her work schedule has just changed and she would not be able to commit fully. She would like to assist as much as she can so if anyone needs help, she is here to assist.

Yvonne read Article 8, Section 1(f), which states that the President has the authority to appoint a member to fill an office permanently or temporarily when an officer is absent or there is a vacant position on the Executive Board. Yvonne asked if Lonell would continue to collect names for membership until they can elect or she can appoint someone to serve as the Membership Chair. Lonell said he could if that is all he had to do.

Yvonne stated that last year the Executive Board had to go through the school to send out messages to parents because it dealt with private information issues. But this year, $(MS)^2$ asked if they would like the PiA to have their email addresses. If they answer yes, Ms. White said that they would give us the email address. Yvonne informed the Executive Board that Ms. White was leaving $(MS)^2$. She stated that Ms. White's last day will be July 31st and Mr. Mecabella will be taking her place.

- Yvonne asked if anyone wanted to add anything else to the calendar and Rocelia stated that she thinks they needed more time to think about other possible workshops. Yvonne wanted to know when she could get the calendar finalized because she wanted to meet with Coach Vason this week. She suggested that we do a telephone conference on Wednesday and would schedule the meeting with Coach Vason on Thursday. Angela stated that we need to go ahead and add activities and dates to the calendar. Lonell asked about how soon the Executive Board could get access to the parent email list because there might be a way to help us to get together information and make it available on the internet as a way to give PiA a presence. If parents are going to rely on the PiA, then this is an opportunity to jump on it and provide the information and make it available. Rocelia asked if she should provide more on the calendar so that if you need to remove something, having more for options is better. Yvonne indicated

that Coach Vason cannot decide what the PiA does or add to our calendar. We just tell him and he can advise if he can help us with or not. Rocelia stated that she wanted to make it clear that the School's calendar will have an effect on the PiA calendar. Ahou suggested that we use the same items that were on last year's calendar and Yvonne stated that that is what she did but added some other items. Angela suggested that the PiA have a workshop in April and indicated that she could facilitate. The workshop would allow the kids to make a wallet out of a milk carton. Yvonne stated that she has a bag full of t-shirts and told that the old Executive Board has plenty of magnet but the old Executive Board has not turned them over yet.

- PiA Website – Lawan Jackson went over the PiA website changes and edits. Lawan also went over the PiA Yahoo Groups mailbox and explained that information, documents and other files will be uploaded and everyone will be sent an invite to join, which will give everybody on the Executive Board access to the information. Lawan stated that this will eliminate what appeared to be confusion during the Parent Orientation.

  Lonell stated that he would take on the website project because he feels that the website should be a vocal point where we would have a place where parents could go and retrieve the information such as the school calendar and links back to the $(MS)^2$ site. The PiA site needs to be a repository where parents know they would have a place they can go to download information, our calendar for example and other points of information things that we find out throughout the year haphazardly. Lonell stated that he has another resource site that the PiA could use for free" that is much friendlier than the My-PTA site. He stated that he has not created the site yet but the site is much friendlier and has way more templates and he would prefer it over the My-PTA site. Lawan stated that she will hold off adding or changing anything else until she is told to move forward. She also stated that if Lonell was going to change the host site that it should be done sooner rather than later because, if not, the wrong PiA website will be circulating when school starts. Lonell wanted to know if the PiA had any pictures from last year. Lawan indicated that they did have a Gallary but there were no pictures posted on it. Yvonne stated that the first event she was involved in last year was the 5K Run/Walk and they were taking plenty of pictures but she never saw any of them. Yvonne also stated that she paid for pictures from the Sneaker Ball but never received them. Angela stated that she purchased the Yearbook and there were four (4) of the same pictures on a page and when she inquired about it, she was told they did not have enough pictures. Lonell indicated that the "free" site is Wix.com and he is going to see what kind of time he has to work on it. We have been able to do more with Wix.com. There is more flexibility; more things to choose from; there are a lot more attractive templates, a lot more user friendly.

  Yvonne stated that she will send everyone an email with the conference call number and time of the meeting on Wednesday to go over the calendar. Yvonne thanked everyone for attending the meeting.

VIII. Meeting adjourn at 6:18pm

ATTACHMENT 2

(MS)² PiA
2011-2012 Calendar of Events

Day/Time/Location	Event/Activity	Description	Cost
SEPTEMBER 2011			
SEPT 10 4:00 PM – 8:00 PM Blackburn Center	Bowling Night	Activity/Event for (MS)² Students	$10 members $15 non-members
SEPT 22 6:30 PM – 8:00 PM (MS)² Auditorium	*PiA General Meeting* Back-to-School Night (Membership Drive) *REGISTER TO WIN $50 GAS CARD!*	PiA Membership Applications; Membership Dues; Exec Board Membership Solicitations; and Meeting to discuss the issues and concerns of the (MS)² Students, Teachers, and Parents	No cost (must have membership dues card to vote)
SEPT 16 (Tentative) (During School 1/2 Day?) Immediately after school (MS)²	Rita's Water Ice Sale *Lead: Zina Colbert*	Fundraising Activity	$3 per small cup $5 per large cup (Receive coupon for "free" regular Italian Ice)
OCTOBER 2011			
OCT 8 Noon – 2:00 PM Location: TBD	PiA Tailgate Car Wash	Fundraising Activity	*Cars* $7 w/magnet $10 w/o magnet *SUVs/SAVs* $13 w/magnet $15 w/o magnet
OCT 20 6:30 PM – 7:30 PM (MS)² Cafeteria	*PiA General Meeting (Potluck)*	Meeting to discuss the issues and concerns of the students, teachers, and parents	6th grade brings meats, fish, beans, tofu, etc. 7th grade brings bread, rice, pasta, etc. 8th grade brings vegetables
OCT 28 7:00 PM – 10:00 PM Black Burn Center	Back-to-School Costume Dance/ Parents Night Out *Lead: Zina Colbert*	Activity/Event	$10 per students (PiA membership cardholders see a ticket holder)
OCT (Date TBD) Time: TBD Location: TBD	WATCH D.O.G.S. (Dads of Great Students) *Lead: Yvonne Buggs*	WATCH D.O.G.S. is Father Involvement Program. New initiative for the PiA	No cost
NOVEMBER 2011			
NOV 5 (1st Day Sat Academy) 9:00 AM – Noon (MS)² Auditorium	Parent Educational Workshop *Internet Safety* *Lead: TBD*	This workshop is designed to educate parents on important internet safety topics	No cost
NOV 17 6:30 PM – 7:30 PM (MS)² Auditorium	*PiA General Meeting*	Meeting to discuss the issues and concerns of the students, teachers, and parents	No cost (must have membership dues card to vote)

Final as of 8/11/11

NOV 21 – 23 All Day (MS)²	(MS)² Spirit Week 21st – Crazy Hat Day 22nd – Crazy Socks/Shoes Day 23rd – Crazy Glasses Day	Week dedicated to encourage students to embrace (MS)² as an important part of their life. Contest! *Three Judges*	No cost
DECEMBER 2011			
DEC 15 6:30 PM – 7:30 PM (MS)² Auditorium	*PiA General Meeting*	Meeting to discuss the issues and concerns of the students, teachers, and parents	No cost (must have membership dues card to vote)
DEC 16 5:00 PM – 7:30 PM??? (MS)² Auditorium	(MS)² Talent Show Case	Activity/Event where (MS)² Student will show case their talents (e.g., sing, dance, instruments, poetry, etc.)	$3 members $5 non-members
JANUARY 2012			
JAN 7 Noon – 4:00 PM (MS)² Auditorium	Game Day Tournament/ Parents Day Out	Fun day for (MS)² Students. Parents can drop their kids off	$5 members $7 non-members
JAN 19 6:30 PM – 7:30 PM (MS)² Auditorium	*PiA General Meeting (Potluck)*	Meeting to discuss the issues and concerns of the students, teachers, and parents	6th grade brings bread, rice, pasta, etc. 7th grade brings vegetables 8th grade brings meats, fish, beans, tofu, etc.
JAN (Date TBD) Time: TBD Location: TBD	WATCH D.O.G.S. (Dads of Great Students) *Lead: Yvonne Buggs*	WATCH D.O.G.S. is Father Involvement Program	No cost
FEBRUARY 2012			
FEB 11 4:00 PM – 8:00 PM Black Burn Center	Bowling Night	Activity/Event – Fun Day for (MS)² Students	$10 members $15 non-members
FEB 16 6:30 PM – 7:30 PM (MS)² Auditorium	*PiA General Meeting*	Meeting to discuss the issues and concerns of the students, teachers, and parents	No cost (must have membership dues card to vote)
MARCH 2012			
MAR 9 6:00 PM – 10:00 PM Black Burn Center	Sneaker Ball	Activity/Event for (MS)² Students to dress up and wear their best sneakers	$12 members $15 non-members
MAR 22 6:30 PM – 7:30 PM (MS)² Cafeteria	*PiA General Meeting (Potluck)*	Meeting to discuss the issues and concerns of the students, teachers, and parents	6th grade brings vegetables 7th grade brings meats, fish, beans, tofu, etc. 8th grade brings bread, rice, pasta, etc.

APRIL 2012			
APR 14 Time: TBD (MS)² Auditorium	Parent Education Workshop *Developing self-esteem and confidence in your child* *Lead: TBD*	Workshop to aid your child in his/her quest to claim what's rightfully theirs: His/her life	No cost
APR 19 6:30 PM – 7:30 PM (MS)² Auditorium	*PiA General Meeting*	Meeting to discuss the issues and concerns of the students, teachers, and parents	No cost (must have membership dues card to vote)
APR (Date TBD) Time: TBD Location: TBD	WATCH D.O.G.S. (Dads of Great Students) *Lead: Yvonne Buggs*	WATCH D.O.G.S. is Father Involvement Program	No cost
MAY 2012			
MAY 17 6:30 PM – 7:30 PM (MS)² Auditorium	*PiA General Meeting*	2012-2013 General Elections	No cost (must have membership dues card to vote)
MAY 24 6:30 PM – 7:30 PM (MS)² Auditorium	Transition of New Officers' Meeting	The closing and transfer of the Exec Board books to the new elected officers	No cost (must have membership dues card to vote)
MAY 30 8:00 AM – 8:00 PM Hershey Park, PA	8th Grade Activity	Hershey Park Adventure Trip (Subject to change)	Cost TBD
JUNE 2012			
JUN (Date TBD) Time: TBD Location: TBD	WATCH D.O.G.S. (Dads of Great Students) *Lead: Yvonne Buggs*	WATCH D.O.G.S. is Father Involvement Program (CLOSE OUT)	No cost
JUN 21 (Tentative) 6:30 PM – 7:30 PM (MS)² Auditorium	Assist with the New Parent Orientation and Summer Academy Parent Orientation	Communication/Flyers/Hosting	No Cost (Parent Volunteers Needed)

ATTACHMENT 3

From: "PiA Parents" <piaparents@yahoo.com>
To: yvonne67@comcast.net
Sent: Sunday, September 25, 2011 1:58:17 PM
Subject: PiA Survey Results (Fall 2011)

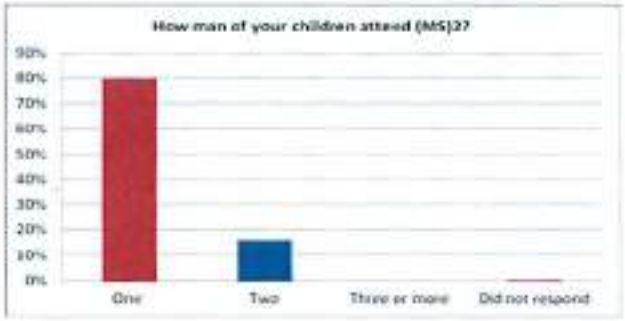
Thank you for taking the time to respond to the PiA 2011-2012 Fall Survey. We wanted to get a pulse on how well you are kept informed about PiA events; how welcome you feel attending PiA meetings; how active of a role you feel that parents and teachers play in the PiA; how vital you feel your participation is to your child(ren)'s education; and most important, what PiA fundraisers/activities, if any, did you attend during the 2010-2011 school year (SY).

Attached is a copy of the survey results from 64% of the number of possible respondents. The survey responses will assist in the future direction and planning of the PiA.

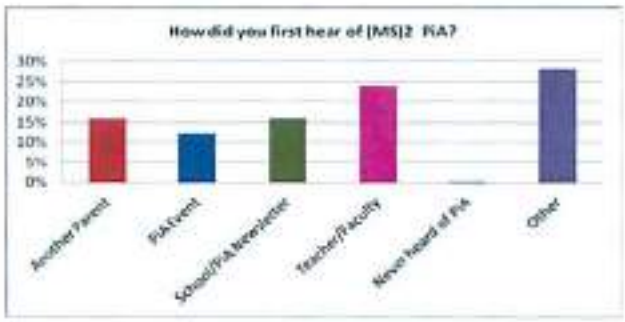
We're excited about the 2011-2012 SY and look forward to sharing many PiA-sponsored events with you and your family!

(MS)2 PiA
Parents in Action
Survey Results (Fall 2011)

How many of your children attend (MS)^2?
One = 80%
Two = 16%
Three or more = 0%
Did not respond = .04%

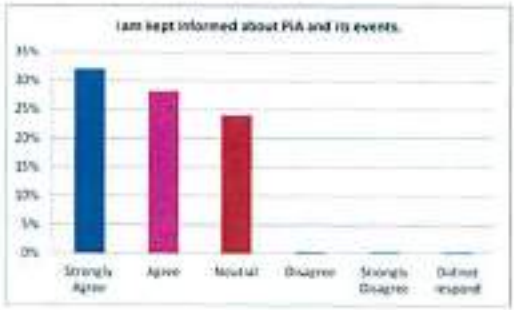


How did you first hear of (MS)^2 PiA?
Another Parent = 16%
PiA Fundraiser/Activity = 12%
School Newsletter/PiA Newsletter = 16%
Teacher/Faculty 24%
Never heard of PiA = .04%
Other = 28%



How often do you attend a PiA meeting?
Always = .04%
Sometimes = .04%
Never (member) = .04%
Never (non-member = 12%
New to **(MS)^2** = 76%

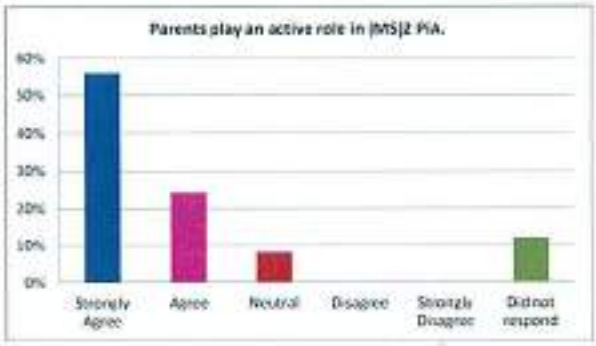
I am kept informed about (MS)^2 PiA and its events.
Strongly Agree = 32%
Agree = 28%
Neutral = 24%
Disagree = .04%
Strongly Disagree = .04%
Did not response = .08%



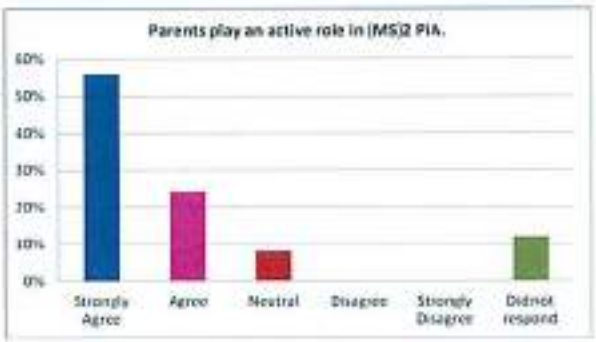
I feel welcome to attend (MS)^2 PiA meetings.
Strongly Agree = 52%
Agree = 24%
Neutral = 16%
Disagree = 0%
Strongly Disagree = 0%
Did not respond = 12%

(MS)2 PiA
Parents in Action
Survey Results (Fall 2011)

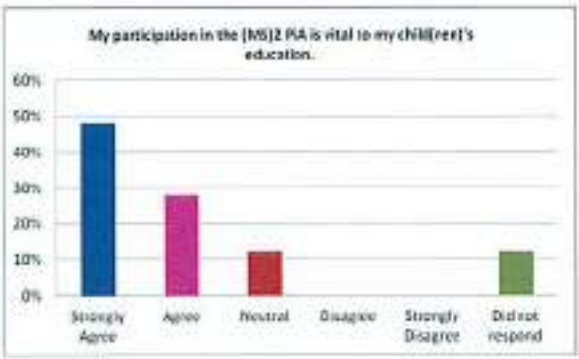
Parents play an active role in (MS)^2 PiA.
Strongly Agree = 56%
Agree = 24%
Neutral = .08%
Disagree = 0%
Strongly Disagree = 0%
Did not respond = 12%



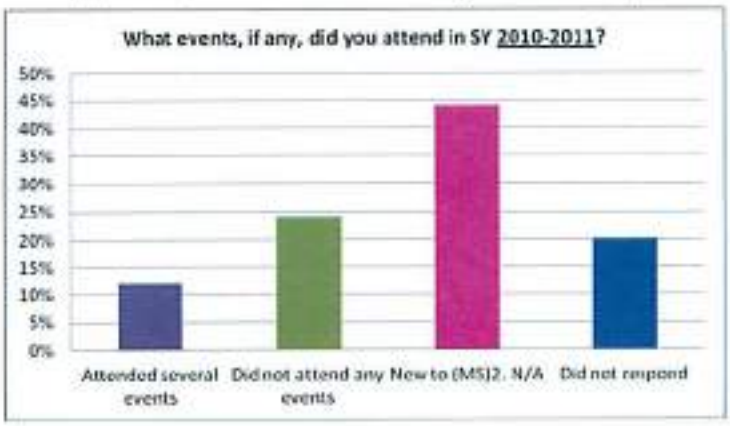
Teachers play an active role in the PiA.
Strongly Agree = 36%
Agree = 20%
Neutral = 28%
Disagree = .04%
Strongly Disagree = 0%
Did not respond = 12%



My participation in the PiA is vital to my child(ren)'s education.
Strongly Agree = 48%
Agree = 28%
Neutral = 12%
Disagree = 0%
Strongly Disagree = 0%
Did not respond = 12%



What fundraisers/activities, if any, did you attend in SY <u>2010-2011</u>?
12% of respondents indicated that they attended several activities.
24% of respondents indicated that they did not attend any events.
44% of respondents indicated that they are new to (MS)^2 and the question was not applicable.
20% (5) of respondents did not respond to the question.



HOWARD
UNIVERSITY
Middle School of Mathematics and Science

(MS)^2
do something extraordinary™

April 18, 2012

Dear Parents in Action:

On behalf of The Howard University Middle School of Mathematics & Science's Department of Supplemental Programs, we would like to say thanks for your generous gift of $700 dollars to our Annual Intern Appreciation Program. Your contribution is sincerely appreciated.

The Department of Supplemental Programs continues to advance its mission by providing quality intern support to teachers and staff. Through our intern program, we have been able to provide support in the classroom, front office and cafeteria, Extended Enrichment, Saturday Academy and Summer Academy Program.

Each year as we consistently grow, we feel that your contribution helps us to appreciate and recognize interns who give there best to make our organization better. Their service has a true impact on our students' lives. And your support helps us acknowledge them for that.

In closing, I cannot say enough about how much your support means to us. Your self-less contribution every year is monumental to interns who are a pinnacle part of our program's success. This is what makes our partnership great! So again, on behalf of the Department of Supplemental Programs, thank you, thank you, and thank you! We look forward to next year.

Educationally,

Lee E. Vason Jr.
Director of the Department of Supplemental Programs

405 Howard Place NW • Washington DC 20059 • 202.806.7725 • www.howard.edu/ms2

Volume 2, Issue 1

$(MS)^2$ PiA Parents in Action NEWSFLASH

Communicating the news and activities of the PiA

August-September 2011

What's inside...

Page 2	$(MS)^2$ Back-to School Bar-b-que
	Calendar Of Events
	What is the Purpose of the PiA?
Page 3	Watch D.O.G.S. Kickoff
	Back-to-School Bowling Night
	Become a Volunteer!
	PiA Executive Board Officers and Committee Chairs

REMINDER

New School Hours:

Monday - Thursday

7:50am until 4:30pm

Friday

7:50am until 3:30pm

WELCOME

A Message from our PiA President...

Greetings everyone and welcome back to school! I hope that you all had a terrific summer vacation and are ready to get into the swing of things with a new year. I am so excited to serve as the new PiA President for 2011-2012 school year. This newsletter will be brought to you again monthly this school year courtesy of your Parents in Action (PiA). I would like to take this opportunity to encourage you to join PiA this year and join us in the mission to make every child's potential a reality. PiA is a team to be a presence and an advocate for our children. PiA is for working parents/guardians, grandparents, aunts, uncles and anyone else who has an influence in the life of a child at MS^2. It is important to our children that we take an interest and make an investment in their education. My challenge to you this year is to get active in the Watch D.O.G.S. The Watch D.O.G.S. (Dads Of Great Students) is a safe school initiative of the National Center for Fathering and a new initiative for PiA that involves fathers and father figures to help create a more safe and secure learning environment. The mission is to help every school in America be positively influenced by the committee involvement of fathers and father figures in the lives of their children and students. Look for more information about Watch D.O.G.S. soon. Also included in this issue is our calendar of events for the year. Please mark your calendar and plan to attend all the activities with your child and/or student.

PiA

Parents in Action

I look forward to the events we have planned for this school year! Thank you in advance for all you plan to do to make PiA a success.

Yvonne Buggs

PiA President

HOWARD UNIVERSITY
MIDDLE SCHOOL
of Mathematics & Science (MS)2
Do Something Extraordinary!

Reminder: (MS)² Back-to-School Bar-b-que

(MS)² Back-to-School Bar-b-que
Saturday, August 20th @2:00pm

This is a friendly reminder that (MS)² is sponsoring a Back-to–School Bar-b-que on Saturday, August 20th at 2:00pm to welcome the new faculty and staff members. Bring the family and enjoy time with your (MS)² family.

"Don't let your child miss the September 10th Bowling Night!"

"...through implementation of a variety of school wide activities, fundraising events and educational workshops."

PiA Calendar of Events

Sept 10 @ 4:00pm – *Bowling Night*
Sept 22 @ 6:30pm – *General Meeting (Back to School Night)*
Sept 16 (Tentative) – *Rita's Water Ice Sale*
Oct 8 @ 12noon – *(PiA Tailgate Car Wash)*
Oct 20 @ 6:30pm – *General Meeting (Potluck)*
Oct 28 @ 12noon – *(Back to School Costume Dance)*
Oct (TBD) – *(Watch D.O.G.S.)***Nov 5 @ 9am** – *(Parent Educational Workshop – Internet Safety)*
Nov 17 @ 6:30pm – *General Meeting*
Nov 21-23 – All Day *(MS)² Spirit Week*
Dec 15 @ 6:30pm – *General Meeting*
Dec 16 @ 5:00pm – *(MS)² Talent Show Case* **Jan 7 @ 12:00noon** – *(Game Day Tournament/Parents Day Out)*
Jan 19 @ 6:30pm – *General Meeting (Potluck)*
Jan (TBD) – *(Watch D.O.G.S.)*
Feb 11 @ 4:00pm – *Bowling Night*
Feb 16 @ 6:30pm – *General Meeting*
Mar 9 @ 6:00pm – *Sneaker Ball*
Mar 22 @ 6:30pm – *General Meeting (Potluck)*
Apr 14 @ 9am – *(Parent Educational Workshop – Developing self-esteem and confidence in your child)*
Apr (TBD) – *(Watch D.O.G.S.)*
May 17 @ 6:30pm – *General Meeting (Elections)*
May 24 @ 6:30pm – *Transition of New Officers*
May 30 – All day *8th Grade Activity*
Jun (TBD) – *(Watch D.O.G.S.)*
Jun 21 – *Assist with the New Parent Orientation and Summer Academy Parent Orientation*

What is the purpose of the PiA?

The purpose of the PiA is to establish and maintain mutually beneficial relationships between (MS)2 parents, teachers, and the larger community in order to provide an effective and holistic educational experience for (MS)2 students. This shall be achieved through the implementation of a variety of school wide activities, fundraising events and educational workshops.

Stay tuned for more information regarding the Watch D.O.G.S. Initiative

Back-to-School Bowling Night

Parents in Action presents a Back-to-School Night Bowling Night. Saturday, September 10th @ 4:00pm until 8:00pm at the Howard University Blackburn Center. There will be door prizes and fun for the entire family. For tickets, contact any member of the PiA or contact us at: piaparents@yahoo.com.

"For tickets, contact any member of the PiA or contact us at piaparents@yahoo.com"

Become a PiA Volunteer!

"...Volunteering with the PiA constitutes as mandatory (MS)[2] volunteer hours."

The Parents in Action (PiA) has begun to organized committees and programs from the 2011-2012 school year (SY). We strongly encourage you to volunteer in any capacity that you can. PiA-sponsored events can only be successful when many people volunteer to help! Volunteering with the PiA constitutes as mandatory (MS)[2] volunteer hours. There are many events, activities and necessary functions that will occur throughout the SY. All of them need people to plan, coordinate and staff them. Please consider how and where you can fit into the life of your child's school. Some activities require small but long term and consistent time commitments. **VOLUNTEER TODAY!** For more information visit the PiA website at www.pia-mypta.org or email us at piaparents@yahoo.com.

"For information about General and Executive Board Meetings, contact the PiA at piaparents@yahoo.com"

2011-2012 Executive Board Officers and Committee Chairs

Executive Board Officers

President, Yvonne Buggs
1st Vice President, Angela Knox
2nd Vice President, Vacant
Treasurer, Rocelia Johnson
Assistant Treasurer, Rayvn Wright
Recording Secretary, Vacant
Corresp. Secretary, Lowell Johnson

Standing Committee

Activities, Vacant
Bylaws, Executive Board
Communications, Zina Colbert
Fundraising, Vacant
Membership, Vacant

Appendix F

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2012-2013
Opening School
Professional Development Agenda

August 13, 2012			
Time	**Activity**	**Place**	**Facilitator**
8:30-8:45	Continental Breakfast	203-204	
8:45-11:30	Opening Session Where We Were, Want to Be and the Pathway to Success	203-204	Mrs. Artis, Principal
11:30-12:30	LUNCH On Your Own		
12:30-3:30	Pathway to Success (continued)	203-204	Ms. Cooper, Director of Instruction

August 14, 2012			
Time	**Activity**	**Place**	**Facilitator**
8:30	Continental Breakfast	203-204	
8:30-11:30	Team Building	203-204	Mrs. Williams, TLC Consulting
11:30-12:30	LUNCH On Your Own		
12:30-3:30	Classroom Preparation	Classrooms	All Teachers

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August 15, 2012			
Time	**Activity**	**Place**	**Facilitator**
8:30-12:30	6th gr. Orientation Classroom Development	Auditorium Classrooms	Dept. of SST/ 6th gr. Teachers 7th/8th gr. Teachers
12:30-1:30	LUNCH On Your Own		
1:30-2:30	Department of Supplemental Programs	203-204	Mr. Vason, Director Ms. Crawford, Asst. Director
2:30-3:30	Classroom Preparation	Classrooms	All Teachers

August 16, 2012			
Time	**Activity**	**Place**	**Facilitator**
8:30-11:30	7th gr. Orientation DATA! DATA! DATA! 6th/8th gr. Teachers	Auditorium 203-204	Dept. of SST/ 7th gr. Teachers Mr. Williams, Chief Technology Officer, Ms. Casimiro, Senior Systems Analyst Mr. Cole, Data Analyst
11:30-12:30	LUNCH On Your Own		
12:30-3:30	Common Core Standards Overview	203-204	Ms. Cooper, Director of Instruction

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August 17, 2012			
Time	**Activity**	**Place**	**Facilitator**
8:30-11:30	8th gr. Orientation	Auditorium	Dept. of SST/ 8th gr. Teachers
	Classroom Preparation	Classrooms	6th gr. Teachers
10:30-1:30	DATA! DATA! DATA! 7th gr. Teachers *** LUNCH PROVIDED***	TBD	Mr. Williams, Chief Technology Officer, Ms. Casimiro, Senior Systems Analyst Mr. Cole, Data Analyst
11:30-12:30	LUNCH On Your Own		6th gr/8th gr. Teachers
12:30-3:30	Student Services: Engage, Encourage, Empower	203-204	Mr. Caesar, Dean of Students Ms. Finley, SPED Coordinator Ms. Harrelson, SPED Teacher Ms. Hurt, School Counselor Mr. Bardach, School Social Worker

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End of Year
Professional Development Agenda

June 18, 2012			
Time	**Activity**	**Place**	**Facilitator**
9:00-11:00	Classroom Clean – Up/Organization	Classrooms	Teachers/IT Staff
11:00-12:00	Meeting	303-304	Administrators

* End of Year Evaluation Conferences Will Continue Throughout the Day*

June 19, 2012			
Time	**Activity**	**Place**	**Facilitator**
9:00-12:00	Special Education: Best Practices of Modifications and Accommodations	303-304	Mrs. Leslie Finley Ms. Amber Harrelson HU (MS)2
1:00-4:00	Staff Luncheon	Eatonville Restaurant	

* End of Year Evaluation Conferences Will Continue Throughout the Day*

June 20, 2012			
Time	**Activity**	**Place**	**Facilitator**
9:00-10:00	Meeting	203-204	Administrators
10:00-12:00	The Validity of Assessments	203-204	Dr. Gerunda Hughes School of Education

* End of Year Evaluation Conferences Will Continue Throughout the Day*

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Group List for Monday Morning

Group 1	Group 2
• Mrs. Harden* • Ms. Spires • Mrs. Jones • Mr. McNeil • Ms. Williams • Ms. Harrelson	• Mr. Opitoennione* • Ms. Christian • Mrs. Chambers • Mrs. Taylor • Mr. Mbilishaka • Mr. Bardach
Group 3	**Group 4**
• Mr. Johnson* • Ms. Worthy • Mr. Telford • Mr. Thompson • Mr. Dickens • Ms. Finley	• Ms. Jackson* • Dr. Williams • Ms. Isadore • Ms. Taylor • Mr. Ellis • Ms. Carey

* Group Leader

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Professional Development Plan – 2010-2011 SY

Professional Development Topic	Content	Who	When
Differentiating Instruction	• Flexible Grouping • Centers/Learning Stations • Tiered Activities • Anchor Activities • Independent Study Projects • Learning Contracts • Adjusting Questions • Compacting Curriculum • RATF (Role, Audience, Form, Topic	Mills, Findley, teachers	9/15, 10/15, 1/19, 2/16, 3/16, 4/13, On-going
Bloom's Taxonomy	• creating, evaluating, analyzing, applying, understanding, remembering • Using Bloom's to tier activities • Using Blooms to adjust questioning	Mills, Findley	10/15, On-going
Reading Strategies in the Content Area	• Before, during, and after reading strategies • Fix-up strategies	Mills, Chrisitian, Findley	12/15, 1/19 2/16 On-going
Using Data to Inform Instruction	• School-wide data • formative/summative classroom data	Mills, Cole,	12/15, 1/19, On-going
Using Technology to Support Student Learning	• NWEA • Studywiz • Alex • Powerschool • TeenBiz 3000	tech. team, Handon, Goudeaux	11/17, On-going
Strategies for Active Participation	• cooperative strategies	Mills, Worthy, Ellis	11/17, On-going
Examining/Looking at Student Work	• Collaborative Assessment Protocol	Mills	12/15, On-going
Improving Discourse in the Classroom		Mills, White	3/16, On-going

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Professional Development Plan – 2010-2011 SY

Professional Development Topic	Content
Differentiating Instruction	***Objective:*** Teachers will be introduced to 9 different strategies for differentiating classroom instruction, throughout the school year. Teachers will practice each strategy and incorporate their use, as appropriate, in their lesson plans.
Bloom's Taxonomy	***Objective:*** Teachers will be able to identify Bloom's 6 Levels of Thinking And provide examples of each. Teachers will be able to distinguish Between Lower- and Higher- Order learning activities. Teachers will use The 6 Levels of Thinking to tier lessons/activities and questioning.
Reading Strategies in the Content Area	***Objective:*** Teachers will be introduced to a variety of reading strategies, to be used before, during, and after reading, to support student comprehension of text. Teacher will be introduced to 7 "Fix-Up" strategies that students can use, when their comprehension is impaired.
Using Data to Inform Instruction	***Objective:*** Teachers will examine school-wide data and assessments, As well as individual classroom formative, summative, and anecdotal data To inform instruction, to increase student achievement.
Using Technology to Support Student Learning	• NWEA • Studywiz • Aleks • Powerschool
Strategies for Active Participation	***Objective:*** Teachers will be introduced to a variety of cooperative Structures that ensure all students are actively engaged in the learning Process. Strategies will include, but are not limited to: Every Pupil Response, Think-Pair-Share, Turn-to-a-Neighbor, 10-2 Refection
Examining/Looking at Student Work	***Objective:*** Teachers will use a Collaborative Assessment Protocol to look at student work samples. The outcome of these sessions seeks to support teachers in providing high quality student activities and instruction.
Improving Discourse in the Classroom	***Objective:*** Teachers will engage in strategies, which support high-level, critical discussion and questioning between students and teacher as well as among students.

HOWARD UNIVERSITY

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Appendix G

Sarah Medway

From: Leslie T. Boler <leslie@universitymiddleschool.org>
Sent: Thursday, September 25, 2014 12:37 PM
To: Sarah Medway
Cc: yohance maqubela
Subject: RE: Howard University Middle School - Professional Development Documentation 1 of 5
Attachments: Achieve3000_PD.pdf; Achieve3000_PD1.pdf; 2012-2013_PD_Calendar.pdf; QRC.pdf

Importance: High

Hi Sarah,

Here is email 2 of 5.

- Leslie

From: Annette Hardeman [annette.hardeman@achieve3000.com]
Sent: Saturday, December 03, 2011 9:53 PM
To: Amber Harrelson; Bea.carey@howarduniversitymiddleschool.org; Beryl Jackson; brianlamontjohnson@gmail.com; Carletta Hurt; Christine Taylor; David Bardach; Florentia Spires; Indja Cheshire; Jason McNeil; Jocelyn Harden; Karen Bates-Chambers; Kendall Isadore; Kerel Thompson; Kethurah Williams; blkjak_99@yahoo.com; Kofi Handon; Shannon Williams; Taqueena Jones; T'Shango Mbilishaka
Cc: Followup; Moire Tivenan; Allison Artis; Latoya Joseph
Subject: Follow-up Email: Howard University Math and Science WASH, DC 12/2/11

Hello Everyone

It was very nice meeting each of you and I am looking forward to seeing each of you at the next training in February. As indicated during our session on Friday, you are well on your way to a great implementation! You picked up information quickly as we explored how Teenbiz3000 allows you to monitor, motivate, and support instruction for your Math and Science students. Your questions were directed at core of implementation topics that were right on target. We are confident that your students will have significant Lexile growth due to the regular use of the program and your explicit instruction!

Here are some follow-up reminders for successful program launching:

1. **Administer LevelSet by December 23**: Prepare students to take the test seriously. Share the *Introducing LevelSet* video with students before the test. The link to this video is on your Teacher's Edition Homepage. Refresh with your internet browser to see their score immediately and determine if it was their best effort. Select their name and re-administer. Students should log out and log back in to restart test.

2. Also remember to **check LevelSet scores <u>two weeks</u> after students complete the assessment**. Here's how:

    1. Log in with your Teacher's Edition username and password
    2. Go to the ADMIN menu
    3. Click Performance Reports
    4. Select the report: ***How has Lexile performance changed over time (Summative LevelSet)?***
    5. Run report
    6. If needed manually alter Reading Level in the Student Edit Profile in **Edit Class Information.**

3. **Curriculum Key**: To view a valuable Curriculum Key that can help you plan your classroom lesson, click on the *Curriculum Key* icon in the articles.

4. **Model the Five Step Literacy Routine.** Make sure students use best practices as they use the program. You can have students watch the *Welcome to Teenbiz3000 video*. A link to this video is on both the teacher and the student's homepage.

5. **Monitor Student Use**: Students should complete the Five-Step Literacy Routine at least 2x each week. Initially, this may take about 40-45 minutes, becoming 25-30 minutes later in the term. One way to monitor student usage and performance is via the **weekly usage report** delivered every Sunday to your Teenbiz3000 Teacher's Edition mailbox.

6. **Provide feedback and award points**: Take advantage of the embedded motivation program. Run **Student Work** reports to score and provide feedback to E-mail responses, Reading Connection entries and Thought Questions responses. I sent these documents in my email: ***Tips for Awarding Achievements*** and ***Rules for Earning Points and Achievements***

    Note: to learn more about this step, watch the tutorial: Motivating Students

7. Go to **Training and Support** to access many resources that will help you as you start using the program.

    - **Visit the Learning Center—** guides you to the most important information and resources you need to achieve program goals.
    - **Attend Online PD—** access self-paced courses and short videos – anytime, anywhere – to learn program functionality and best practices.

- **Online Help—**This searchable User Guide provides just-in-time and easy to follow directions for all program features.

- **Customer Support—** As always, if you can't find what you need, feel free to contact Support at www.achieve3000.com/support or 877-235 2525.

Please remember you have a whole team of people at Achieve3000 who are committed to helping you, so do not hesitate to contact our Support Team.

Thanks again and I will be in touch soon!

Annette W. Hardeman

Curriculum and Implementation Manager

ACHIEVE3000

1091 River Avenue

Lakewood, NJ 08701

office: 240.244.5440

mobile:757.477.8372

annette.hardeman@achieve3000.com

www.Achieve3000.com

The Leader In Differentiated Instruction

THIS MESSAGE, AND ANY ATTACHMENTS TO IT, MAY CONTAIN INFORMATION THAT IS PRIVILEGED, CONFIDENTIAL, AND EXEMPT FROM DISCLOSURE UNDER APPLICABLE LAW. IF THE READER OF THIS MESSAGE IS NOT THE INTENDED RECIPIENT, YOU ARE NOTIFIED THAT ANY DISSEMINATION, DISTRIBUTION, COPYING, OR COMMUNICATION OF THIS MESSAGE IS STRICTLY PROHIBITED. IF YOU HAVE RECEIVED THIS MESSAGE IN ERROR, PLEASE NOTIFY ME AND DELETE THE MESSAGE AND ANY ATTACHMENTS. THANK YOU.

Leslie T. Boler | Director of Human Resources
Howard University Middle School of Mathematics and Science
405 Howard Place, NW
Washington, DC 20059
T:202.865.0261 | F:202.865.0271 | C: 202.271.9235
Leslie.T.Boler@universitymiddleschool.org
www.howard.edu/ms2

From: Leslie T. Boler
Sent: Thursday, September 25, 2014 12:07 PM
To: smedway@dcpcsb.org
Cc: yohance maqubela
Subject: RE: Howard University Middle School - Science Fair Package Documents

Hi Sarah,

Attached please find a copy of the Science Fair grades for Howard University Middle School. Professional Development documents to follow under separate cover today. Thank you and have a great day.

- Leslie

Leslie T. Boler | Director of Human Resources
Howard University Middle School of Mathematics and Science
405 Howard Place, NW
Washington, DC 20059
T:202.865.0261 | F:202.865.0271 | C: 202.271.9235
Leslie.T.Boler@universitymiddleschool.org
www.howard.edu/ms2

From: smedway@dcpcsb.org [smedway@dcpcsb.org]
Sent: Friday, September 19, 2014 4:43 PM
To: Leslie T. Boler
Cc: yohance maqubela
Subject: RE: Documents Science Fair Package

Thanks Leslie.

From: Leslie T. Boler [leslie@universitymiddleschool.org]
Sent: Friday, September 19, 2014 4:23 PM
To: Sarah Medway
Cc: yohance maqubela
Subject: RE: Documents Science Fair Package

Good afternoon Sarah,

I will not be able to forward you all of the documents until Monday. However, I have attached the Science Fair package for your review. Please contact me if you have any questions. Thank you and have a great weekend.

- LTB

Leslie T. Boler | Director of Human Resources
Howard University Middle School of Mathematics and Science
405 Howard Place, NW
Washington, DC 20059
T:202.865.0261 | F:202.865.0271 | C: 202.271.9235
Leslie.T.Boler@universitymiddleschool.org
www.howard.edu/ms2

From: Walter Thornton
Sent: Friday, September 19, 2014 1:12 PM
To: smedway@dcpcsb.org

Cc: Leslie T. Boler
Subject: Documents for Special Education

Attached you will find the IEPs and Progress Reports for students dating back to 2011. I believe all of the attachments are there. If you find one missing (there should be 2 documents per student), please let me know and I will send it to you. Additional documents are to follow from Ms. Boler. Please let me know if you have any additional needs.

Sincerely,

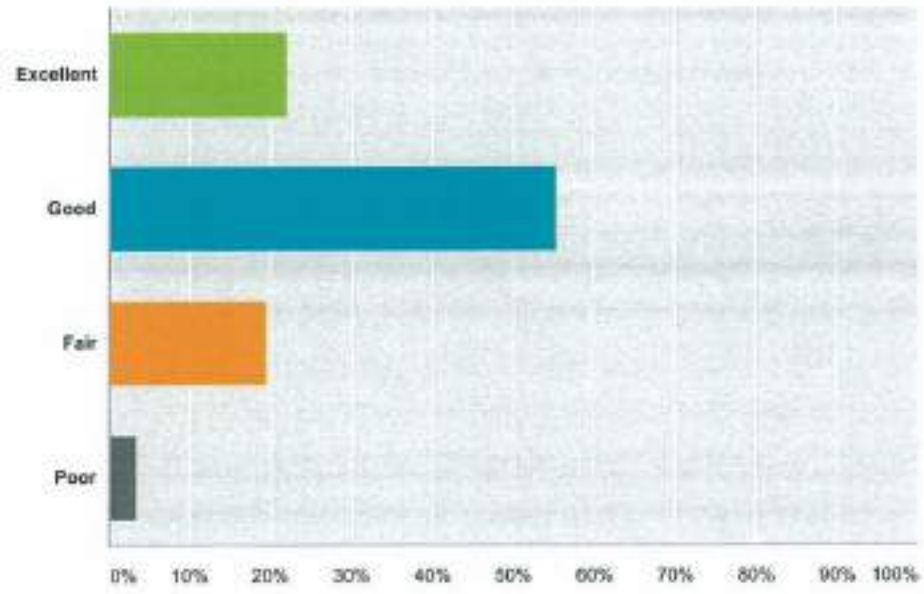
Walter D. Thornton
Special Education Director
Howard University Middle School
of Mathematics and Science (MS)^2
(202) 806-7725 - Main HU(MS)^2
(202) 903-7504 - Mobile

"It isn't a calamity to die with dreams unfulfilled, but it is a calamity not to dream." -**Benjamin E. Mays**

Appendix H

Q1 I would describe my relationship with the (MS)2 leadership as...

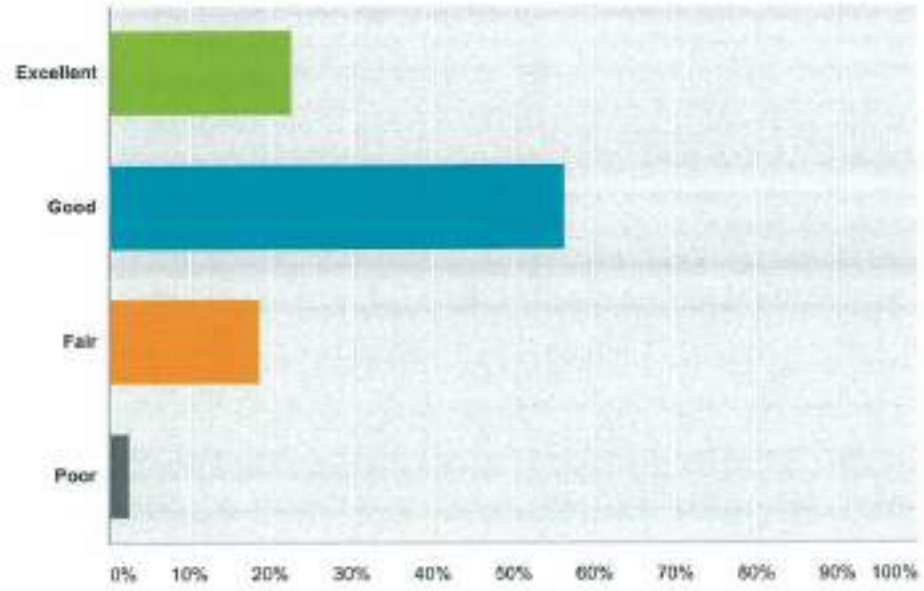
Answered: 123 Skipped: 3



Answer Choices	Responses	
Excellent	21.95%	27
Good	55.28%	68
Fair	19.51%	24
Poor	3.25%	4
Total		123

Q2 My relationship with my child's teachers at (MS)2 is

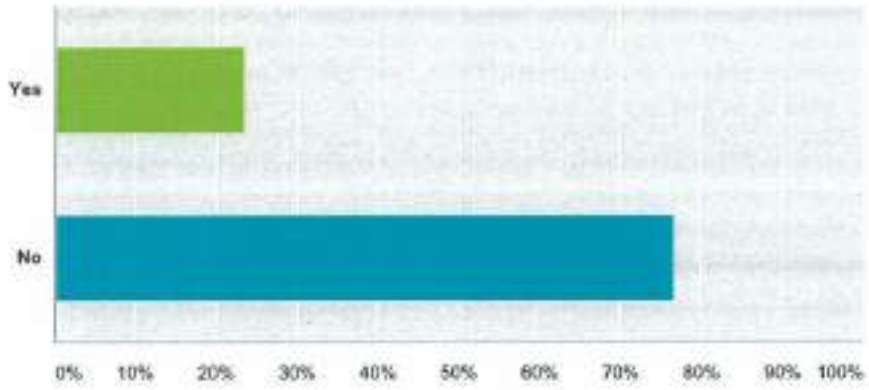
Answered: 124 Skipped: 2



Answer Choices	Responses	
Excellent	22.58%	28
Good	56.45%	70
Fair	18.55%	23
Poor	2.42%	3
Total		124

Q3 Are you an active member of the (MS)2 PiA?

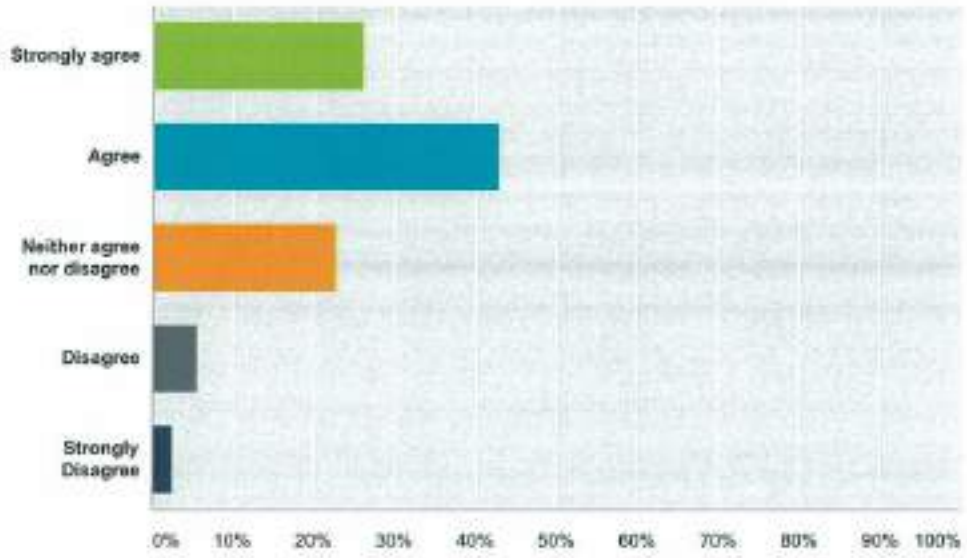
Answered: 124 Skipped: 2



Answer Choices	Responses	
Yes	23.39%	29
No	76.61%	95
Total		124

Q4 I feel that the (MS)2 faculty provides good classroom management.

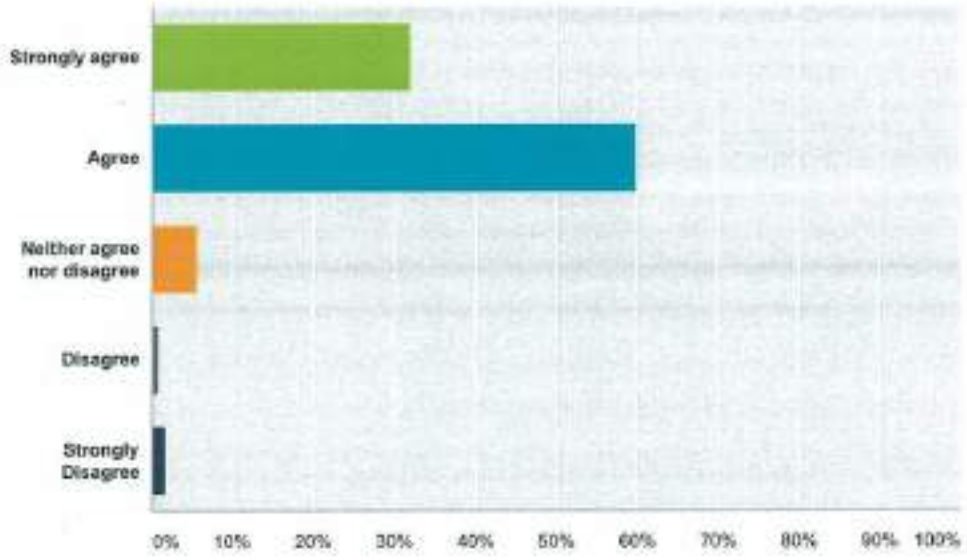
Answered: 123 Skipped: 3



Answer Choices	Responses	
Strongly agree	26.02%	32
Agree	43.09%	53
Neither agree nor disagree	22.76%	28
Disagree	5.69%	7
Strongly Disagree	2.44%	3
Total		123

Q5 I believe that the (MS)2 teachers are skilled in their respective fields.

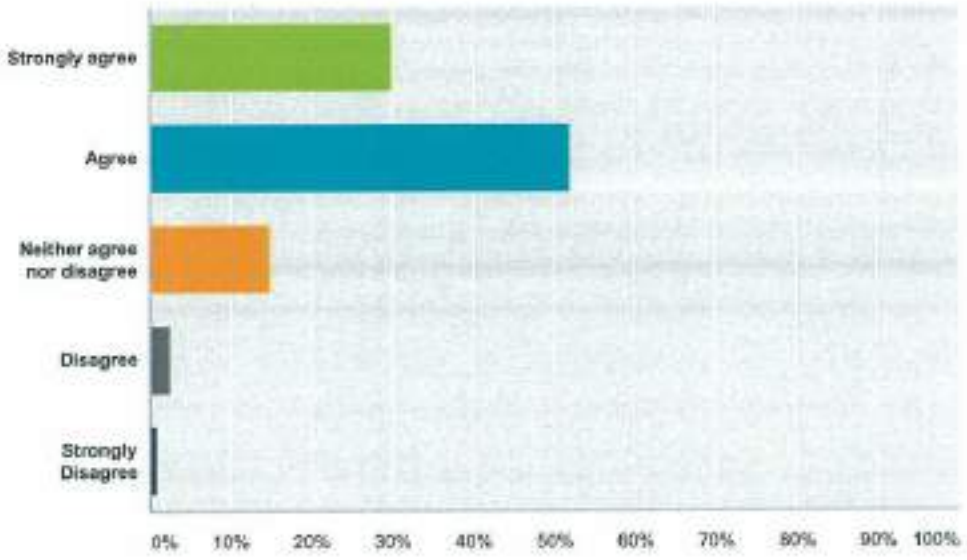
Answered: 122 Skipped: 4



Answer Choices	Responses	
Strongly agree	31.97%	39
Agree	59.84%	73
Neither agree nor disagree	5.74%	7
Disagree	0.82%	1
Strongly Disagree	1.64%	2
Total		122

Q6 I believe that the (MS)2 administrative staff is responsible and fair.

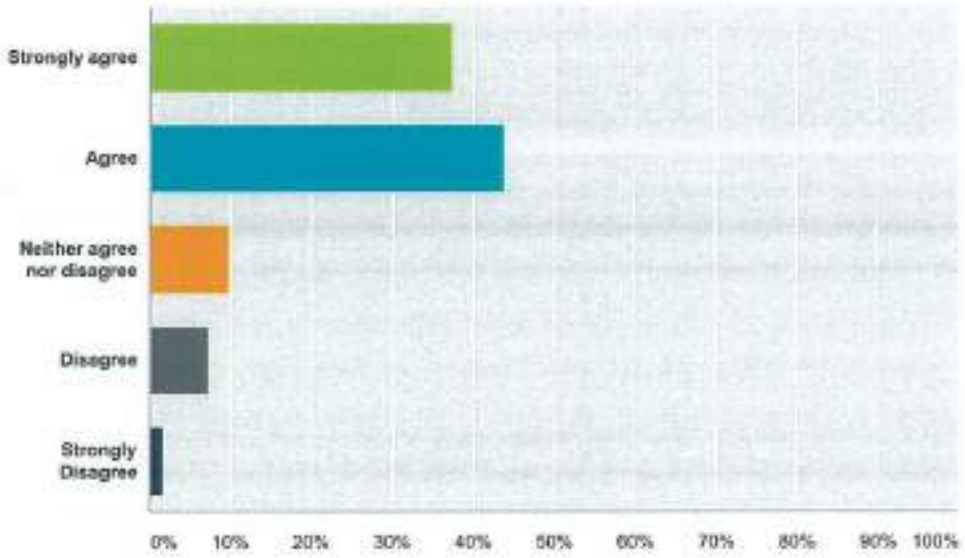
Answered: 121 Skipped: 5



Answer Choices	Responses	
Strongly agree	29.75%	36
Agree	52.07%	63
Neither agree nor disagree	14.88%	18
Disagree	2.48%	3
Strongly Disagree	0.83%	1
Total		121

Q7 I believe that (MS)2 does a good job of instilling positive and mature attitudes in my child.

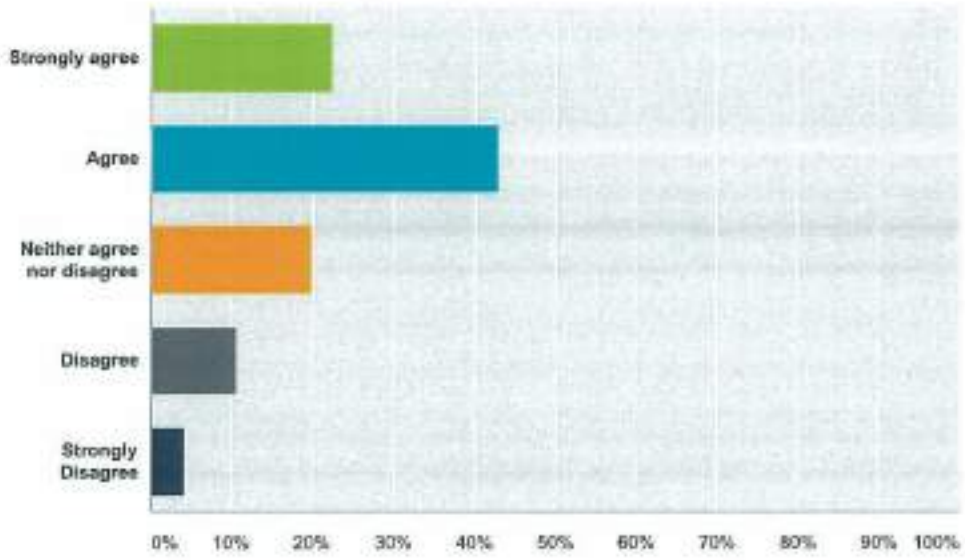
Answered: 123 Skipped: 3



Answer Choices	Responses	
Strongly agree	37.40%	46
Agree	43.90%	54
Neither agree nor disagree	9.76%	12
Disagree	7.32%	9
Strongly Disagree	1.63%	2
Total		123

Q8 I believe that the needs of my child are met by the (MS)2 faculty and staff on a timely basis.

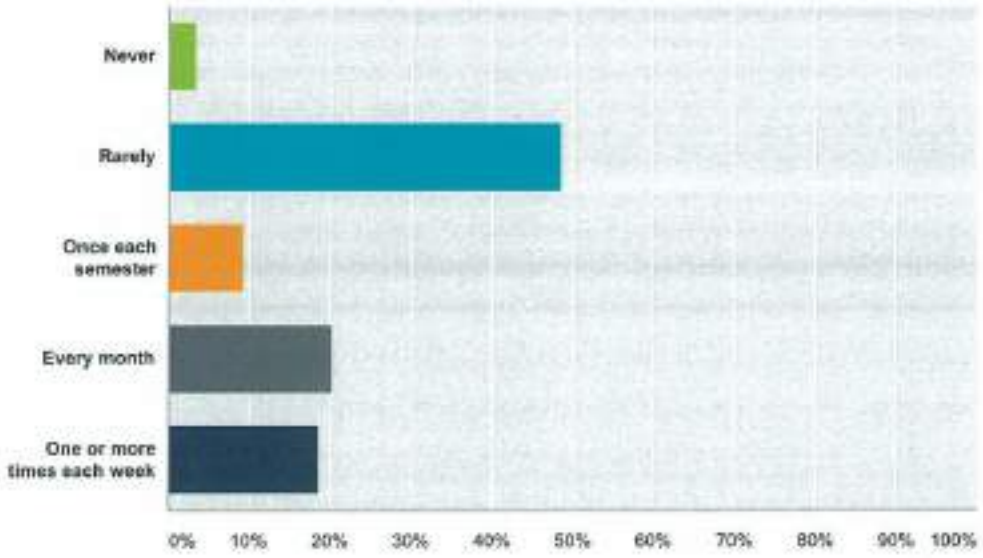
Answered: 121 Skipped: 3



Answer Choices	Responses	
Strongly agree	22.31%	27
Agree	42.98%	52
Neither agree nor disagree	19.83%	24
Disagree	10.74%	13
Strongly Disagree	4.13%	5
Total		121

Q9 How frequently do your child's teachers communicate with you via email?

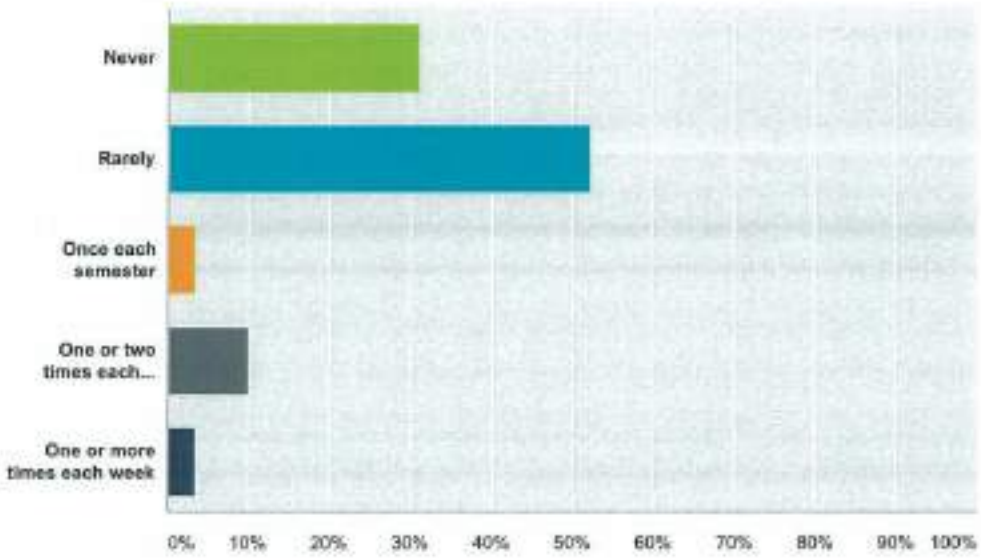
Answered: 119 Skipped: 7



Answer Choices	Responses	
Never	3.36%	4
Rarely	48.74%	58
Once each semester	9.24%	11
Every month	20.17%	24
One or more times each week	18.49%	22
Total		119

Q10 How frequently do your child's teachers communicate with you by telephone?

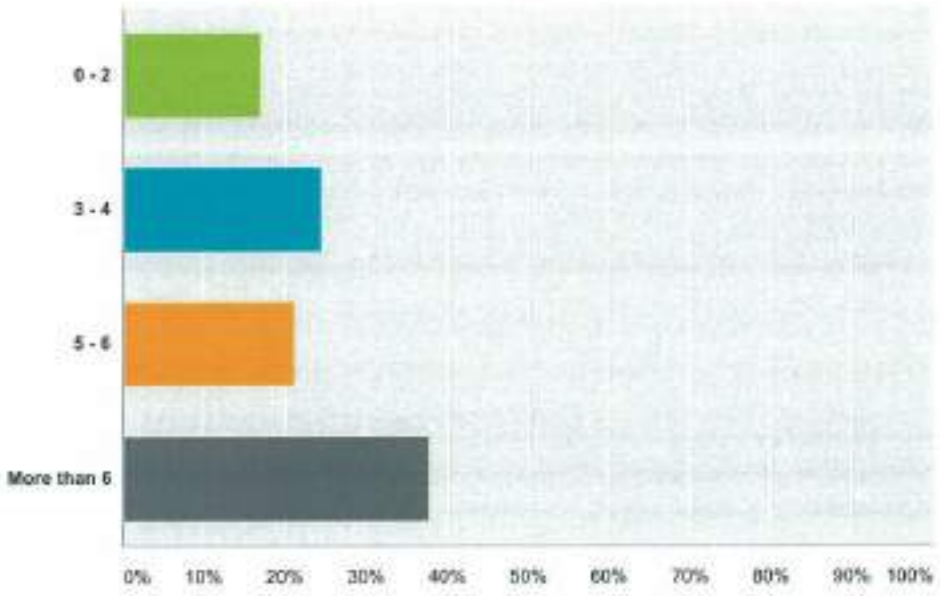
Answered: 119 Skipped: 7



Answer Choices	Responses	
Never	31.09%	37
Rarely	52.10%	62
Once each semester	3.36%	4
One or two times each month	10.08%	12
One or more times each week	3.36%	4
Total		119

Q11 How many hours each week do you spend with your child going over homework or discussing school life?

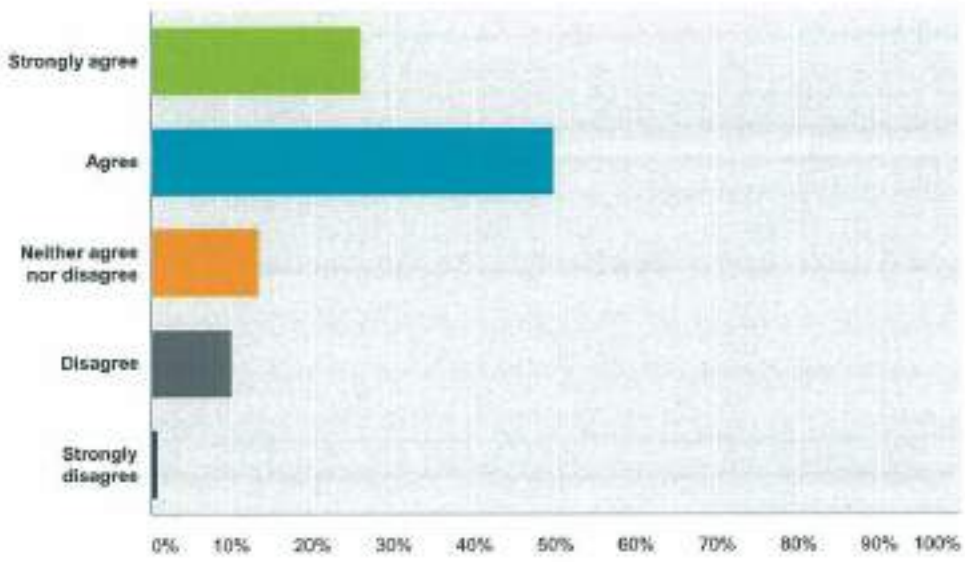
Answered: 119 Skipped: 7



Answer Choices	Responses	
0 - 2	16.81%	20
3 - 4	24.37%	29
5 - 6	21.01%	25
More than 6	37.82%	45
Total		119

Q12 I believe that my child receives the appropriate amount of homework necessary to achieve academic success.

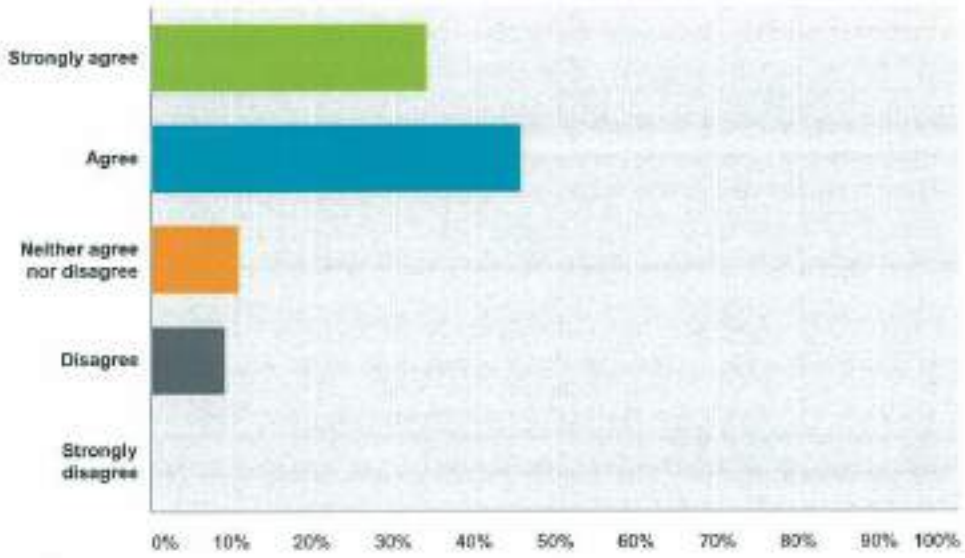
Answered: 120 Skipped: 6



Answer Choices	Responses	
Strongly agree	25.83%	31
Agree	50.00%	60
Neither agree nor disagree	13.33%	16
Disagree	10.00%	12
Strongly disagree	0.83%	1
Total		120

Q13 I believe that (MS)2 is doing a good job of preparing my child for the rigors of high school.

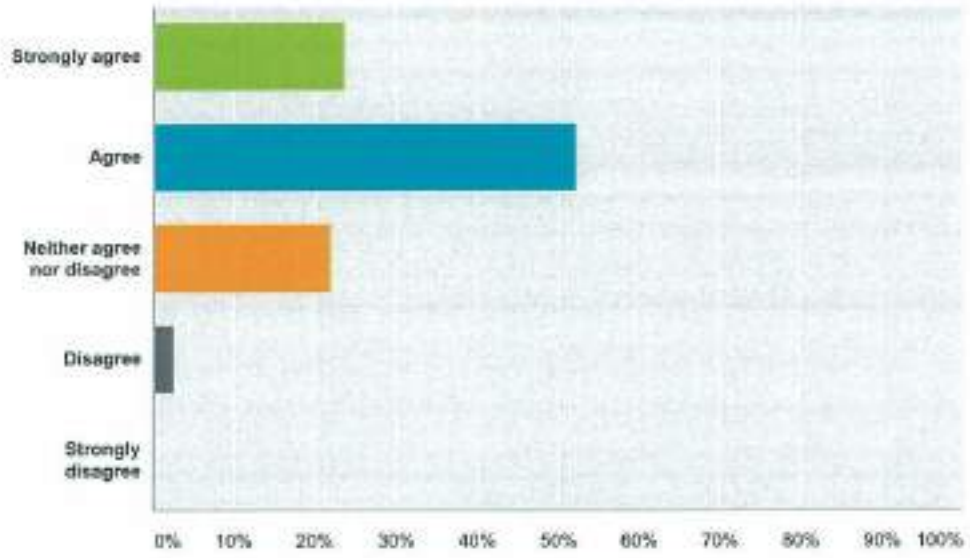
Answered: 120 Skipped: 6



Answer Choices	Responses	
Strongly agree	34.17%	41
Agree	45.83%	55
Neither agree nor disagree	10.83%	13
Disagree	9.17%	11
Strongly disagree	0.00%	0
Total		120

Q14 I believe that quizzes and tests given to my child at (MS)2 are fair and challenging.

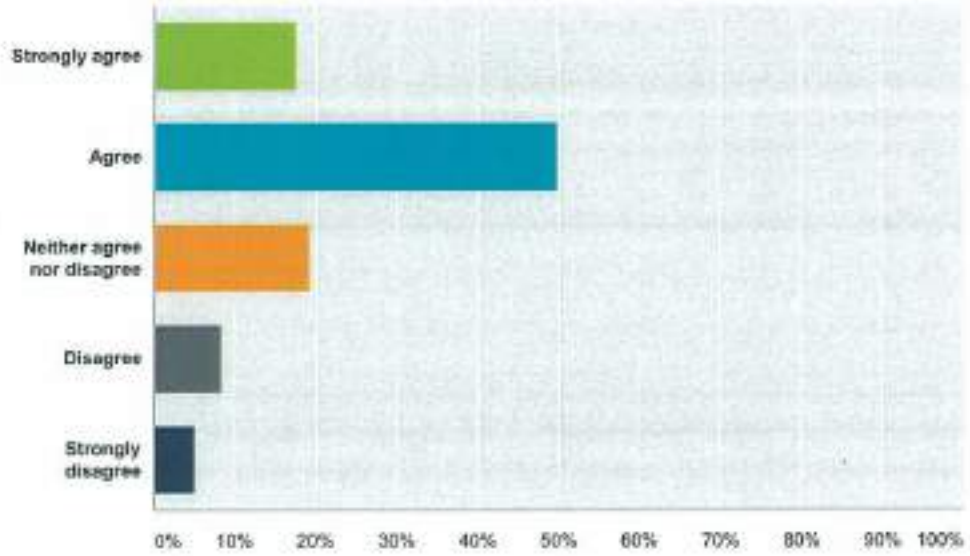
Answered: 119 Skipped: 7



Answer Choices	Responses	
Strongly agree	23.53%	28
Agree	52.10%	62
Neither agree nor disagree	21.85%	26
Disagree	2.52%	3
Strongly disagree	0.00%	0
Total		119

Q15 I believe that the grades my child receives from (MS)2 faculty are a fair representation of his/her academic performance.

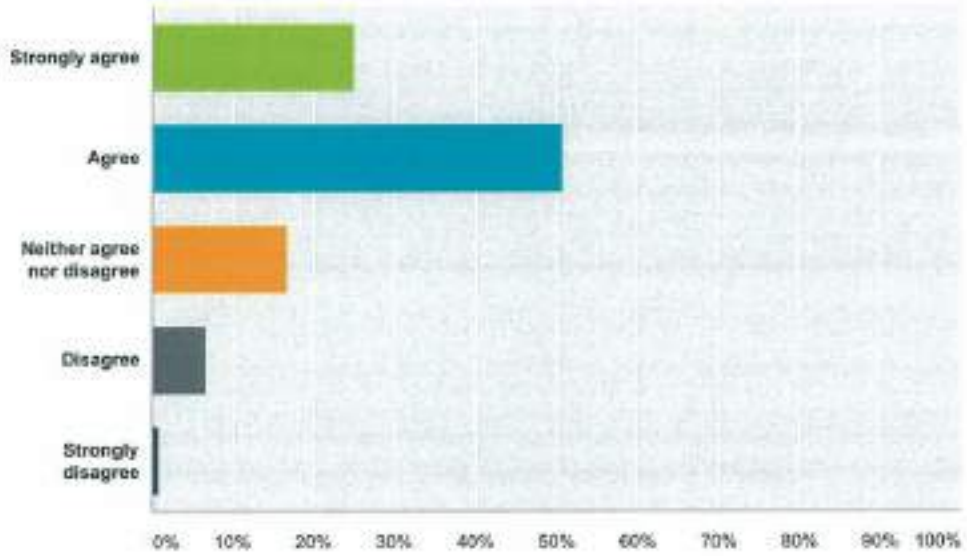
Answered: 120 Skipped: 6



Answer Choices	Responses	
Strongly agree	17.50%	21
Agree	50.00%	60
Neither agree nor disagree	19.17%	23
Disagree	8.33%	10
Strongly disagree	5.00%	6
Total		120

Q16 I believe that the (MS)2 faculty and staff are willing to meet with my child before, during, and after school.

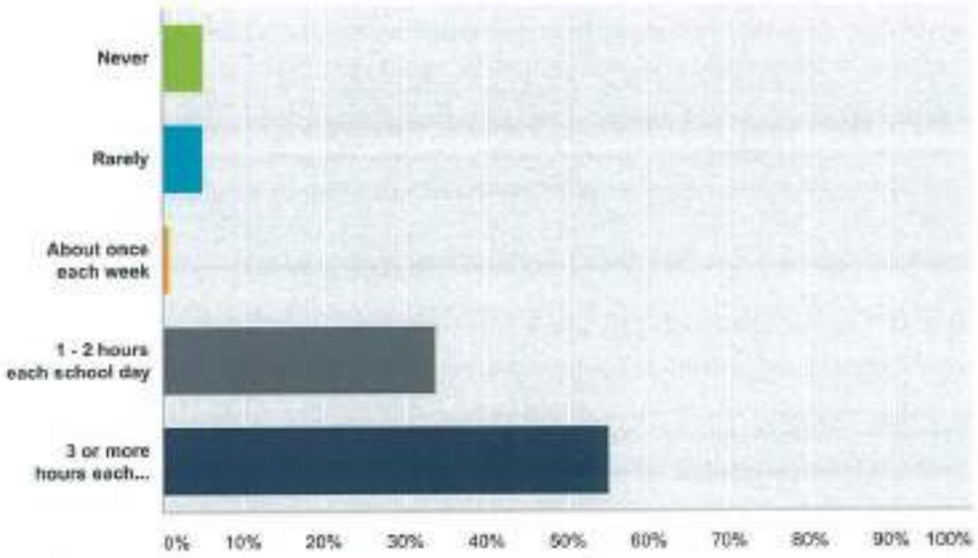
Answered: 120 Skipped: 6



Answer Choices	Responses	
Strongly agree	25.00%	30
Agree	50.83%	61
Neither agree nor disagree	16.67%	20
Disagree	6.67%	8
Strongly disagree	0.83%	1
Total		120

Q17 How frequently does your child use the computer provided to you for school work at home?

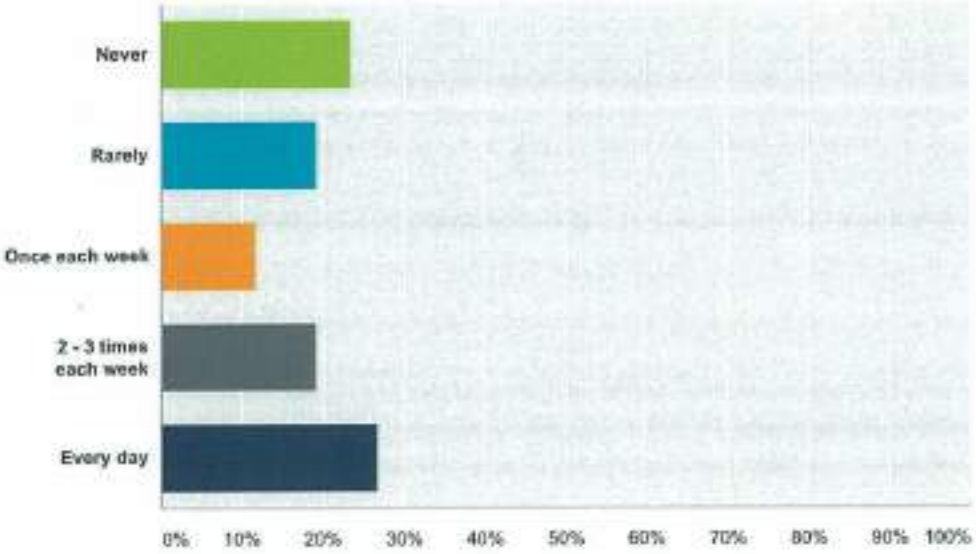
Answered: 118 Skipped: 8



Answer Choices	Responses	
Never	5.08%	6
Rarely	5.08%	6
About once each week	0.85%	1
1 - 2 hours each school day	33.90%	40
3 or more hours each school day	55.08%	65
Total		118

Q18 How frequently do you use the computer provided to you for school-related work (checking on homework, looking up grades etc.) at home?

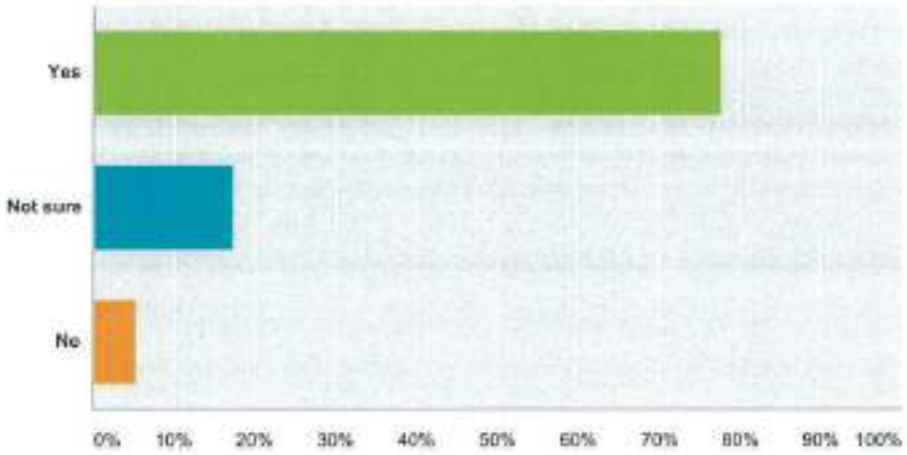
Answered: 120 Skipped: 6



Answer Choices	Responses	
Never	23.33%	28
Rarely	19.17%	23
Once each week	11.67%	14
2 - 3 times each week	19.17%	23
Every day	26.67%	32
Total		120

Q19 I would recommend the Howard University Middle School of Mathematics and Science to others.

Answered: 116 Skipped: 10



Answer Choices	Responses	
Yes	77.59%	90
Not sure	17.24%	20
No	5.17%	6
Total		116

Q20 Why did you choose to send your child to (MS)2 ?

Answered: 103 Skipped: 23

#	Responses	Date
1	I believe the technology advancement of the school is good for the children as technology is growing so quickly in our society. My older daughter went to MS2 and I believe the education and experience served her well so I'm hoping it will do the same for my younger daughter.	2/14/2013 6:55 PM
2	(MS)2 has the educational structure my child needs to grown into adulthood and prepare of high school	2/7/2013 10:15 AM
3	It was highly recommended by another parent.	2/6/2013 1:00 PM
4	I wanted my child to have an opportunity to learn in an environment where there are expectations for her to succeed. She needed to be challenged to perform at her highest level.	2/4/2013 3:32 PM
5	I choose this school for my child because of the vigorous academic program it offers.	2/4/2013 2:33 PM
6	I chose to send my child to MS2 to have access and exposure to the science & technology program using the latest technology. Also, MS2 offers a curriculum and teaching methods that are engaging to the students. MS2 also teaches them life lessons that will prepare them for high school and beyond.	2/4/2013 10:54 AM
7	Challenging Curriculum	2/4/2013 9:03 AM
8	Affiliation with Howard University, Security, Location, Concept	2/4/2013 8:07 AM
9	To enrich my child education.	2/3/2013 7:40 AM
10	I chose (MS)2 for the aodemic program.	2/2/2013 10:52 PM
11	I wanted him to be better prepared for high school.	2/1/2013 9:18 PM
12	(MS)2 is good school for student working hard or student like challenging work	2/1/2013 7:34 PM
13	I was under the impression that MS2 was an excellent school choice for my child.	2/1/2013 6:18 PM
14	I believe that it is the best school in this area that prepares the student for a technological and engineering world	2/1/2013 5:52 PM
15	for better education	2/1/2013 4:59 PM
16	The challenging school work and safe environment	2/1/2013 4:47 PM
17	The focus on math and science	2/1/2013 4:29 PM
18	I am a Howard Alums, I want my daughter to be strong in both Mathematics and Science.	2/1/2013 4:28 PM
19	I felt as though (MS2)2 had a lot to offer.	2/1/2013 4:26 PM
20	(MS)2's reputation	2/1/2013 4:18 PM
21	I feel comfortable knowing my son is in a safe school environment. I like the classes, especially the math and sciene that is preparing him for high school.	2/1/2013 4:15 PM
22	recommendations	1/29/2013 11:10 AM
23	Had a sibling attend; I withdrew him and regretted it.	1/28/2013 10:32 PM
24	FOR THE STORNG PROGRAM IN MATH AND TECHNOLOGY	1/28/2013 11:27 AM
25	wanted child to get a morechallenging school experience	1/25/2013 9:14 PM
26	I heard good things about it and also had family members that went here and liked it.	1/24/2013 7:49 PM
27	Needed an academic environment that was challenging. As well as stability in the administrative and teacher staff.	1/23/2013 8:52 PM
28	My nephew went there and i saw how they encouraged and enriched his education.	1/23/2013 3:37 PM

29	For the academics and great teachers and administration	1/23/2013 1:07 PM
30	I choose to send my child to MS2 because it seem to be the best fit for her	1/23/2013 11:46 AM
31	I chose (MS)2 because of it rigorous academic curriculum.	1/22/2013 7:55 PM
32	The school is a Tier 1 school and has a GREAT reputation	1/22/2013 6:43 PM
33	I pick the school because I wanted my child to be challenge and use this opportunity to determine if science is the field she wants to pursue.	1/22/2013 5:06 PM
34	It is one of the better schools in DC	1/22/2013 2:19 PM
35	I felt that she was a special and capable student and that she needed to be challenged more than the average school was challenging her. I was pleased to find out about MS2 and was even more pleased with her success there.	1/22/2013 1:49 PM
36	I believe this school would challenge my child. It is a STEM school, which is the same type of school that my child came from. The location is not too far from where I work.	1/22/2013 10:29 AM
37	my child went their for Saturday school last year and i saw major improvement in her.	1/22/2013 8:46 AM
38	Very pleased with(MS)2 when visited and felt the school would best prepare my child for high school and college.	1/22/2013 8:14 AM
39	Howard (MS)2 was highly recommended by her elementary school teachers.	1/22/2013 7:57 AM
40	For the STEM association.	1/21/2013 8:29 PM
41	I believed that (ms)2 would prepare my child for the next level and beyond.	1/21/2013 8:18 PM
42	Because of the demand for educational excellent; the superb support from the staff and faculty and a well rounded course of study; etc..	1/21/2013 8:07 PM
43	Better education.	1/21/2013 7:16 PM
44	I chose Ms2 because of the atmosphere, being that it on the college campus I feel that it motivates young scholar to attend college. Also because my son loves Math, his 5th grade math teacher referred the school to us.	1/21/2013 4:22 PM
45	she wounld get the best academic challenges.	1/21/2013 12:46 PM
46	It's focus in Math and Science as it relates to my daughters interest.	1/21/2013 12:32 AM
47	Because my friend told me this School is good	1/20/2013 9:05 PM
48	(MS)2 was referred by my child's previous year teacher. I was also impressed with the information shared at the Charter School Expo at the Verizon Center. Lastly, the fact of the school test schools. It is also give my child a look at the college environment, with which hope to encourage him to follow through.	1/20/2013 7:36 PM
49	School structure	1/20/2013 7:10 PM
50	I was told it was a great school by others.	1/20/2013 6:22 PM
51	To give my child the best opportunities.	1/20/2013 1:59 PM
52	I choose this school because it seems to have a great mixture of values and new technology education. The use of the power school and studywiz are a great assistance with a child like mine.All teachers seem to be well educated and are dedicated to providing excellence.	1/20/2013 1:48 PM
53	I chose the school for the academic rigor, but that becomes irrelevant in an atmosphere of constant drama. On the part of the students and the response given by the staff.	1/20/2013 10:21 AM
54	STEM program and academic rigor	1/20/2013 9:45 AM
55	Due to the school's reputation	1/20/2013 4:47 AM
56	I believed that it would provide her with the strong foundation needed to attend my alma mater, Banneker that she has plans on attending.	1/20/2013 12:52 AM
57	The technology and the innovative ways of teaching	1/19/2013 11:20 PM
58	To challenge my son and encourage him to do what is required to go to college.	1/19/2013 3:01 PM
59	Academic Sucess rate	1/19/2013 2:42 PM

60	I thought it would be challenging and help better prepare my child for high school. it appeared to begin that way but I am disappointed in how his second year there has progressed.	1/19/2013 1:04 PM
61	I chose (MS) because I thought it was a good fit for my daughter academically. I also heard great things about the school.	1/19/2013 9:38 AM
62	Because of Math & Science & based on MS2 Academic Leadership & performance	1/19/2013 9:31 AM
63	I wanted to provide him with a quality education.	1/19/2013 9:24 AM
64	To be socialized with children who were academically accelerated and challenge my child's current academic achievement.	1/19/2013 8:45 AM
65	Exposure to Howard University; generally safe environment; diverse student body (that is diversity within African American community); significance of experiencing some aspects of university life.	1/19/2013 6:47 AM
66	I wanted my child to be challenged more in her studies.	1/19/2013 1:55 AM
67	STEM program	1/18/2013 10:18 PM
68	Curriculum and opportunities promised	1/18/2013 6:39 PM
69	To improve his academic growth,and prepare him for a better high school.	1/18/2013 6:17 PM
70	My child went to a Mathematics and Science School in Va. and did very well and I wanted to keep it goin and i heard that (MS)2 was a good school.	1/18/2013 5:08 PM
71	It was a friend recommendation.	1/18/2013 4:16 PM
72	Small Community and felt my child would get personal attention. And the curriculm.	1/18/2013 3:11 PM
73	The emphasis on the Math component.	1/18/2013 3:07 PM
74	Class size, the African American student/ teacher interaction, the use of technology, the high standards set by the administration	1/18/2013 3:06 PM
75	I selected (MS)2 for my child because I felt that it would provide him/her with the knowledge he/she needed to develop a strong foundation in the African-American culture. I believed that the vigorous curriculum would challenge and help strengthen areas of weakness. As well as continued reinforcement in strong areas.	1/18/2013 2:52 PM
76	I wanted a strong, challenging and technologically advanced school with competent but nurturing teachers for my daughter.	1/18/2013 2:41 PM
77	Wanted to send my child to a nurturing school with african american teachers and role models. The school on HU campus would expose my daughter to college life/campus.	1/18/2013 2:35 PM
78	MS2 seems to be dedicated to teaching the kids. Keeps them challenged and motivated.	1/18/2013 2:31 PM
79	I heard it was a good school	1/18/2013 1:39 PM
80	proven test grades & small classroom size	1/18/2013 1:37 PM
81	Everything said at Open House was exactly what I wanted to hear. When I attended The Seed PCS was actually my top pick but that was quickly eliminated after hearing from the teacher and staff. And I must say for the most part I am very pleased with my decision.	1/18/2013 1:36 PM
82	I earned both my BBA and MA from Howard University. I also had hoped that my daughter would enjoy the experience of attending school on Howard's campus. I found that during the orientation that she would be challenged in all areas. However, my experience has not been as successful as I had anticipated. I can only hope that things improve.	1/18/2013 1:34 PM
83	I chose (MS)2 to expose my child to a STEM program. Also, it was presented that the program will meet my children at their level and challenge them to move higher.	1/18/2013 1:29 PM
84	Liked the program and thought that it would help my child and prepare him for high school and college.	1/18/2013 1:22 PM
85	I was not satisfied with the other schools in WDC, needed a better learning environment for my child.	1/18/2013 1:20 PM
86	Because it was a science and Tech school and I believed she needed a more rigorus curriculumn. I did not know they gave Apple laptops to the children my daughter already had her own computer as do I.	1/18/2013 1:14 PM
87	Dedication to math and science	1/18/2013 1:12 PM

88	I was impressed with the quality and education , caring and concern for education of the children.	1/18/2013 1:11 PM
89	My decision to send my child to (MS)2 was because of high concentration on STEM, my son's choice to attend and the academic program.	1/18/2013 1:05 PM
90	Because I believe that my child will benefit in going to Howard university middle school	1/18/2013 1:05 PM
91	MS(2) is located on a historic campus and my belief was that he would be exposed to what a college setting would entail.	1/18/2013 1:04 PM
92	MS's reputation for being a great school. STEM Curriculum The location on Howard University's campus	1/18/2013 1:03 PM
93	Seeking an environment od success that will prepare my child both academically and socially.	1/18/2013 12:53 PM
94	I heard about the rigourous academic programming and that staff were really motivating to students.	1/18/2013 12:48 PM
95	Strong Rigor of studies.	1/18/2013 12:40 PM
96	The reputation and the academic preperation I believe my child needs for his future.	1/18/2013 12:36 PM
97	I chose to send my child here because my child's strengths are in Math and Science.	1/18/2013 12:36 PM
98	My son is a former student at (MS)2	1/18/2013 12:25 PM
99	STEM focus, academic rigor, positive self image and values	1/18/2013 12:24 PM
100	Well verse culture and excellent schooling ethics.	1/18/2013 12:20 PM
101	They've had great success preparing students for the next level.	1/18/2013 12:20 PM
102	The promise of an excellent education. Also, STEM focus	1/18/2013 12:15 PM
103	For a exciting and different adventure in learning.	1/18/2013 12:10 PM

Q21 How can the (MS)2 faculty and administrative staff better serve you and/or your child?

Answered: 88 Skipped: 38

#	Responses	Date
1	Right now I don't have any complaints with the faculty and staff.	2/14/2013 6:55 PM
2	They need to listen to the children more rather than shutting them down.	2/7/2013 10:15 AM
3	Unsure at this moment	2/6/2013 1:00 PM
4	The MS2 staff can serve better by making sure that the computer that is provided is programmed correctly before distributing it to the children. It is very inconvenient for the parents to have to take time from their jobs continuously to have the computer technology adjusted for use in the home.	2/4/2013 3:32 PM
5	Just keep doing the excellent work that everyone has been offering for my child.	2/4/2013 2:33 PM
6	I believe that MS2 does a good job with the 6th & 7th grades. I would like to see the 8th graders receive more assistance from the guidance counselor or Dean of Students with regard to monitoring grades and assignments. I also would like to see the 8th grade curriculum include test preparation and be a little more flexible in the 1st and 2nd quarter, when the 8th graders are doing shadow days and preparing for the test. It appears that they are burned out and overwhelmed. This is a critical year for them when applying to high school, and they are under a lot of pressure to get into the best high schools. It would be helpful if the counselor periodically assisted them with monitoring their performance. At this stage, as a parent, you try to transfer the responsibility for their success to them. They need to be self-motivated and not have their parents pushing them to realize whose future is at stake. A little extra assistance from the counselor or dean of students would help them learn to manage their own progress and effectively teach them how to advocate for themselves before the parents have to get involved.	2/4/2013 10:54 AM
7	Some not all teacher communicate with parents when child is on the boarder of failing. Improve communication	2/4/2013 9:03 AM
8	Separate behavioral track from Academic performance/grades. Issues arising from undisciplined classmates, peer pressure, lack of classroom management & control by teachers should be punished with detention and/or special projects including community service and volunteering. Punishing by reducing grades will affect acceptance into better grade schools and the overall GPA of the child unfairly for circumstances that may be beyond the parent or students specific control due to the onslaught of poor behavior from other kids, bullying, etc.	2/4/2013 8:07 AM
9	I believe that when you see your students struggling in a specific class the teacher you take time out to assist that child to achieve that goal. I believe not all but certain teacher do not assist their children in that class with achieving that goal. It is as if they want them to be self-taught. I think some teachers should go with hands on approach and this will help the students achieve alot.	2/3/2013 7:40 AM
10	Have tutoring available for the students...	2/1/2013 9:18 PM
11	Some teachers don't give response for the e-mail and they are working their personal stuff in the class (excessively checking their e-mail and phone)	2/1/2013 7:34 PM
12	They need to learn how to communicate more effectively and in a timely manner.	2/1/2013 6:18 PM
13	Administrative staff needs MAJOR improvement!!!!	2/1/2013 6:12 PM
14	When the computers are in for repairs longer than 2 weeks then a loner can be issued also provide a class in how to study or a work shop to that effect	2/1/2013 5:52 PM
15	they are doing well.	2/1/2013 4:59 PM
16	with more hw assistance	2/1/2013 4:47 PM
17	Have a standardization for all teachers using StudyWiz. It would make finding assignments easier	2/1/2013 4:29 PM
18	Communications	2/1/2013 4:28 PM
19	I am concerned about the children learning about the states and their capitals.	2/1/2013 4:26 PM

20	They are doing a fine job currently	2/1/2013 4:18 PM
21	-more bridging programs for all segments of the community -using Pia as a venue for educating parents (Pia parents included) on best teaching practices in order to generate educated buy-in, rather than acquiescing to confused complaints of the laity. -asking more cautious survey questions that do not skew answers. (Ex: I do not use my daughter's computer to check Studywiz or Powerschool; I use my own computer. Do you want to know if I use her computer or if I access the web-based resources? Do I have to answer dishonestly in order to provide the truth you are attempting to fetter out?) -more field trips. My daughter tells everyone who asks that she is bored and does not like MS2. She came from a very dynamic, co-curricular, project-based, partnership collaboration, intentional excursions-based school that she now misses because MS2 offers so little of this. How can a science-based school have children go all year with no field trips, not even to another part of its university campus!! Given the majority of learning styles prevalent at MS2, this tactic is a known formula for failure. So sad. I'm almost blue (pun intended) from advocating to all of those administrators who will listen. And still no changes. -more bridging programs for all segments of the community, especially new students & families (not just struggling 6th-graders)	1/28/2013 11:10 AM
22	I feel that sometimes teachers feel the providing alot of work equals providing rigorous work. I think that needs to be looked into more closely. Also, my student may score well on class assignments but score poorly on tests. The weight of exams may need to be adjusted. Also, homework should be a reinforcement of the lessons learned in class. The amounts of homework seems excessive to reach the goal of reinforcement, if that is, in fact, the goal. That's all!	1/28/2013 10:32 PM
23	KEEPING ME INFORM ABOUT HIS SCHOOL WORK AND DO NOT WAIT TILL HE IS FAILING AND IT IS TO LATE.	1/28/2013 11:27 AM
24	ust keepdoing what your doing	1/25/2013 9:14 PM
25	By doing what there doing now...	1/23/2013 3:37 PM
26	Need more communications from all teachers especially if child is failing	1/23/2013 1:07 PM
27	Separate behavior and political issues from grades. If the student achieves good scores and occasionally finished his/her work in advance and talks a bit do to lack of challenge, etc, the child should serve detention and not get a zero or F in class	1/22/2013 8:30 PM
28	I believe that they are doing a good job but they could respect and trust the students opinions.	1/22/2013 7:55 PM
29	Keep doing what you're doing	1/22/2013 6:43 PM
30	Send notices at least 4 day ahead of scheduled date. Please dont send on a Thursday for something on Monday. Thank you	1/22/2013 2:19 PM
31	I am very impressed with the staff. Occasionally I think she is overworked, but, being a a goal oriented parent I never let her know that instead I push and encourage her to go further than even the stringent limits the school sets.	1/22/2013 1:49 PM
32	I would like for my child to come after school, if needed, to work on homework or to use the computer. Send home corrected assessments and corrected assignments. Communicate earlier in writing when events are going on at school like programs, field trips (even if it is on campus) and meetings, and specify the times and locations (or whether to use front or side entrance).	1/22/2013 10:29 AM
33	they are doing just fine.	1/22/2013 8:46 AM
34	I feel the school is alredy doing an excellent job for me and my child.	1/22/2013 8:14 AM
35	Email parents more if student are not meeting their grade requirements. Let parent know if homework assignments are not being turned in on time.	1/22/2013 7:57 AM
36	Being proactive about the educational rules and consistent with current set rules.	1/21/2013 8:29 PM
37	Improve communication.	1/21/2013 8:18 PM
38	I believe they are during an excellent job in serving the need of my child and proving the opportunity for parents involvement to achieve stated objectives.	1/21/2013 8:07 PM
39	Continue to communicate with parents regularly.	1/21/2013 7:16 PM
40	More personal attention, and if my son seems to be losing his focus, I expect the teachers to show more compassion because I am not in the classroom, and then usually made aware of his shortcomings at a parent/teacher conferences.	1/21/2013 4:22 PM

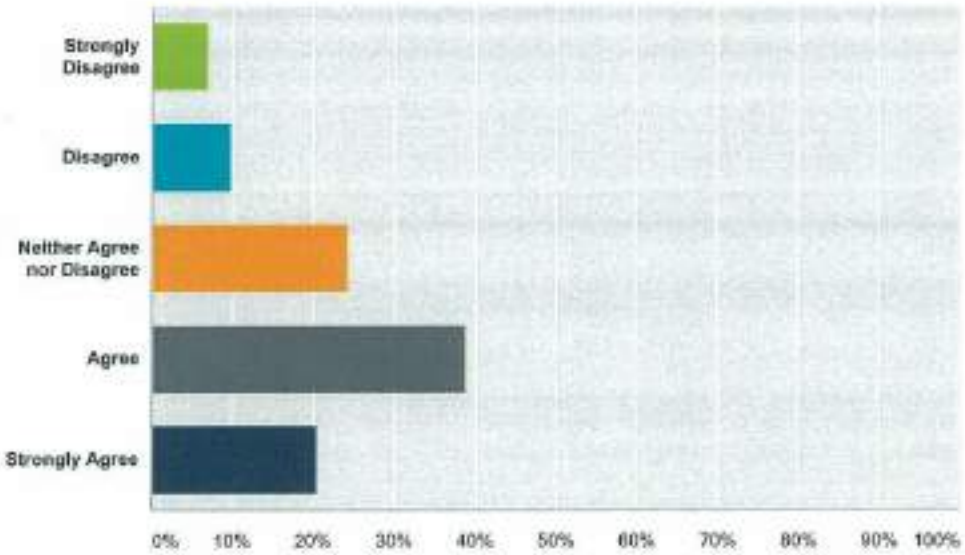
41	Better communication with me. If there's difficulty with an assignment, my daughter should be given an opportunity and have comfort with asking appropriate questions	1/21/2013 12:32 AM
42	Parent Teacher conference meeting need to be improved. Too much time is wasted on the parent side to see the teachers. Some of the teaching staff tend to misplaced homework that has been turned in and grades are not posted timely of assignments turned in. Ms. Laura	1/20/2013 7:36 PM
43	Be more understanding of parents needs to assist the student if he or she is having some weak points in understanding the assiagnments given. The student may be in need of some light tutoring but scared to ask for help.	1/20/2013 6:22 PM
44	I believe that some staff, teacher and admin., professional development is in order. There are issues that have been present since the beginning of the school year. If everyone is aware, on board and making a professional coordinated effort to address these issue I don't believe that things would linger and fester the way that they have this school year. A school counselor?, some of these students have issues that require a professional, not just being put out of class. A more structured program of managing and supporting the pressing issues. Maybe parent training sessions may be in order as well.	1/20/2013 10:21 AM
45	When a child does not turn in an assignment, the teacher should directly inquire with the student the next class period and alert the parent rather than relying on the parent to review information posted to PowerSchool.	1/20/2013 9:45 AM
46	I stongely believe that (MS)2 is one of the best schools in DC. I am so far satisfied with the quality of everything that is being offered to my child.	1/20/2013 4:47 AM
47	By focusing on the students that seem to be having issues and actually picking up the phone once in a while to contact me. Maybe giving the parents a scheduled time that they would be able to help each grade level to ensure that, we as parents could instruct our children to attend when we see they need help with a certain subject. I go over work w/my daughter, so I know her where she has problems- ASKING FOR HELP!	1/20/2013 12:52 AM
48	They provide avenues for communication on all levels so I don't know how they can do better. They are doing great. I wish my son was here from 6th grade.	1/19/2013 3:01 PM
49	it would be helpful if the teachers informed us of missed assignments because children don't always tell the truth. teachers need to update powerschool timely. for hsh the emails should state which assignment the child missed, for the same reason stated above. the administration fails to respond to messages. i have left phone messages and not received a return call on at least 3 occassions this year. i do not think the administration addressed lack of homework and quizzes expressed at a previous parent meeting.	1/19/2013 1:04 PM
50	By following through with the things they say they will do.	1/19/2013 9:38 AM
51	Nothing, my son needs to take ownership of his own future and work hard to prepare for what is ahead. Schools are doing all they can.The kids are not, and parents sometimes are helpless.	1/19/2013 9:31 AM
52	They are always available when needed.	1/19/2013 9:24 AM
53	The amount of homework needs to be reduced not only in the amount, but also in the type.	1/19/2013 6:47 AM
54	N/a my child is very responsible and very focused even when not pushed or challenged by the staff. It would be nice if the staff was more responsive to parents.	1/18/2013 6:39 PM
55	They are doing a nice job so far but need to space out time for individual homework, sometimes is seems there is crash in between projects and home works considering that parents have to go through those works before submission,most of us sometimes have tight schedule at work.	1/18/2013 6:17 PM
56	Keeping up the good work.	1/18/2013 5:08 PM
57	Keep up with your good works.	1/18/2013 4:16 PM
58	I think the current service is fine.	1/18/2013 3:11 PM
59	Better or any response to questions and inquiries.	1/18/2013 3:07 PM
60	Provide more high school prep classes such as a reference/ study skills class	1/18/2013 3:06 PM
61	(MS)2 faculty would benefit from communicating more effectively with the parents i.e weekly updates. It is my view that the faculty should lead by example..... The exemplary role model teacher would be Mr. McNeil. If you had more teachers like him, it is my opinion, (MS)2 would be #1.	1/18/2013 2:52 PM

62	At this point the school has failed to protect my child from bullying and her grades are beginning to slip and the school responds by sending her to study hall where her bullies are. The school can do nothing more for us so I am looking for another school. You can't claim to foster a positive learning environment and allow children to ruin it for others.	1/18/2013 2:41 PM
63	Be more responsive. Hold teachers more accountable. Some teachers/staff talk dont seem competent. Teachers are not responsive to parent/students concerns. If you do not copy an administrator they do not return your email. Admin need to hold teachers accountable for not entering grades, responding to email, etc. Teachers frequently lose work or enter in grades right before the grading period leaving no time to help your child. There are a few GREAT teachers but for the teachers but for the most part they seem to do what they want.	1/18/2013 2:35 PM
64	Cut me a check for $1,000,000 lol Just kidding	1/18/2013 2:31 PM
65	n/a	1/18/2013 1:39 PM
66	At this point, not much ... my child is halfway through eighth grade ... if I had it to do over, I would have chosen another school ... there has been a major decline in the commitment on the staff's behalf ... the "intentions" are there for the majority of the staff; however the execution is off ... may child tested in at one score and an entire year later (with all their degrees and programs) - same test she tested 60 points lower (and no bells went off for anyone, just business as usual) UNACCEPTABLE	1/18/2013 1:37 PM
67	The amount of work given during the Christmas break was a bit excessive. I love how rigorious the work is at (MS)2 but I also believe that EVERYONE should have a little downtime. My daughter doesn't really get down time on the weekends because she's still working on her weekend deadlines (i.e. Alex) or other homework, not to mention her extra curriculum. So I really thing that her winter break should've been a bit more relaxing rather than stressing over getting such a huge amount of homework in. A book to read or a few short reinforcement type assignments would be okay, but the workload was excessive over winter break. Now when school is in session, I'm fine with the workload, but everyone needs "down time"	1/18/2013 1:36 PM
68	I would like to see teacher's communicate more with parents via-email and or phone. I would also like to see where faculty and administrative staff is more supportive. I have attempted in scheduling meetings several times plus. Top date, nothing has been addressed. There are also a few teachers whose behaviors have been a disgrace and unacceptable. There really needs ot be a few changes in staff.	1/18/2013 1:34 PM
69	There needs to be more interactions outside of Parent/Teacher conference. There needs to be some form of communication training where parents and the faculty and administrative staff can participate. This will help everyone learn how to communicate effectively for the success of the children and school.	1/18/2013 1:29 PM
70	Answering email in a timely fashion, when homework is due on the due date and the teacher is out, homework should be given to the sub, as the teacher will count the work as being late or never receiving, this is a big problem, since they do not see the teacher every day. Some of the teachers should explain exactly what the assigment is so that the child does not have to guess. Thank you.	1/18/2013 1:22 PM
71	Be more prompt in communicating with parents.	1/18/2013 1:20 PM
72	They can answer emails when you send them and talk to you as an adult I am so tired of them talking down to me when I have more degrees behind my name than they do	1/18/2013 1:14 PM
73	Identify my child's weak areas and challenge her.	1/18/2013 1:12 PM
74	The staff and faculty can better serve me and my child by having tutors to help with classes after school because some of them are not foucussed	1/18/2013 1:11 PM
75	I was very impressed during the orientation for the 2011/2012 school year. This year it seemed that the school was not well prepared for the 2012/2013. Powerschool/StudyWiz was not up and running, class schedules were not complete for returning students, students moved from one level (6.6,6.5, etc.) with proper explanations provided to the student nor parent. The teachers and adminstration are great but is appears to some disconnect between the communication and guidance between the teachers and administration which ultimately affects the success of the students and school as a whole. I would strongly recommend at least two parent advocates that would be responsible for identifying the concerns of the teaching staff/parents and be responsible for addressing the concerns with the adminstration and (MS)2 board.	1/18/2013 1:05 PM
76	By not changing any thing	1/18/2013 1:05 PM
77	The administrative staff and faculty could plan ahead for each grade level in terms of providing pertinent information to parents at the beginning of the academic year instead of later.	1/18/2013 1:04 PM

78	Accessibility via phone during the week: A student should be able to reach a teacher for explanation up and until 9pm unless noted. Sometimes an explanation via email does not translate as well. By providing a child with direct consultation... may reduce greatly the incomplete home work assignments, provide the teacher with information on a student's weak areas, identify "holes" in the student body's understanding and provides an opportunity to offer an alternative explanation or teaching style to the masses. Online grades and explanation: By providing accurate accounting of grades does two things, reduces admonishing a child in error, and keeps the student and parent abreast of his or her true grade. A parent cannot address deficiencies if grades are not provided within the prescribe time frame Staff Development: The better a staff member is equipped to handle most situations, the better the student achievement. Understanding a partnership is mandatory between the school and a parent, perhaps MS and the PIA could assist with providing seminars and or tools to be used simultaneously by parents and teachers. Preaching from the same hymn book will help. Below are a few courses I thing all would benefit from. How to Handle the Hard to Handle Student K-5 How to Handle the Hard to Handle Student 6-12 Differentiated Instruction: 109 Strategies for Success "Hallway Heroes" How to Stop Bulying and Cyberbullying in its Tracks School Crisis Prevention Response and Management 175 Ways to Motivate Difficult, Disruptive, Disinterested and Defiant Students: This program would be especially great because of the high rate of disruptive students which seem to be primarily boys. Providing a female teacher better tools to deal with a male student could be beneficial all the way around. There seems to be a unintentional "one sideness" or inability to deal with male students by a few female teachers. * I know its not your job,however, teaching responsibility and respect from the door is key. Change how they address the teachers by establishing respect in communication - Yes Sir, Yes Ma'am might be a good start. How to Handle the Hard to Handle Parent: ** there are many of those..including myself... Overcoming Stress - For Teachers: ** Some teachers are taking their stress out on students.	1/18/2013 1:03 PM
79	Address real daily academic and social situations; how to deal with them and how to rise above them.	1/18/2013 12:53 PM
80	Become a little more organized, offer more extra curricular programming for kids.	1/18/2013 12:48 PM
81	Have loner laptops when original is out for service.	1/18/2013 12:40 PM
82	Keep doing what you do. Also, I would like to have more parent teahers conference similar to the one held on January 9th, 2013. Thank you.	1/18/2013 12:36 PM
83	I am happy with the interaction I've had with MS2 faculty/administration. However, our family is historically active at the school. We recognize the importance of reaching out to the people with whom we entrust our children for many of their waking hours.	1/18/2013 12:28 PM
84	More rigor	1/18/2013 12:24 PM
85	Continue to move forward in assisting those who are eager to take in knowledge.	1/18/2013 12:20 PM
86	It's perfect!	1/18/2013 12:20 PM
87	Teachers need to communicate more with parents. Teachers need to be use PowerSchool and StudyWiz as it is designed to be done. Teachers are not updating PowerSchool on a daily bases. ALL teachers should be putting classwork and homework information in StudyWiz so parents can better help their child complete ALL of the homework assignments.	1/18/2013 12:15 PM
88	At this current time, there is nothing that I would change. Communication is great.	1/18/2013 12:10 PM

Q1 I have a good relationship with the (MS)2 leadership.

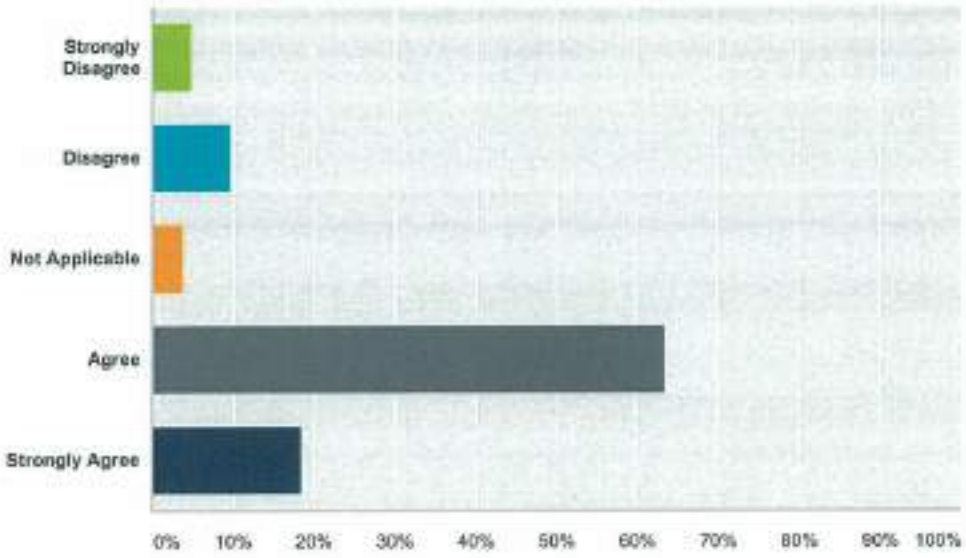
Answered: 103 Skipped: 2



Answer Choices	Responses	
Strongly Disagree	6.80%	7
Disagree	9.71%	10
Neither Agree nor Disagree	24.27%	25
Agree	38.83%	40
Strongly Agree	20.39%	21
Total		103

Q2 My relationship with my child's teachers at (MS)2 is good.

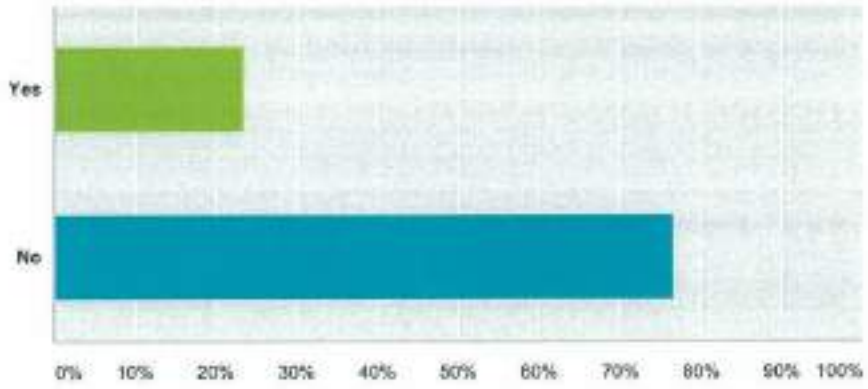
Answered: 104 Skipped: 1



Answer Choices	Responses	
Strongly Disagree	4.81%	5
Disagree	9.62%	10
Not Applicable	3.85%	4
Agree	63.46%	66
Strongly Agree	18.27%	19
Total		104

Q3 Are you an active member of the (MS)2 PiA?

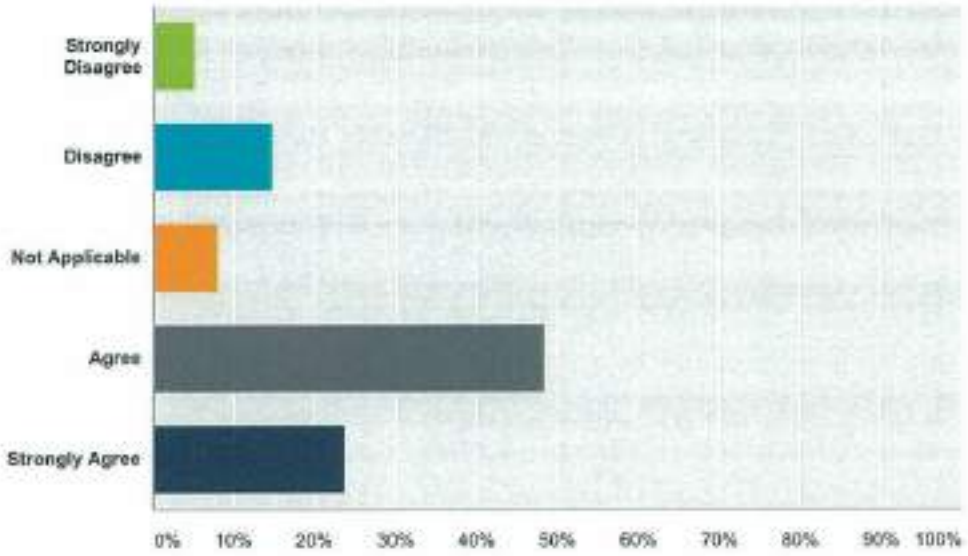
Answered: 103 Skipped: 2



Answer Choices	Responses	
Yes	23.30%	24
No	76.70%	79
Total		103

Q4 I feel that the (MS)2 faculty provides good classroom management.

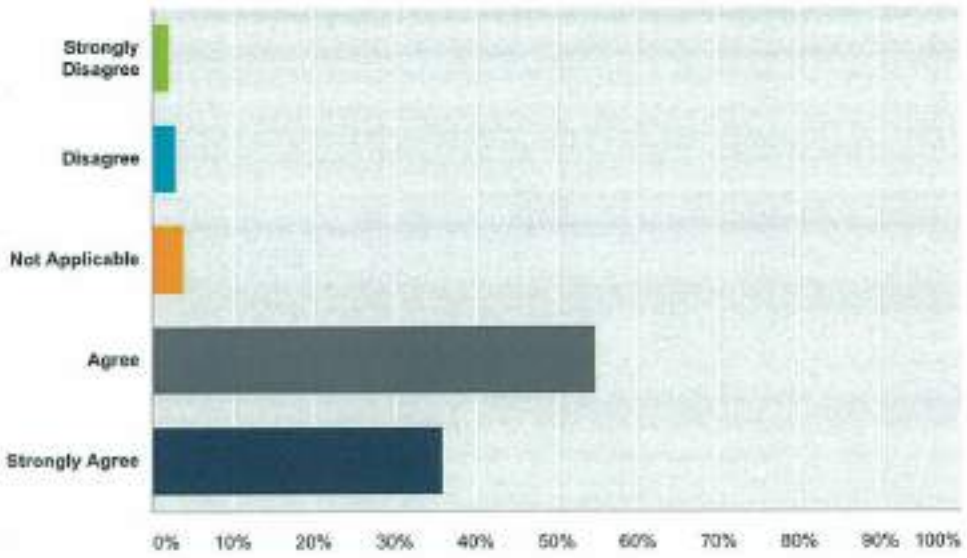
Answered: 101 Skipped: 4



Answer Choices	Responses	
Strongly Disagree	4.95%	5
Disagree	14.85%	15
Not Applicable	7.92%	8
Agree	48.51%	49
Strongly Agree	23.76%	24
Total		101

Q5 I believe that the (MS)2 teachers are skilled in their respective field.

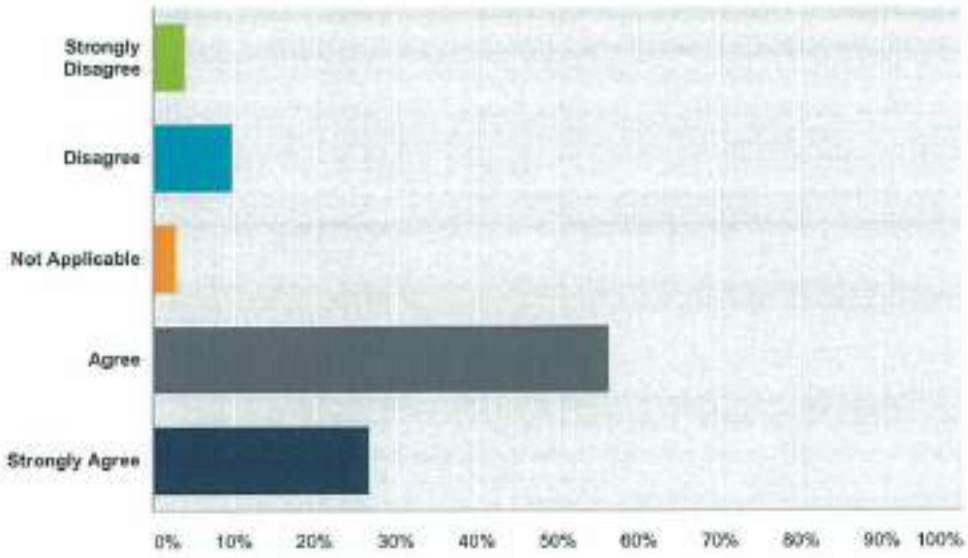
Answered: 100 Skipped: 5



Answer Choices	Responses	
Strongly Disagree	2.00%	2
Disagree	3.00%	3
Not Applicable	4.00%	4
Agree	55.00%	55
Strongly Agree	36.00%	36
Total		100

Q6 I believe that the (MS)2 administrative staff is responsible and fair.

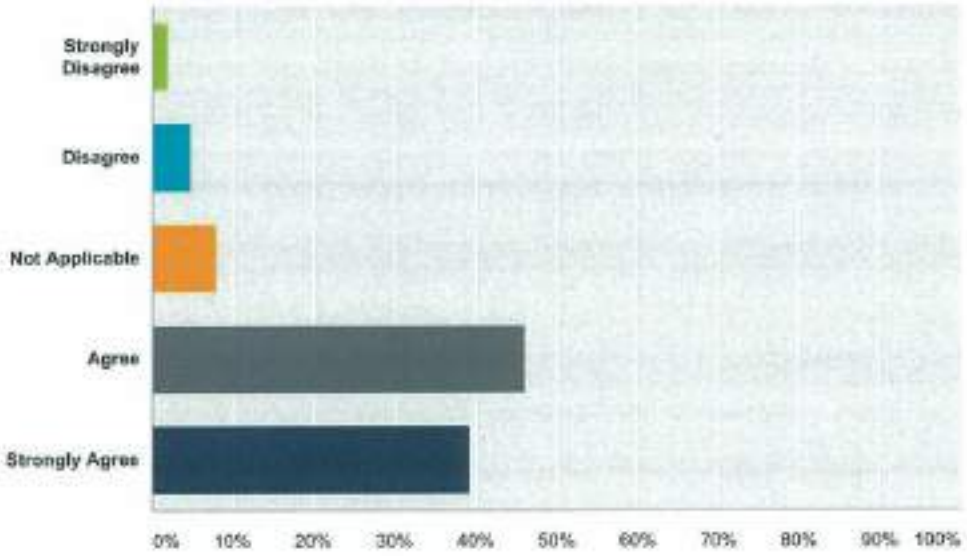
Answered: 101 Skipped: 4



Answer Choices	Responses	
Strongly Disagree	3.96%	4
Disagree	9.90%	10
Not Applicable	2.97%	3
Agree	56.44%	57
Strongly Agree	26.73%	27
Total		101

Q7 I believe that (MS)2 does a good job of instilling positive and mature attitudes in my child.

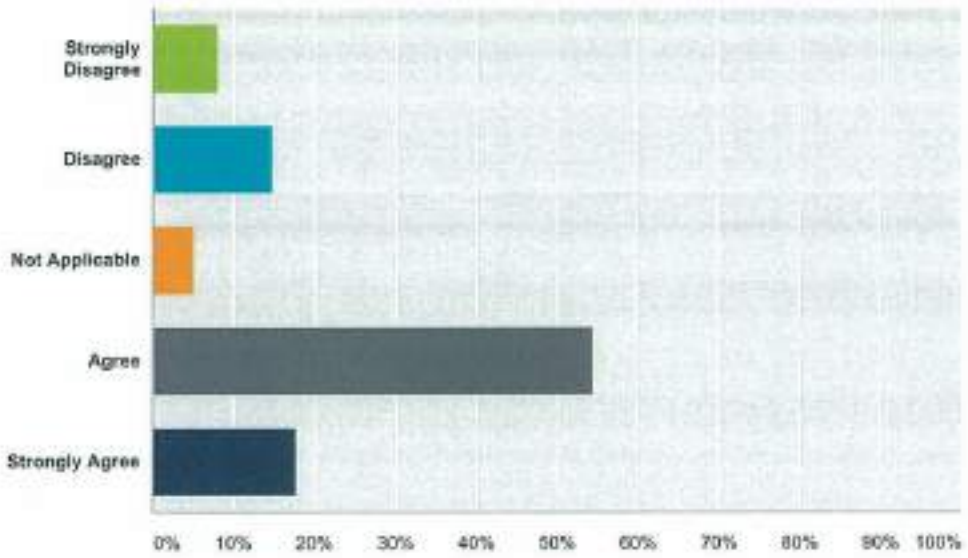
Answered: 102 Skipped: 3



Answer Choices	Responses	
Strongly Disagree	1.96%	2
Disagree	4.90%	5
Not Applicable	7.84%	8
Agree	46.08%	47
Strongly Agree	39.22%	40
Total		102

Q8 I feel that my needs and concerns and those of my child are met on a timely basis.

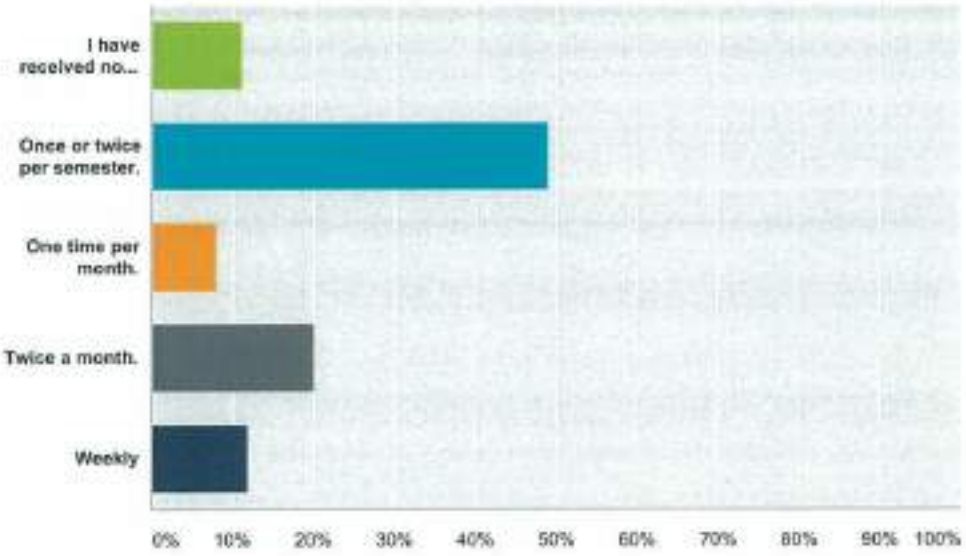
Answered: 101 Skipped: 4



Answer Choices	Responses	
Strongly Disagree	7.92%	8
Disagree	14.85%	15
Not Applicable	4.95%	5
Agree	54.46%	55
Strongly Agree	17.82%	18
Total		101

Q9 How frequently do the teachers of your child communicate with you?

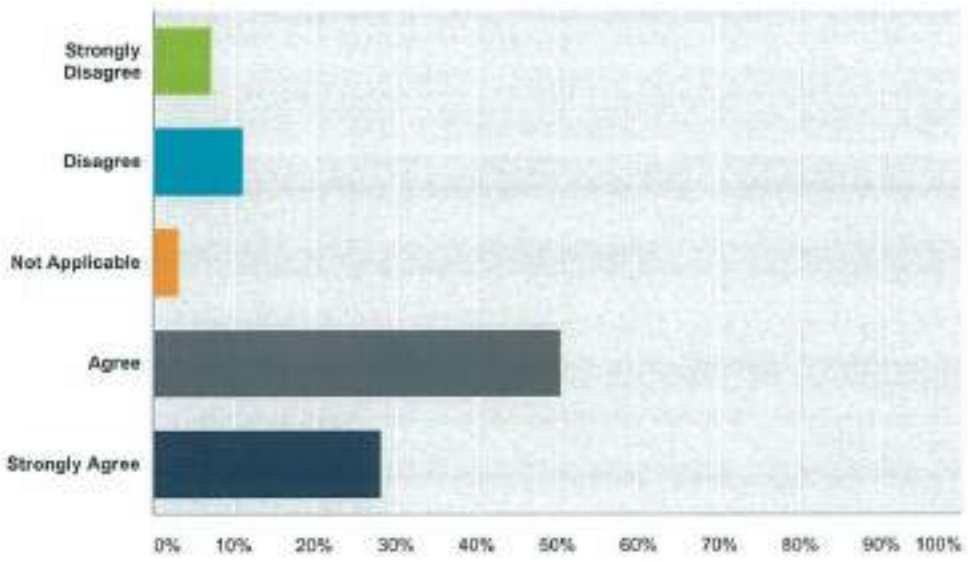
Answered: 100 Skipped: 0



Answer Choices	Responses	
I have received no communication with the (MS)2 teachers.	11.00%	11
Once or twice per semester.	49.00%	49
One time per month.	8.00%	8
Twice a month.	20.00%	20
Weekly	12.00%	12
Total		100

Q10 I believe that my child receives the appropriate amount of homework to achieve academic success.

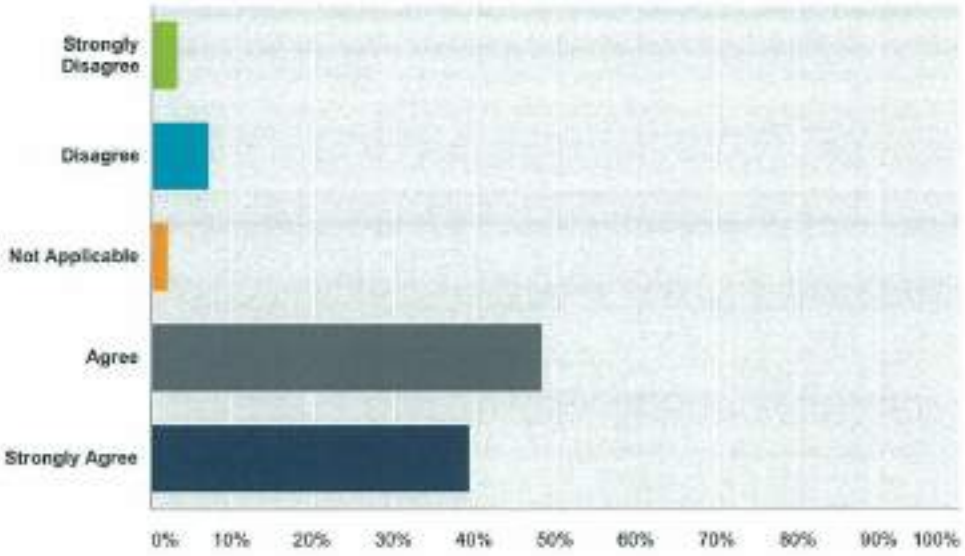
Answered: 99 Skipped: 0



Answer Choices	Responses	
Strongly Disagree	7.07%	7
Disagree	11.11%	11
Not Applicable	3.03%	3
Agree	50.51%	50
Strongly Agree	28.28%	28
Total		99

Q11 I believe that my child is being well prepared for the rigors of high school.

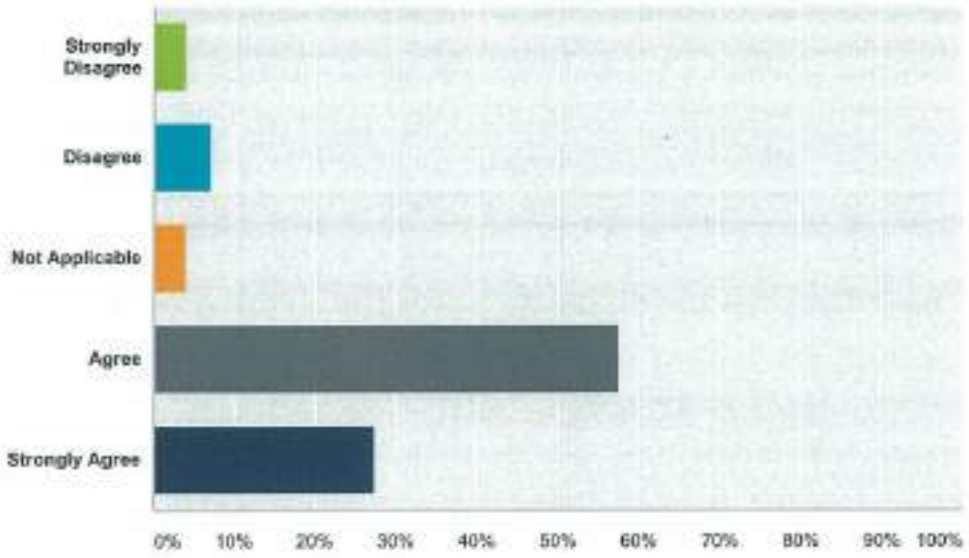
Answered: 99 Skipped: 6



Answer Choices	Responses	
Strongly Disagree	3.03%	3
Disagree	7.07%	7
Not Applicable	2.02%	2
Agree	48.48%	48
Strongly Agree	39.39%	39
Total		99

Q12 I believe that quizzes and tests given to my child are fair and challenging.

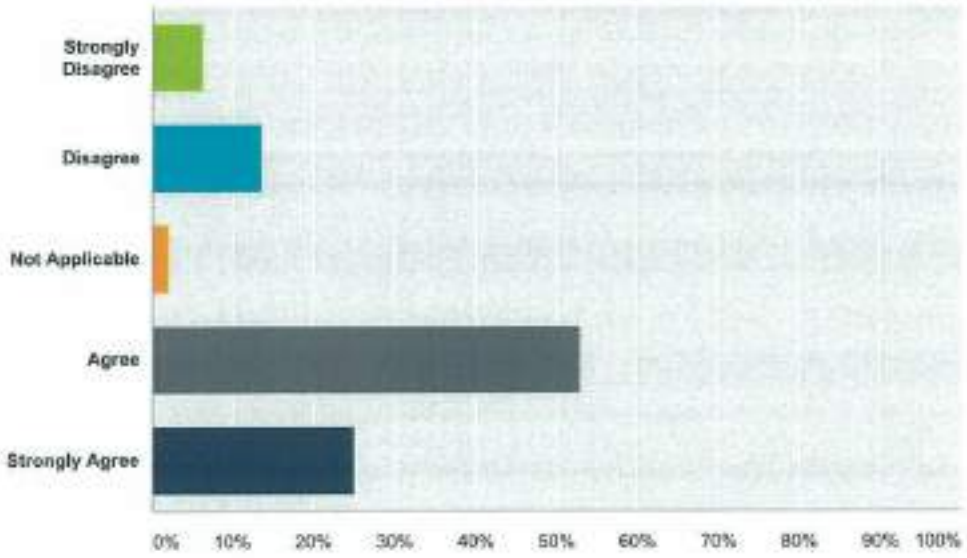
Answered: 99 Skipped: 6



Answer Choices	Responses	
Strongly Disagree	4.04%	4
Disagree	7.07%	7
Not Applicable	4.04%	4
Agree	57.58%	57
Strongly Agree	27.27%	27
Total		99

Q13 I believe that the grades my child receives on progress reports are a fair representation of his/her performance.

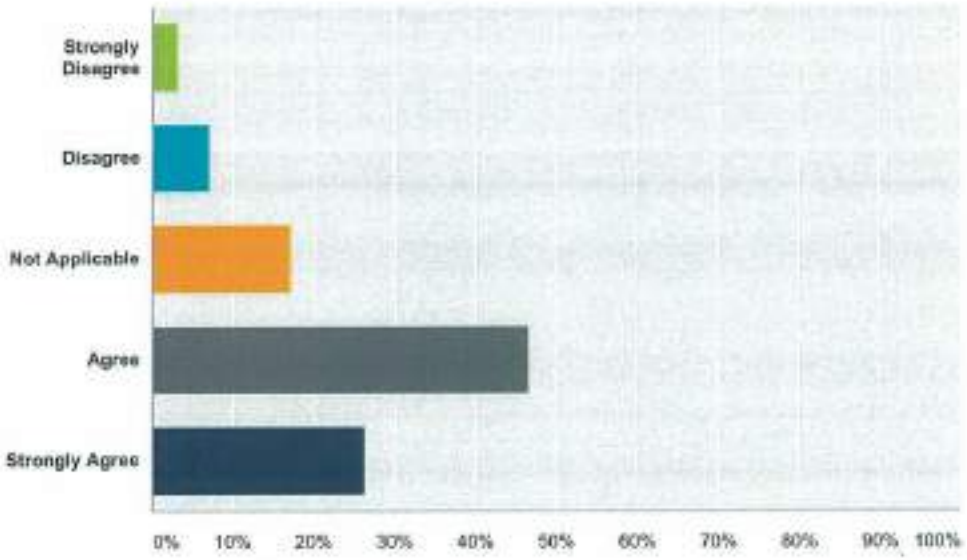
Answered: 96 Skipped: 9



Answer Choices	Responses	
Strongly Disagree	6.25%	6
Disagree	13.54%	13
Not Applicable	2.08%	2
Agree	53.13%	51
Strongly Agree	25.00%	24
Total		96

Q14 I believe that (MS)2 teachers are willing to meet individually with students before, during, and after school hours.

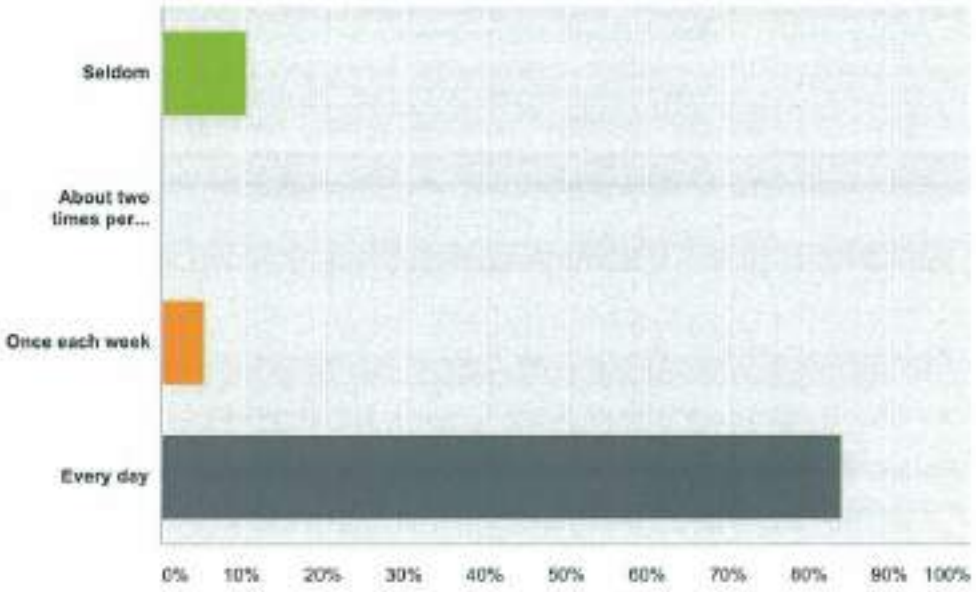
Answered: 99 Skipped: 0



Answer Choices	Responses	
Strongly Disagree	3.03%	3
Disagree	7.07%	7
Not Applicable	17.17%	17
Agree	46.46%	46
Strongly Agree	26.26%	26
Total		99

Q15 How frequently does your child use the computer provided to you for school work at home?

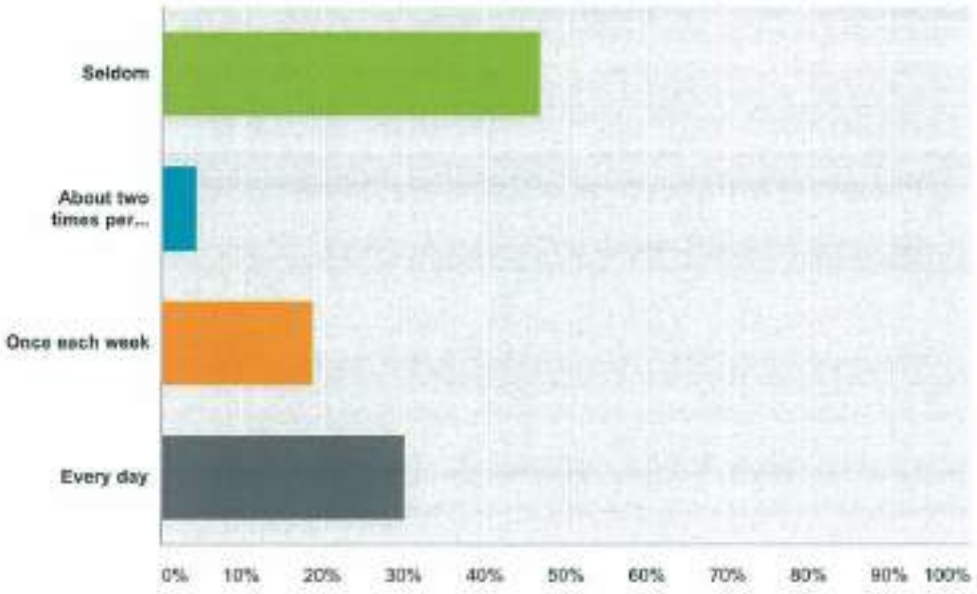
Answered: 95 Skipped: 10



Answer Choices	Responses	
Seldom	10.53%	10
About two times per month.	0.00%	0
Once each week	5.26%	5
Every day	84.21%	80
Total		95

Q16 How frequently do you use the computer provided to you for school work at home?

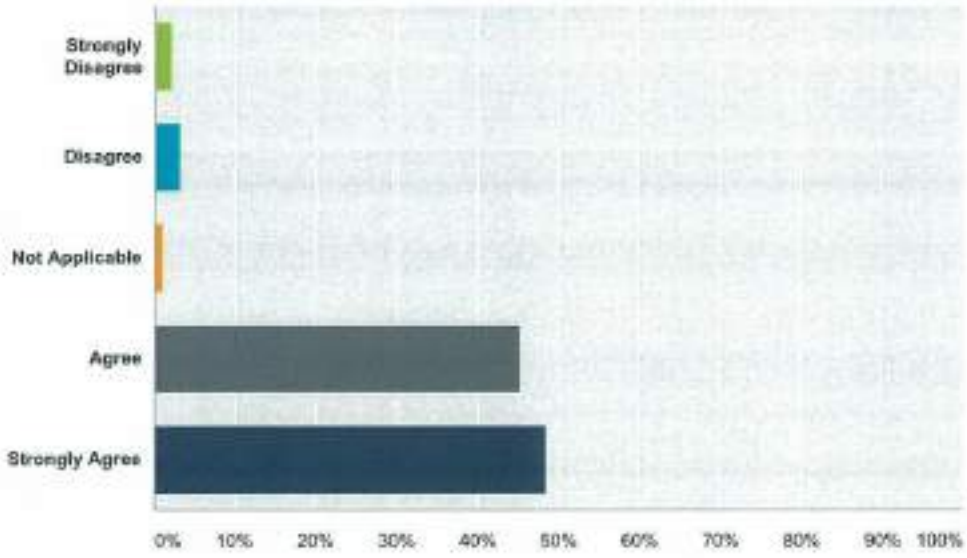
Answered: 90 Skipped: 15



Answer Choices	Responses	
Seldom	46.67%	42
About two times per month.	4.44%	4
Once each week	18.89%	17
Every day	30.00%	27
Total		90

Q17 I believe that phone calls and emails from the School Messenger System are helpful.

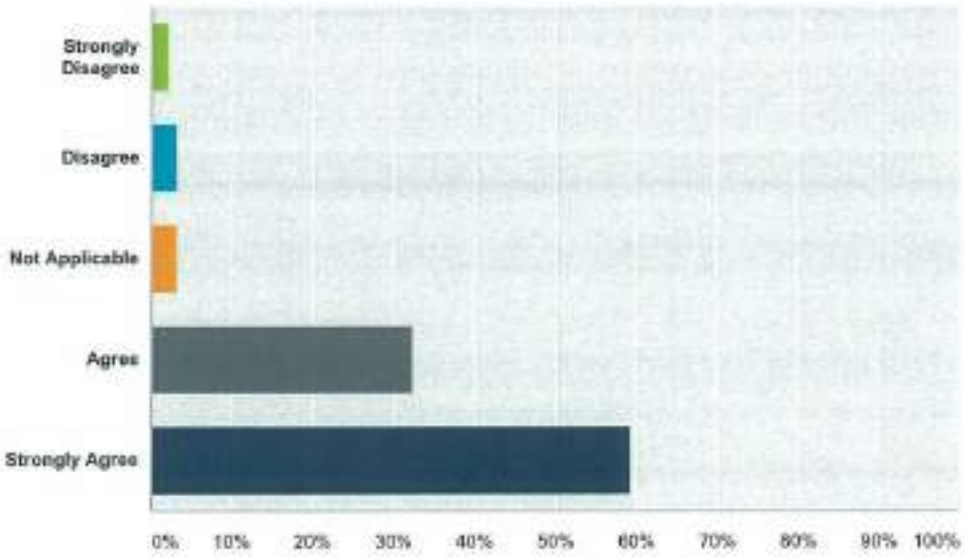
Answered: 97 Skipped: 8



Answer Choices	Responses	
Strongly Disagree	2.06%	2
Disagree	3.09%	3
Not Applicable	1.03%	1
Agree	45.36%	44
Strongly Agree	48.45%	47
Total		97

Q18 I would recommend the Howard University Middle School of Mathematics and Science to others.

Answered: 96 Skipped: 0



Answer Choices	Responses	
Strongly Disagree	2.08%	2
Disagree	3.13%	3
Not Applicable	3.13%	3
Agree	32.29%	31
Strongly Agree	59.38%	57
Total		96

Q19 Why did you choose to send your child to (MS)2?

Answered: 92 Skipped: 13

#	Responses	Date
1	I was interested in the program that was offered, and felt it would be a good fit for my daughter if she could pass the tests to get accepted to MS2	2/13/2012 2:19 PM
2	Better opportunity and learning.	2/10/2012 11:25 AM
3	Because of the school reputation of higher learning	2/9/2012 3:39 PM
4	I felt MS2 was a school my child can benefit from academically and would expose her to many things that other schools in the area do not have.	2/9/2012 12:14 PM
5	I thought it would be a great challenge for my daughter to academically achieve her strong subjects.	2/9/2012 11:05 AM
6	I chose (MS)2 for the math and science program.	2/8/2012 8:29 PM
7	I was recommend by Mrs. Beatha, and was told about the strong academic that you have at(MS)2	2/8/2012 7:17 PM
8	MS2 came high recommended by a parent and my daughter was very interested in going to MS2.	2/8/2012 10:47 AM
9	recommendations of former parent impressions at Open House	2/7/2012 8:08 PM
10	I sent my child to (MS)2 because I heard all good thing about the school and I wanted her to get the best education.	2/7/2012 7:52 PM
11	My child needed challenges in her education and from information gather before applied (MS)2 I knew my child will get the best education.	2/7/2012 6:20 PM
12	I chose (MS)2, because I felt that my son would be challenged more in the areas at which he was thriving at his previous school. I believed at the time that the administrative staff had a valuable plan for success for the students starting.	2/7/2012 1:02 PM
13	I heard positive feedback from former MS2 parent's of students that attended this school	2/7/2012 12:13 PM
14	Great price.	2/7/2012 6:53 AM
15	I wanted my child to learn and be challenge.	2/6/2012 9:34 PM
16	Good recommendations, small size, proficiency in math, science and technology.	2/6/2012 8:48 PM
17	Excellent curriculum, good staff compliment, trust and outstanding dedication of faculty.	2/6/2012 5:45 PM
18	Location and association w/ the university.	2/6/2012 4:02 PM
19	I thought that (MS)2 would offers a more advanced enrichment program for my son than DC public schools.	2/6/2012 3:07 PM
20	To prepare my child fro the future. I like the way the children are being taught. (MS)2 gives children a sense of responsibility and charisma.	2/6/2012 2:38 PM
21	It is a good school and offers my child the strong cheracter education my child wants.b	2/6/2012 2:19 PM
22	It is a good school in DC.	2/6/2012 1:56 PM
23	A family member went here and she recommended the school	2/6/2012 1:51 PM
24	I went to an open house and they spoke so highly about how strong the kids would be academically after being there at MS2.	2/6/2012 1:21 PM
25	I wanted my child to get the best public education as possible&even tho his first year has been challenging for us both I love MS2&will continue to work with my son until his grades are up to par as I know he is capable of doing	2/6/2012 12:09 PM
26	My first daughter was recommended, and I loved the schools teaching and enviroment.	2/6/2012 12:02 PM
27	CHALLENGE MY CHILD	2/6/2012 11:46 AM

28	Because of the schools academdics programs.	2/6/2012 11:44 AM
29	To recieve a quality education.	2/6/2012 11:37 AM
30	More challenging academic curriculum	2/6/2012 11:31 AM
31	the primary goal of the seemed to be to ensure that all students were adequately prepared for high school.	2/6/2012 11:26 AM
32	The curriculum	2/6/2012 11:24 AM
33	MS2 offered more challenges for my daughter and she wanted to go to MS2.	2/6/2012 11:09 AM
34	The emphasis on mathematics and science was appealing. However, there seems to be a little inconsistency in what we were sold and what is actually being implemented.	2/6/2012 10:58 AM
35	My child chose the school for himself.	2/6/2012 10:52 AM
36	To get my child a opportunity to receive a better education evolving math, science and engineering	2/6/2012 10:41 AM
37	To challenge my child academically and to change the environment he was used to.	2/6/2012 10:35 AM
38	I did some research on the school and I felt like this school could help my child advance with his learning abilities. Its been a challenge but everything is a working progress	2/6/2012 10:29 AM
39	I thought he was going to a school, where he would be helped with his advancement	2/6/2012 10:28 AM
40	I had one other daughter to graduate from there and I like the acadimc.	2/6/2012 10:26 AM
41	I choose MS)2 due to the Science and Technology aspect of ot he school, which is lacking in traditionally schools	2/6/2012 10:21 AM
42	The academic programs that concentrate on science and math is what is needed throughout the African American community in order to compete globally.	2/6/2012 10:12 AM
43	The rigorous curriculum in Science and Math and the educational tools that were presented during the Parent Orientation.	1/26/2012 3:41 PM
44	Because we thought that my child would get the necessary help needed to learn and prepare for the next level in her education. This was based on the presentation of open house and followup before the beginning of school. We believed that this school was proactive in strengthening their weaknesses and enhancing their strengths. This school seemed to have a different approach to education than the rest.	1/24/2012 6:26 PM
45	I feel that the school is very challenging and offers alot to my child.	1/20/2012 4:06 PM
46	I chose Howard because I had a nephew that attednded when it first opened.	1/19/2012 2:48 PM
47	We chose (MS)2 because of the focus on math and science and my son's career choice. His teachers and friends highly recommended the school as well.	1/19/2012 12:32 PM
48	for the challenging curriculum	1/17/2012 7:30 PM
49	Recommended by a trusted teacher of previous school.	1/17/2012 8:58 AM
50	I was initially referred to the school by my child's 5th grade teacher and later impressed by the school's presentation and curriculum.	1/17/2012 5:09 AM
51	I wanted to nurture my childs interest in math and technology.	1/13/2012 4:38 PM
52	Because of the academic structure and administration and teachers are serious about providing a good education.	1/13/2012 4:07 PM
53	My child needed to be challenged and was behind other students because her old school was holding her back. I know that her growth due to attending (MS)2 has been wonderful - educationally and personally!	1/13/2012 1:02 PM
54	his interest in sciences	1/12/2012 6:50 PM
55	It gets him prepared for high school in a more advanced way.	1/12/2012 3:44 PM
56	I chose to send my child to (MS)2 for the math, science, and technology rigor that I felt was missing in the DCPS curriculum.	1/12/2012 3:14 PM
57	1. Research indicated a strong, solid core curriculum 2. Small school 3. African-American teachers 4. Relative convenience to household	1/12/2012 11:06 AM

58	I was interested in a school that could provide academic rigors similar to private education but completely prepares my child for high school and beyond to college. MS2 has provided this environment for learning.	1/12/2012 5:58 AM
59	Rigorous Science program came highly recommended.	1/11/2012 9:34 PM
60	I chose this school because a coworker recommended also because of its focus of Math, Science and Technology	1/11/2012 8:38 PM
61	He choose the school because his cousins went there.	1/11/2012 6:49 PM
62	I choose to saend my children to (MS)2 because of it's affiliation with Howard University	1/11/2012 4:44 PM
63	Structure your child receives. The staff his here to challenge your child to go higher	1/11/2012 3:45 PM
64	I chose (MS)2 to help prepare my child for high school/college particular in math and science.	1/11/2012 2:21 PM
65	Because of the academic challenge the school provides	1/11/2012 1:58 PM
66	I wanted a school that was going to be safe, challenging, small class sizes, required uniform, and technologically advanced. However, organization and qualified/responsible staff my child could identify with is where I have had issues. As well as some of the technology issues with various online programs utilized by the students to complete course work.	1/11/2012 1:55 PM
67	Rigors of the academic program.	1/11/2012 10:27 AM
68	My deughter had made progress there, I was touch by the teaching so I said that all my children's will attend the (MS2) school I love the structure of the learning.	1/11/2012 9:49 AM
69	Math and Science were his strong subjets in elemetary school and I heard good things about MS2.	1/11/2012 8:31 AM
70	They have a good education score	1/11/2012 8:57 AM
71	I felt that it would be a good experience for you.	1/11/2012 8:23 AM
72	I heard it was a good school	1/11/2012 6:17 AM
73	Her older brother was already s student.	1/11/2012 12:19 AM
74	I felt the school offered a rigorous curriculum as well as set high expectations for each child. The school offers the most advanced technology such as smart boards, academic software programs and laptops to keep up with this tech generation.	1/10/2012 8:54 PM
75	Because I believed he would be provided a chance to excell in math and science.	1/10/2012 8:54 PM
76	Her teacher in the 5 th grade highly recommended she apply plus I felt it would challenge and prepare her for high school.	1/10/2012 8:17 PM
77	I feel that (MS)2 can provide my children with the proper education.	1/10/2012 7:44 PM
78	School had very good ratings	1/10/2012 7:29 PM
79	Because it is a technology school that students will be taught for a successful higher level of education.	1/10/2012 6:24 PM
80	test score results and small classroom environment	1/10/2012 5:24 PM
81	After being STRONGLY disappointed by previous schools and the ingnorant approach the teachers and Administration had to the kids I found it refreshing to come across a school like MS2 that seems to understand what it takes to teach a child.	1/10/2012 5:12 PM
82	It's a great school	1/10/2012 5:10 PM
83	To improve his math skills.	1/10/2012 4:43 PM
84	I CHOOSE TO SEND MY CHILD TO (MS)2? BECAUSE HOWARD UNIVERSITY WAS GIVING TO ME BY NAME. POWER IN THE TOOLS THEY USE TO CHALLENGE THE LEARNING FOR THEIR STUDENTS TO RISE TO THE HIGHES TOWARD THERE FUTRUE. MY CHILD IS DOING BETTER AT UNDERSTANDING HERSELF THANKS TO HOWARD. AND IF SHE STAYS ON POINT THERS NOTHING SHE CAN NOT ACOMP. I'M PROUD TO TELL PEOPLE THAT MY CHILD ATTENDS HOWARD UNIVERSITY MS2. THANK YOU HOWARD UNIVERSITY MS2.	1/10/2012 4:37 PM
85	I choose (MS)2 because I thought it was a great school and I like what I heard and saw during open house and back to school nigh. Therefore, I continued to keep my child in (MS)2.	1/10/2012 4:23 PM

86	I knew my child would receive the education level she deserves to be successful. (Although it takes me back, many years back, trying to keep up I know it will be worth it!!	1/10/2012 3:35 PM
87	Howard University affiliation	1/10/2012 3:19 PM
88	Referral	1/10/2012 3:19 PM
89	Challenging math & Science curriculum	1/10/2012 3:16 PM
90	Spoke with a previous student and parent that shared great academic experiences. I was truly impressed wanted my child to receive the same or better experience.	1/10/2012 3:14 PM
91	My child enjoys meth and science. Prpearation for high school.	1/10/2012 3:13 PM
92	Because we heard it was a GREAT school and so far it is.	1/10/2012 2:58 PM

Q20 How can the (MS)2 faculty and administrative staff better help your child learn?

Answered: 83 Skipped: 22

#	Responses	Date
1	work well with me to help her in spite of my very busy schedule. in order to get her to succeed through her challenges.	2/13/2012 2:19 PM
2	Work a little closer with him.	2/10/2012 11:25 AM
3	more individual attention provided to the child	2/9/2012 3:39 PM
4	Have tutors in every subject so my child can take advantage of it if she needs it.	2/9/2012 12:14 PM
5	I think Destiny needs some assistance with her English. If she can sign up for Saturday academy for some help it would be greatly appreciated. Thanks.	2/9/2012 11:05 AM
6	My child's team has gone beyond the call of duty in assisting him in certain areas. I thank Ms. Harrelson and could not live without Ms. Finley.	2/8/2012 8:29 PM
7	Just by keeping me up to date with his school work it help a lot,thank to all the teachers for keeping me informed.	2/8/2012 7:17 PM
8	My major concern this recent semester came about when my child received an F on her report card. The reason why its a concern is because I checked Power School maybe a week or two prior and she was in good standing, one grade which weighed affected her entire grade, but I was not notified by the teacher prior that their was a possibility that my child was going to fail his class. So either the grades need to be entered into Power School in a timely manner or teachers should as a courtesy notify parents if their child is in danger of failing their class, because this could have been resolved.	2/8/2012 10:47 AM
9	1) reassessment of exit passes: more formative than summative (stop penalizing students who didn't process a concept based only on that day's presentation! That's not how exit passes are intended to be used.) 2) demonstrate more evidence of varied accommodations & differentiation (very lacking) 3) have 1 rule about whether or not late will be accepted. (Even when asked for, it may be calculate as a "0." What's the point? What's the lesson? How does a student know when a teacher really is going to count the work? More time is a legitimate accommodation, even when a teacher assumes that a student is "just lazy.")	2/7/2012 8:08 PM
10	Keep doing what you are doing.	2/7/2012 7:52 PM
11	Keep her busy with challenging school work	2/7/2012 6:20 PM
12	continue what is in place	2/7/2012 12:13 PM
13	The staff is doing it now i wouldnt change nothing about MS2	2/6/2012 9:34 PM
14	Although I agree that communication is there, I may e-mail a teacher at the given address, but never receive a response, or the teacher indicates that he/she has never received the e-mail. On Saturday Academy have teachers there from the subjects that the student is failing in. Pay closer attention to the lesson plan. I know that it can be time consuming, please make the student write out homework assignments and checked by the teacher prior to the student leaving out of the class. I know that computers studywiz may have the assignment, but my child would benefit from more tangibility, especially for those students that lack organizational skills.	2/6/2012 8:48 PM
15	Continue to expose the children to state of the art academic endeavors and good models.	2/6/2012 5:45 PM
16	Remain consistent w? enforcing policies and procedures. Hire well qualified teachers and staff.	2/6/2012 4:02 PM
17	It would be wonderful if (MS)2 would offer a tutoring session for the classes that my child may lack in his studies.	2/6/2012 3:07 PM
18	Assisting the child in areas that they believe the child is weak in. If a child gets a low test score try to figure out why.	2/6/2012 2:38 PM
19	By doing the good job they are already doing.	2/6/2012 2:19 PM

20	I am proud of (MS)2 faculty teacher and office worker at all. You are worker together. I want say to keep this hard work for your student. You will see your good Job (fruit) tomorrow.	2/6/2012 1:56 PM
21	By focusing more on academics and stop puting their image first.	2/6/2012 1:21 PM
22	A better system with getting the home computers connected&up&running as I've still been unsuccessful. Also I requested a few months back that my soon would be put on a daily progress report but that has yet to happen	2/6/2012 12:09 PM
23	I dont have any suggestions at this time	2/6/2012 12:02 PM
24	WHEN ENTERING 6TH GRADE HELP THEM ORGANIZE AND MANAGE DIFFERENT CLASSES AND GET USED TO MULTIPLE TEACHERS AND KEEPING UP WITH ASSIGNMENTS	2/6/2012 11:46 AM
25	I feel that the staff go above and beyond to meet all of the students needs in order for them to excel and to be able to function in the demands of the adult world.	2/6/2012 11:44 AM
26	Teachers should consider other homework assignments (from other teachers), daily activites like eating, bathing, extra curriculum activities, as well as wind-down time when assigning excessive homework. It's stressful for the students and parents. No one wants to do work every waking hour of the day.	2/6/2012 11:37 AM
27	I believe that the children are given to much homework most of the time. My child does not have time for any extra curriculum activities.	2/6/2012 11:31 AM
28	it would be helpful if more teachers used studywhiz.	2/6/2012 11:26 AM
29	Continue doing what you are doing	2/6/2012 11:24 AM
30	I believe they are doing an awesome good and I wouldn't change a thing.	2/6/2012 11:09 AM
31	When weak skills are identified, they should be brought to our attention quickly rather than later. And a system that children will understand for not achieving goals. i.e. it was explained that STEM would be removed if a child was not achieving proper grades in core classes.	2/6/2012 10:58 AM
32	Better support with homework was looking forward to the howework detention program for after school assistance and that has not been implemented. I believe that the kids need assistance and guidance on organization and time management to be successful.	2/6/2012 10:52 AM
33	Continue to keep up the good work	2/6/2012 10:41 AM
34	I think my child needs more one on one time.	2/6/2012 10:35 AM
35	By playing apart in all their students goals and achievements. Not just the ones are at success, and by not ignoring or be less focused on the children who are struggling.	2/6/2012 10:28 AM
36	They are doing a good job the way they are.	2/6/2012 10:26 AM
37	I believe that (MS)2 is an excellent school, but I am very concern with the amount of homework my child receive. I was always taught that homework is given to reinforce what was is taught in the class, but this is not what I am sending. A six grader should not have 3-4 hours of homework per night. We should be preparing our children to be well rounded individuals and the amount of homework do not allow your child to do anything , but homework. No visit to museums, theaters or other activities due to the amount of homework. I want my child to be prepared for high school, but not if he is so stressed out due to homework, projects and test. Let's take a look at amount of homework we are giving the children. Is it benefiting the child or benefiting how the school looks on paper. Maybe, if the expectation is the child has this much homework then we should reconsider the need for the required 3:30-4:30pm hour activities (which I love).	2/6/2012 10:21 AM
38	More organized use of the educational tools by teachers. More consistency between assignments in some classes. Be an advocate for my child. Communicate issues in a timely manner, rather than when they have escalated to the point of being unacceptable.	1/26/2012 3:41 PM
39	First there need to be a better transition for new students entering a rigorous learning environment such as this. Second, all technology needs to be up and ready to go at the beginning of the school year from day one. Third, there should be uniformity in the use of StudyWiz submissions by both students and instructors similar to a typical hybrid online learning environment used in many higher educational institutions today such as UMUC. Alerts conceding new assignments and FAQ's concerning PowerSchool and StudyWiz. And a more efficient parent teacher conference system where every parent has quality time with each teacher.	1/24/2012 6:26 PM
40	I wish issues can be communicated better on the admin and instructional staff side.	1/19/2012 2:48 PM

41	I am a new parent and we are still filling out the school and the curriculum. Based on conversations with my son, I feel that the daily quizzes can be a bit much because the student is trying to grasp the concept in addition to taking notes. Sometimes testing so often is not a true respresentation of what the students knowledge as we know all students are not good test takers.	1/19/2012 12:32 PM
42	making themselves available for more one on one interaction	1/17/2012 7:30 PM
43	Info about assignments sent to parent directly on a weekly basis.	1/17/2012 8:58 AM
44	Faculty and administrative staff have to realize that academic rigor is not developed through unnecessary constraints. In order for students to actualize their academic potential the administrators and staff need to recognize individualism. Furthermore, students need more basic concept and foundational preparation in the math and sciences in order to understand the complexities and rigidness of mathematical and scientific applications. For example, 6.6 students were asked to complete science projects utilizing the scientific method, it would have been beneficial if each aspect of the scientific method were identified and defined as well as provide plausible explanations for the functions of the different components of the scientific method so that students could successfully develop projects and gain substantial understanding of research as well as cause and effect within controlled environments.	1/17/2012 5:09 AM
45	Continue being available and accessible to students.	1/13/2012 4:07 PM
46	I would appreciate more communication from faculty and staff...even if they use Powerschool to leave comments and concerns. I have noticed that this feature is never used on my child's account :(	1/13/2012 1:02 PM
47	give him time to process the information learned in class	1/12/2012 6:50 PM
48	Because he has a small frame, I would like him to be more in the front of the class and away from anyone he constantly talks with.	1/12/2012 3:44 PM
49	My child could benefit from elective classes in study skills and test taking skills; which are two areas in which he continues to struggle.	1/12/2012 3:14 PM
50	Overall, I believe the teachers and faculty do an outstanding job. As a 2nd year parent, there seems to be little disruption transitioning from Ms. White's administration to Ms. Artis' administration. I've had very good experiences with my sons' 7th grade teachers whom I believe are earnest and dedicated to the core principles of teaching and learning. I have two areas of concern: Many homework and tests are generally between 3-5 problems. So if a child misses only 1 problem, they receive a "failing" score. The numerical score suggests the child hasn't grasped the material when, in fact, the child might know the majority of the material, and only missed a specific section. Perhaps teachers can formulate tests and quizzes on a standard 100pt. scale (i.e. 10 problems, 10 points each). It might mean less homework but allows students a wider range of practice. 2. Nasty grams: On two occasions I've received "edicts" from the school, letters than often end with the some "vague" threat (i.e. your child will not be allowed to re-enroll,etc, etc.). A respectful request builds good will and trust. More importantly, threats about detention, suspension, expulsion and refusal to re-enroll a student need to be delivered in an appropriate context. Letters to parents should be framed in the most positive light, in a respectful tone, and solution-oriented.	1/12/2012 11:06 AM
51	I truly think students need test taking skill development throughout all 3 years as well as training in time/organizational management. Middle school age children are still in development years to know how to handle such a rigorous academic schedule	1/12/2012 5:58 AM
52	As the parent of a 6 grader I feel the staff and faculty she be at the very least be more organized than the student. ie when a student turns in the assignment the teacher should be able to locate it instead of giving the student a 0 for not turning in the work. I as a parent know that my child is doing the homework. Once or twice it may come up missing but not each time	1/11/2012 8:38 PM
53	Just keep doing what they have been doing.	1/11/2012 5:49 PM
54	I think if Howard had an athletics and music to program it will off children a more well rounded education.	1/11/2012 4:44 PM
55	when she says she can't go any further, push her just a little more and she will give you her best	1/11/2012 3:46 PM

56	This is my 1st year at this school. My child was a bit overwhelmed with all of the assignments, and I think some teachers need to communicate more clearly. There are times when a certain project or homework assignment is due on a certain date and then the date changes. I think the faculty and staff can be a little more visible to the parents. Or even a parent representative should welcome the parents. At the beginning of the school year, I felt lost. Also, there have been times I've picked up my child from school, and I notice the rowdiness in the other children, very loud in the hallways and even hearing children curse. I've noticed some children not following the dress code. I think this is a bad reflection on the school. Otherwise, my child is learning and has adapted well. Thanks for the survey.	1/11/2012 2:21 PM
57	By giving more hands on assignments	1/11/2012 1:58 PM
58	Teaching taff should not be allowed to talk or text on cell phones during class / school hours. Also, they should all be required to know how to work the school applications such as Studywiz and Powerschool prior to start of school year. As for admins I think they should be more active in classroom and aware of the what goes on in there.	1/11/2012 1:55 PM
59	Teachers need to be more consistent with entering grades into system. Better classroom management that does not involve berating and calling students names would be more helpful.	1/11/2012 10:27 AM
60	Just keep the learning structure going and the support from the parents and administrative staff to help the child progress.	1/11/2012 9:49 AM
61	They are doing great.	1/11/2012 9:31 AM
62	Just listens what they had to say.	1/11/2012 8:57 AM
63	I do not feel that there is any improvement needed in that are...the staff are doing a very job.	1/11/2012 8:23 AM
64	I have a problem with teachers losing papers ans giving 0/F and then you call them on it and they find it and have to change the grade.	1/11/2012 6:17 AM
65	Not applicable, but they can ensure that she can click her online high school applications by Friday, with her recommendations and ensure that she will be wearing a cap with her gown at graduation.	1/11/2012 12:19 AM
66	I believe that some teachers have excellent classroom management and other do not. The behavior problems distracts from learning. The school can work rigorously to maintain behavior, encourage positive interaction and character development in order to foster a better learning environment. Also the school needs to establish a majority of student population striving to do the right thing so the others can stand out like a sore thumb - this may cause others to alter their behavior. The school can offer other opportunities for parents to communicate with teachers other than conference timing, as many times teachers DO NOT reply to emails nor phone messages left with the office. Communication is key to the success of the school and there needs to be some accountability on teacher response time to parents.	1/10/2012 8:54 PM
67	I believe (MS)2 could offer more one on one instruction for subjects not mastered by my child.	1/10/2012 8:54 PM
68	Just continue the good work they do.	1/10/2012 8:17 PM
69	They can explain their homework more better.	1/10/2012 7:44 PM
70	The staff and faculty should treat the 6th grade students as if they were new graduates from elementary, not second year to middle school. Hence they need to give these students time for adjustment to the middle school environment. Also be more lenient with the 6th graders.	1/10/2012 6:24 PM
71	reduce homework ... the projects are excellent. they're always extensive but grade appropriate and spaced out with enough time to complete every subject on time ... however, homework in every subject almost every night with long school days, - my daughter never gets the recommended 10 hours of sleep a child needs and she's lucky if she gets 8 (that's not healthy)	1/10/2012 5:24 PM
72	I think the school is doing an excellent Job. I feel that some teachers need to understand the importance of communicating back with parents but other than that.....im good.	1/10/2012 5:12 PM
73	Offer tutoring from teachers	1/10/2012 5:10 PM
74	You guys are already doing a great job.	1/10/2012 4:43 PM
75	I WISH I COULD SAY, BECAUSE HOWARD UNIVERSITY SINCE DAY ONE ALREADY MEETS ALL OF MY CHILDS NEEDS.	1/10/2012 4:37 PM

76	The (MS)2 staff must communicate better with parents. Yes, parents have power school, however, it is not always updated. Also, notice of dfiency notices should be sent home to parent in enough time so that parents and students time if any to catch up. Also, I believe that 8th grade is a transition year for students and teachers need to knowledgeable and flexible to understand the changes students might be be experiencing. On the whole, I believe that (MS)2 is a great school.	1/10/2012 4:23 PM
77	I would more 1 or 1 attention - if needed. Do not assume the child knows an answers because (their) hands are raised, hand pick them for answers. Most kids will not ask a question because of what another kid may think if the answer is incorrect.	1/10/2012 3:35 PM
78	Add an optional tutor/homework class as an 3:30-4:30 classroom. The amount of homework is relatively high and tutoring during midweek matches those of competing middle schools. Also thr laptop failure rate is high and the way grades are given does not match up to test scores. Occasional behavior issues should not carry so much weight.	1/10/2012 3:18 PM
79	more communication	1/10/2012 3:19 PM
80	Provide more hands -on detail assistance with how to organiza and plan to manage the work load. Do more word related problems in math	1/10/2012 3:16 PM
81	Grade students work accurately and in a timely fashion before address parents.	1/10/2012 3:14 PM
82	Stop talking down on Black (African American) people. Some teachers are discussing how Black people act with the kids. Learn how to discuss things more positivity.	1/10/2012 3:13 PM
83	#9, the only time my child's teacher contacted me was when I emailed them, other than that, the teachers do not communicate weekly or monthly with us about out child.	1/10/2012 2:58 PM

Appendix I

Howard University Middle School PCS
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Enrollment of New Students				
Fair enrollment process.	Enrollment application; written lottery procedures with dates for enrollment process.	Compliance with School Reform Act Section 38-1802.06.	Compliant	
Student Suspension and Expulsion				
Notice and due process.	Current year student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents.	Compliant	
Student Health Records				
Health and safety of students.	Option 1: Notice of assigned nurse on staff . Option 2: Copy of staff certificate to administer medications.	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007.	Compliant	
Background Checks on Employees and Volunteers				
Health and safety of students.	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication of date background check conducted and that a copy of the report is on file.	Compliance with School Reform Act Section 38-1802.04 (c)(4).	Compliant	
Employee Handbook				
Employment policies and the protection of confidential information.	Employee handbook or other written document on policies and procedures governing employment at the school.	Compliance with School Reform Act Section 38-1802.04, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws.	Compliant	
Insurance				
Appropriate insurance.	Certification that appropriate levels of insurance have been secured.	Compliance with School Reform Act Section 38-1802.04 (b)(4).	Compliant	

Howard University Middle School PCS
COMPLIANCE REVIEW REPORT
2011-2012

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
School Facility				
Lease/Purchase Agreement and certificate of occupancy.	Certificate of occupancy.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - a Certificate of Occupancy is required at opening and for a relocation to a new facility.	Compliant	
	Lease/Purchase Agreement.	Compliance with School Reform Act Section 38-1802.04 (b)(4) - lease or purchase agreement is required at opening, for a relocation to a new facility, and for amendments to a lease once it expires.	Compliant	
No Child Left Behind (NCLB)				
School quality and choice.	Communication with parents on school's compliance with NCLB before September 1 or within 14 days of school AYP results.	Compliance with NCLB and ESEA guidance.	Compliant	
High quality teachers.	For Title I schools, current year teacher roster with grade and subject(s) taught, HQ status, and how the status was met (HOUSSE, Praxis, Degree, License/Certificate); action plans for all non-HQT staff.	Compliance with NCLB and ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified.	Compliant	
Board of Trustees				
Composition.	Board roster with names and titles.	Compliance with School Reform Act Section 38-1802.05.	Compliant	
Fiduciary Duty.	Board meeting minutes.	Compliance with School Reform Act Section 38-1802.05.	Compliant	

Howard University Middle School Public Charter School

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fair Enrollment Process	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
Notice and Due Process (suspension and expulsion)	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
Student Health	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	

Howard University Middle School Public Charter School

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
High Quality Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	

Howard University Middle School Public Charter School
COMPLIANCE REVIEW REPORT
2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
Articles of Incorporation	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
School Organization	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
Litigation Status	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	

Howard University Middle School Public Charter School

COMPLIANCE REVIEW REPORT

2012-2013

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Submission of Annual Report	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	Candidate for Accreditation with Middle States

Howard University Math and Science PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Disicpline Policy and Due Process	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
Attendance Policy	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
Student Health	Option 1: Notice of assigned nurse on staff Option 2: Copy of staff certificate to administer medications	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
Student Safety	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	

Howard University Math and Science PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Charter School Employees	Employee handbook or other written document on policies and procedures governing employment at the school	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	COMPLIANT	
Insurance	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
Occupancy, Lease and License for the Facility	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
	Basic Business License		COMPLIANT	
Highly Qualified Teachers: Elementary and Secondary Education Act (ESEA)	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	COMPLIANT	

DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD

Howard University Math and Science PCS
COMPLIANCE REVIEW REPORT
2013-2014

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
Fiduciary Duty: Board of Trustees	Board roster	Compliance with School Reform Act Section 38-1802.05	COMPLIANT	
	Board meeting minutes submitted		COMPLIANT	
	Board calendar with meeting dates		COMPLIANT	
	Board Bylaws (submitted for new LEAs or revised bylaws only)		COMPLIANT	
Articles of Incorporation	Articles of Incorporation (submitted for new LEAs or revisions only)	Compliance with School Reform Act Section 38-1802.04	COMPLIANT	
Special Education	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
Litigation Status	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
School Calendar	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
High School Courses for Graduation	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a); school's charter	N/A	
Annual Report	Annual Report (SY 2012-2013)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	COMPLIANT	
Accreditation Status	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	COMPLIANT	Not yet accredited, but is in the Self Study phase with Middle States Accrediting Agency

Appendix J

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2010 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Howard University Middle School of Mathematics & Science Public Charter School
Final Percentage Rating:	58%
Determination Level:	Needs Intervention

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Item Number	Element	Determination	Number of Points Earned
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – N/A • Indicator 12 – N/A • Indicator 13 – N/A	N/A
2	Information regarding timely, valid and reliable data	• All data are valid and reliable and submitted timely	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring (student and/or LEA level)	Student-Level • Less than 75% of reviewed student files in compliance LEA-Level • More than 5 LEA-level findings	0 0
3b	Dispute resolution findings (student and/or LEA level)	No dispute resolution complaints were filed against the LEA.	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 • Material weaknesses identified by the Auditor in the annual independent audit – 4 • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4	4 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Neither timely submission of Phase I and II Applications nor sought valid reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first fifteen months of the FFY 2009 grant cycle	0
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and reported on MOE to OSSE timely	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup • LEA met District of Columbia FFY 2010 SPP Indicator 5c target of placement of less than 26% of its students into separate settings	N/A 1

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	• The LEA did not receive any findings of noncompliance from FFY 2009 that were due for correction in FFY 2010	N/A
		Total Number of Points Earned + Additional Points	**11**
		Total Possible Points from Applicable Elements	**19**
		Percentage of Points from Applicable Elements	**58%**

Appendix K

ENCLOSURE 2

FEDERAL FISCAL YEAR (FFY) 2011 IDEA PART B LEA PERFORMANCE DETERMINATIONS

LEA:	Howard University Middle School of Math and Science PCS
Final Percentage Rating:	73%
Determination Level:	Needs Assistance

SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED

Element	Element Description	Determination	Number of Points Achieved	Number of Points Possible
1	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	• Indicator 4b – N/A • Indicator 9 – N/A • Indicator 10 – N/A • Indicator 11 – in compliance • Indicator 12 – N/A • Indicator 13 – N/A	1	1
2	Information regarding timely, valid and reliable data	• All data are submitted timely	4	4
3a	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	• LEA did not receive a report in FFY 2011 as the result of an on-site monitoring visit	N/A	N/A
3b	Dispute resolution findings	• No dispute resolution complaints were filed against the LEA	N/A	N/A

4	Outcomes of sub-recipient audit reports	• Timely submission of A-133 Report (if applicable) – N/A • Type of Auditor's A-133 Report Issued on Compliance (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – N/A • Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – N/A • Auditor's designation as low-risk sub-recipient in the A-133 Report (if applicable) – N/A • Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4 points • Material weaknesses identified by the Auditor in the annual independent audit – 4 points • Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4 points	4 (average points)	4 (average points)
5	Other data available to OSSE regarding the LEA's compliance with the IDEA, including, but not limited to, relevant financial data	• Either timely LEA submission of Phase I and Phase II applications, or reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2011 grant cycle	2	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	• LEA **not** in compliance with the IDEA MOE requirement; however, LEA reported on MOE to OSSE timely	0	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	• LEA did not meet minimum "n" size for disability subgroup	0	0

8	Evidence of correction of findings of noncompliance, including progress toward full compliance	• The LEA did not receive any findings of noncompliance from FFY 2011 that were due for correction in FFY 2012.	0	0
		Total Number of Points Achieved	11	
		Total Possible Points from Applicable Elements	15	
		Percentage of Points Achieved from Applicable Elements	73%	

Appendix L

Howard University Middle School of Math & Science Public Charter School

2010-2011 LEA Compliance Monitoring Report

Date of Notification:
January 7, 2011

All Corrections Due by:
May 31, 2011

Prepared by:
OSSE Quality Assurance & Monitoring Unit

LEA Directions for Compliance Monitoring Workbook

***Compliance Summary*:**

This section of the report provides a summary of the data collected during the IEP file review process.
All instances of noncompliance must be corrected at an individual student level.

For any item in which an LEA has noncompliance, additional files will be reviewed to verify that systemic changes have occurred and compliance is being met. The files that will be reviewed to ensure systemic compliance is occurring will not be the files that were reviewed during the first file review process.

***Student Level Noncompliance*:**

When corrections have been made for **all** items of noncompliance **for each student**, the appropriate administrator must sign and date the form.

When **all** student corrections have been completed, notify OSSE that the corrections have been completed.

Submit evidence as required to OSSE for verification of corrections.

OSSE will verify that all individual student noncompliance has been corrected and also sign the form.

***LEA Corrective Action*:**

For any LEA having less than 95% compliance total for each item on the Compliance Summary report, LEA Level Corrective Actions must also be completed. This percentage is calculated by dividing the total number of students found compliant by the total number of student files reviewed. Additional Corrective Actions may also be identified in Section 4.1- Additional LEA Corrections.

Using the LEA Action Log, record the actions taken for each item of noncompliance.

When corrections have been made for each item of noncompliance, the appropriate administrator must sign and date the form for each item.

When ALL LEA level corrective actions have been completed, notify OSSE that the actions have been completed.

Submit evidence as required to OSSE for verification of corrections.

OSSE will verify that all LEA level corrective actions have been completed and also sign the form.

***Certification Page*:**

Upon completion of ALL student level and LEA level corrective actions, the LEA administrator responsible for ensuring that corrections have been made must sign and date this form and submit the form and all report pages to Melanie Byrd, Director of Compliance Monitoring, OSSE Department of Special Education, 810 First Street, NE, 5th Floor, Washington, DC 20002.

Howard University Middle School of Math & Science Public Charter School
2010-2011 LEA Compliance Monitoring Report

Date of Notification: January 7, 2011

All Corrections Due By: May 31, 2011

2010-2011 Individual Student Compliance Criteria: 95% or above
2010-2011 LEA Review Compliance Criteria: 100%

Individual Student File Review							
Part C to Part B Transition							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
C2B 1: LEA Attended Transition Planning Conference	§300.124(c)	10	0	0	10	NA	NA
C2B 2: Early Childhood ESY Services Considered	§300.106(a)(2)	10	0	0	10	NA	NA
Initial Evaluations and Reevaluations							
IEV 1: Prior Written Notice Provided Upon Initial Referral	§300.503(a)(1)	1	1	0		100.00%	Criteria Met
IEV 2: Parent Provided Procedural Safeguards	§300.504(a)(1)	1	0	1		0.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEV 3: Parent Consent Prior to Initial Evaluation	§300.300(a)	1	1	0		100.00%	Criteria Met
IEV 4: Variety of Sources Used to Determine Initial Eligibility	§300.306(c)	1	1	0		100.00%	Criteria Met
REV 1: Prior Written Notice Provided Upon Reevalution	§300. 503	9	2	7		22.22%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
REV 2: Parent Consent Prior to Reevaluation	§300.300(c) (1)	9	5	4		55.56%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
REV 3: IEP Team Review of Existing Data	§300.305	9	8	1		88.89%	Individual Student Corrections and LEA Corrective Actions Must Be Completed

REV 4: Variety of Sources Used to Determine Continued Eligibility	§300.306(c)	9	8	1		88.89%	Individual Student Corrections and LEA Corrective Actions Must Be Completed

IEP Development							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
IEP 1: Parent Invited to IEP Meeting	§300.322(a)	10	10	0	0	100.00%	Criteria Met
IEP 2: Required Participants Invited to IEP Meeting	§300.321(a)	10	9	1		90.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 3: General Education Teacher Attended IEP Meeting	§300.321(a), §300.321(e)	10	9	1		90.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 4: Special Education Teacher Attended IEP Meeting	§300.321(a)	10	8	2		80.00%	Not Correctable at Student Level, LEA Corrective Actions Must Be Completed
IEP 5: LEA Designee Attended IEP Meeting	§300.321(a)	10	10	0		100.00%	Criteria Met
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	§300.321(a)	10	9	1	0	90.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
IEP 7: IEP Contains Measurable Annual Goal(s)	§300.320(a) (2)(i)	10	10	0		100.00%	Criteria Met
IEP 8: Student's File Contains Progress Data	§300.320(a)(3)(I)	10	10	0		100.00%	Criteria Met
IEP 9: IEP Docments ESY Was Considered	§300.106	10	10	0		100.00%	Criteria Met
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	§300.320(a)(1)	10	10	0		100.00%	Criteria Met
IEP 11: Student Preferences and Interests Considered	§300.321(b)(2)	10	10	0	0	100.00%	Criteria Met
IEP 12: Student and Parent Informed of Transfer of Rights	§300.520(a)(1), §300.320(c)	10	10	0	0	100.00%	Criteria Met
IEP 13: IEP Statement of Measurable Annual Related Services Goal	§300.320(a)(2)(i)(B)	10	10	0	0	100.00%	Criteria Met
IEP 14: Description and Documentation of Progress Toward Related Services Goals	§300.320(a)(3)	10	10	0	0	100.00%	Criteria Met

Least Restrictive Environment							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
LRE 1: Student Placement Based on IEP	§300.116(b)(2)	10	10	0	0	100.00%	Criteria Met
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	§300.114(a)(2)(ii)	10	9	1		90.00%	Individual Student Corrections and LEA Corrective Actions Must Be Completed
LRE 3: Student Placement Determined Annually	§300.116(b)	10	10	0		100.00%	Criteria Met
LRE 4: Consideration of Harmful Effects	§300.116(d)	10	10	0	0	100.00%	Criteria Met
Discipline							
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	§300.530(d)	10	0	0	10	NA	NA
DIS 2: Manifestation Determination	§300.530(e), §300.536	10	0	0	10	NA	NA
DIS 3: LEA Conducted Functional Behavioral Assessment	§300.530(f)	10	0	0	10	NA	NA
DIS 4: LEA Developed Behavioral Intervention Plan	§300.530(f)	10	0	0	10	NA	NA
Data Verification							
DAT 1: Initial Evaluation Date Same as Reported in SEDS	§300.600, §300.601	10	1	0	9	100.00%	Criteria Met
DAT 2: Reevaluation Date Same as Reported in SEDS	§300.600, §300.601	10	10	0	0	100.00%	Criteria Met
DAT 3: IEP Development Date Same as Reported in SEDS	§300.600, §300.601	10	10	0	0	100.00%	Criteria Met
DAT 4: IEP Implementation Date Same as Reported in SEDS	§300.600, §300.601	10	10	0	0	100.00%	Criteria Met

Data Verification							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DAT 5: Date of Birth Same as Reported in SEDS	§300.600, §300.601	10	10	0		100.00%	Criteria Met
DAT 6: Primary Disability Same as Reported in SEDS	§300.600, §300.601	10	10	0		100.00%	Criteria Met
DAT 7: Placement Same as Reported in SEDS	§300.600, §300.601	10	10	0		100.00%	Criteria Met
LEA Level Review							
Dispute Resolution							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
DSP 1: Resolution Meetings Held Within 15 Days of Notice	§300.510(a)	1			1	NA	NA
DSP 2: LEA implements HODs in Timely Manner	§300.600(e)	1			1	NA	NA
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	OSSE State Complaint Policy	1			1	NA	NA
DSP 4: LEA Timely Implements Corrective Actions	§300.600(e)	1			1	NA	NA
Access to Instructional Materials							
NIM 1: LEA Provision of Instructional Materials	§300.172	1			1	NA	NA
Fiscal							
FIS 1: LEA Policy/Procedure Governing Budgets	§80.20	1	1			100.00%	Criteria Met
FIS 2: LEA Accounting Record for Federal Grant Expenditures	§80.20	1		1		0.00%	LEA Corrective Actions Must Be Completed

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 3: LEA Policy/Procedure For Awarding Contracts	§80.20 §80.36(2)	1	1			100.00%	Criteria Met
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	OSSE GAN	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	§§76.707-710	0				NA	NA
FIS 6: LEA Retention of Financial Records for 5 Years	§80.42	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 7: LEA Controls in Place to Protect Assets Over $5,000	§80.20(3)	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 8: LEA Code of Conduct For Employees Administering Contracts	§80.36(3)	1	1			100.00%	Criteria Met
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	§80.20	1		1		0.00%	LEA Corrective Actions Must Be Completed
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	OMB Circular A-87 §§74-99	0				NA	NA
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	OMB Circular A-87 §§74-99	0				NA	NA
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	§§76.707-710	0				NA	NA
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	OSSE GAN	0				NA	NA

Fiscal							
Question	Legal Reference	N=	Yes	No	NA	Percentage	Corrective Actions
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	§80.20	0				NA	NA
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	§80.20	0				NA	NA
FIS 16: LEA Followed Procurement Procedures	§80.36	0				NA	NA
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	§80.20 OMB Circular A-87	0				NA	NA
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	§80.20 OSSE GAN	0				NA	NA
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	OMB Circular A-87	0				NA	NA
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	§300.226 §300.646	1			1	NA	NA
FIS 21: LEA Properly Tracks Students Who Receive CEIS	§300.226(d)	1			1	NA	NA
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	§300.134	1			1	NA	NA
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	§300.134	1			1	NA	NA

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)															
Student ID	Student Last	Student First	School	C2B 1	C2B 2	IEV 1	IEV 2	IEV 3	IEV 4	REV 1	REV 2	REV 3	REV 4	IEP 1	IEP 2	IEP 3	IEP 4	IEP 5	IEP 6
9099145	Peoples	Anton	Howard University PCS				x			x									
9264122	Rauch, Jr.	Christopher	Howard University PCS							x									
9098815	Moore	David	Howard University PCS							x	x				x		x		
9111835	Wallace	Destany	Howard University PCS																
9109859	Small	Destinee	Howard University PCS							x	x						x		
9090277	Payne	Kyree	Howard University PCS							x	x								
9119163	Griggs	Labryah	Howard University PCS													x			x
9114071	Cummings	Steven	Howard University PCS							x									
9085941	Ali	Tasneem	Howard University PCS								x	x	x						
9110551	Crump	Titana	Howard University PCS							x									
Total Number of Students with Noncompliance for Each Item				0	0	0	1	0	0	7	4	1	1	0	1	1	2	0	1

3.1 - Individual NC

Student Demographic Information				File Review Items (X = Noncompliance)												File Review			
Student ID	Student Last	Student First	School	IEP 7	IEP 8	IEP 9	IEP 10	IEP 11	IEP 12	IEP 13	IEP 14	LRE 1	LRE 2	LRE 3	LRE 4	DIS 1	DIS 2	DIS 3	DIS 4
9099145	Peoples	Anton	Howard University PCS																
9264122	Rauch, Jr.	Christopher	Howard University PCS																
9098815	Moore	David	Howard University PCS																
9111835	Wallace	Destany	Howard University PCS										x						
9109859	Small	Destinee	Howard University PCS																
9090277	Payne	Kyree	Howard University PCS																
9119163	Griggs	Labryah	Howard University PCS																
9114071	Cummings	Steven	Howard University PCS																
9085941	Ali	Tasneem	Howard University PCS																
9110551	Crump	Titana	Howard University PCS																
Total Number of Students with Noncompliance for Each Item				0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0

3.1 - Individual NC

Student Demographic Information				/ Items (X = Noncompliance)							Total Number of Noncompliant Items for Each Student
Student ID	Student Last	Student First	School	DAT 1	DAT 2	DAT 3	DAT 4	DAT 5	DAT 6	DAT 7	
9099145	Peoples	Anton	Howard University PCS								2
9264122	Rauch, Jr.	Christopher	Howard University PCS								1
9098815	Moore	David	Howard University PCS								4
9111835	Wallace	Destany	Howard University PCS								1
9109859	Small	Destinee	Howard University PCS								3
9090277	Payne	Kyree	Howard University PCS								2
9119163	Griggs	Labryah	Howard University PCS								2
9114071	Cummings	Steven	Howard University PCS								1
9085941	Ali	Tasneem	Howard University PCS								3
9110551	Crump	Titana	Howard University PCS								1
Total Number of Students with Noncompliance for Each Item				0	0	0	0	0	0	0	

Howard University Middle School of Math & Science Public Charter School
2010-2011 Compliance Monitoring: Tracking the Correction of Student Level Citations

Date of Notification: January 7, 2011

All Corrections Due By: May 31, 2011

Directions for Correcting IDEA Individual Student Noncompliance Citations

Step 1: OSSE Compliance Monitor must enter all individual student citations on the 3.1 - Individual NC page, which will populate this report. Once all student names are entered, a paper copy of this form (as part of the entire report) will be provided to the LEA so that the correction of individual student noncompliance can be tracked and recorded by the LEA.

Step 2: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. LEA Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to OSSE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

0 = Correction not yet made
1 = Correction has been made as required for this student
2 = Student no longer enrolled in LEA
3 = Student no longer receives special education services
4 = Student no longer in school (graduation, dropout, deceased)

Step 3: LEA Validator must submit this completed form and other evidence (as required) to OSSE Compliance Monitor.

Step 4: OSSE Compliance Monitor must verify that the findings of noncompliance have been corrected as per the LEA report. OSSE Compliance Monitor must include his/her name and date of verification when all noncompliance has been verified as corrected.

LEA Action Log

Verification of Correction			
Signature of LEA Validator	Date of Signature	Signautre of OSSE Validator	Date of Signature

Part C to Part B Transition

Question from File Review	C2B 1: LEA Attended Transition Planning Conference	Corrective Actions	Not correctable at the student level.

Question from File Review	C2B 2: Early Childhood ESY Services Considered	Corrective Actions	Reconvene IEP team to consider ESY.

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification

Initial Evaluations and Reevaluations

Question from File Review	IEV 1: Prior Written Notice Provided Upon Initial Referral	Corrective Actions	Not correctable at the student level.

Question from File Review	IEV 2: Parent Provided Procedural Safeguards	Corrective Actions	Provide a copy of procedural safeguards to parents.

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9099145	Anton	Peoples	Howard University PCS					

Question from File Review	**IEV 3:** Parent Consent Prior to Initial Evaluation	Corrective Actions	Not correctable at the student level.
Question from File Review	**IEV 4:** Variety of Sources Used to Determine Initial Eligibility	Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.
Question from File Review	**REV 1:** Prior Written Notice Provided Upon Reevalution	Corrective Actions	Not correctable at the student level.
Question from File Review	**REV 2:** Parent Consent Prior to Reevaluation	Corrective Actions	Not correctable at the student level.
Question from File Review	**REV 3:** IEP Team Review of Existing Data	Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9085941	Tasneem	Ali	Howard University PCS					

Question from File Review	**REV 4:** Variety of Sources Used to Determine Continued Eligibility	Corrective Actions	Using multiple and appropriate sources, reconvene the IEP team to re-determine eligibility and the educational needs of the student.

Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9085941	Tasneem	Ali	Howard University PCS					

IEP Development

Question from File Review	**IEP 1:** Parent Invited to IEP Meeting	Corrective Actions	Reconvene IEP meeting and invite parents.

Question from File Review	**IEP 2:** Required Participants Invited to IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	**IEP 3:** General Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	**IEP 4:** Special Education Teacher Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	**IEP 5:** LEA Designee Attended IEP Meeting			Corrective Actions	Not correctable at the student level.			
Question from File Review	**IEP 6:** Person to Interpret Instructional Implications Attended IEP Meeting			Corrective Actions	Reconvene the IEP meeting with attendance from person(s) familiar with tests and other assessments.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9119163	Labryah	Griggs	Howard University PCS					
Question from File Review	**IEP 7:** IEP Contains Measurable Annual Goal(s)			Corrective Actions	Reconvene IEP meeting to develop measurable goals.			
Question from File Review	**IEP 8:** Student's File Contains Progress Data			Corrective Actions	Collect and file student progress data relative to annual goals and objectives.			
Question from File Review	**IEP 9:** IEP Docments ESY Was Considered			Corrective Actions	Reconvene IEP team to consider ESY.			
Question from File Review	**IEP 10:** PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities			Corrective Actions	Reconvene IEP meeting and correct component of the IEP.			

Question from File Review	**IEP 11:** Student Preferences and Interests Considered			Corrective Actions	In student's next annual IEP, include documentation of student's preferences and interests.			
Question from File Review	**IEP 12:** Student and Parent Informed of Transfer of Rights			Corrective Actions	Obtain and file documentation of notification to student.			
Question from File Review	**IEP 13:** IEP Statement of Measurable Annual Related Services Goal			Corrective Actions	Reconvene the IEP meeting to develop measurable related services goals.			
Question from File Review	**IEP 14:** Description and Documentation of Progress Toward Related Services Goals			Corrective Actions	As appropriate, reconvene the IEP meeting to develop a description of how progress will be measured and collect and file student progress relative to related services goals and objectives.			
Least Restrictive Environment (LRE)								
Question from File Review	**LRE 1:** Student Placement Based on IEP			Corrective Actions	Reconvene IEP team within 30 days of report and determine appropriate placement.			
Question from File Review	**LRE 2:** Appropriate Supplemental Aids and Services Used Before Removal From Regular Education			Corrective Actions	Reconvene IEP team to consider a less restrictive environment with appropriate supplemental aids and services.			
Student Demographic Information			School		LEA Verification of Correction		OSSE Verification of Correction	
Student ID	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of OSSE Validator	Date of Verification
9111835	Destany	Wallace	Howard University PCS					
Question from File Review	**LRE 3:** Student Placement Determined Annually			Corrective Actions	Convene IEP team within 30 days of report.			
Question from File Review	**LRE 4:** Consideration of Harmful Effects			Corrective Actions	In student's next annual IEP, justification for removal must include documentation of the consideration of harmful effects on student or on quality of services			
Discipline								

Question from File Review	**DIS 1:** Educational Services Provided After Tenth Day of Disciplinary Removal	Corrective Actions	IEP team must convene to determine if compensatory education is appropriate.
Question from File Review	**DIS 2:** Manifestation Determination	Corrective Actions	IEP team must convene to determine if manifestation determination is necessary and if compensatory education is appropriate.
Question from File Review	**DIS 3:** LEA Conducted Functional Behavioral Assessment	Corrective Actions	FBA must be conducted and placed in student's file, and IEP team must use results of the FBA to create and implement a behavioral intervention plan.
Question from File Review	**DIS 4:** LEA Developed Behavioral Intervention Plan	Corrective Actions	BIP must be developed, placed in student's file and implemented.
Data Verification			
Question from File Review	**DAT 1:** Initial Evaluation Date Same as Reported in SEDS	Corrective Actions	Find and correct initial evaluation date in file or in SEDS.
Question from File Review	**DAT 2:** Reevaluation Date Same as Reported in SEDS	Corrective Actions	Find and correct date of reevaluation in file or in SEDS.
Question from File Review	**DAT 3:** IEP Development Date Same as Reported in SEDS	Corrective Actions	Find and correct date of IEP development in file or in SEDS.
Question from File Review	**DAT 4:** IEP Implementation Date Same as Reported in SEDS	Corrective Actions	Find and correct date of IEP implementation in file or in SEDS.
Question from File Review	**DAT 5:** Date of Birth Same as Reported in SEDS	Corrective Actions	Find and correct date of birth in file or in SEDS.
Question from File Review	**DAT 6:** Primary Disability Same as Reported in SEDS	Corrective Actions	Find and correct primary disability in file or in SEDS.

Question from File Review	**DAT 7:** Placement Same as Reported in SEDS	Corrective Actions	Find and correct placement in file or in SEDS.

2010-2011 Compliance Monitoring: Tracking LEA Corrections to Address LEA Level Citations

Howard University Middle School of Math & Science Public Charter School

Date of Notification: January 7, 2011 **All Corrections Made By:** May 31, 2011

Individual Student IEP Review

Part C to Part B Transition

2010-11 Criteria: 100%	LEA Total	Corrective Actions	Verification of Correction: LEA Signature	Verification of Correction: LEA Date	Verification of Correction: OSSE Signature	Verification of Correction: OSSE Date
C2B 1: LEA Attended Transition Planning Conference	NA	NA	No signature required.	No date required.	No signature required.	No date required.
C2B 1: LEA Action Log:		**No Action Required**				
C2B 2: Early Childhood ESY Services Considered	NA	NA	No signature required.	No date required.	No signature required.	No date required.
C2B 2: LEA Action Log:		**No Action Required**				

Initial Evaluations and Reevaluations						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEV 1: Prior Written Notice Provided Upon Initial Referral	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 1: LEA Action Log:		**No Action Required.**				
IEV 2: Parent Provided Procedural Safeguards	0.00%	Randomly select 10 additional files (initial IEPs), and document that procedural safeguards were provided. If not, provide procedural safeguards to parents of all students with initial evaluations in the past 12 months. Provide documentation to OSSE.				
IEV 2: LEA Action Log:						
IEV 3: Parent Consent Prior to Initial Evaluation	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 3: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
IEV 4: Variety of Sources Used to Determine Initial Eligibility	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEV 4: LEA Action Log:		**No Action Required.**				
REV 1: Prior Written Notice Provided Upon Reevalution	22.22%	Conduct training regarding the requirements for prior written notice. Provide documentation of above to OSSE				
REV 1: LEA Action Log:						
REV 2: Parent Consent Prior to Reevaluation	55.56%	Pull 10 random files to determine if consent was obtained prior to reevaluation. Provide evidence to OSSE of files meeting requirements.				
REV 2: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
REV 3: IEP Team Review of Existing Data	88.89%	Conduct training of LEA personnel on eligibility determination and correct eligibility determination procedures.				
REV 3: LEA Action Log:						
REV 4: Variety of Sources Used to Determine Continued Eligibility	88.89%	Conduct training of LEA personnel on eligibility determination and correct eligibility determination procedures.				
REV 4: LEA Action Log:						
IEP Development						
IEP 1: Parent Invited to IEP Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 1: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 2: Required Participants Invited to IEP Meeting	90.00%	LEA special education administrator(s) must review, revise and align (if necessary) IEP attendance policies and procedures to determine if they are consistent with Federal law. Provide documentation of the review to OSSE.				
IEP 2: LEA Action Log:						
IEP 3: General Education Teacher Attended IEP Meeting	90.00%	Randomly select 10 files for evidence of Gen Ed teacher IEP attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 3: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 4: Special Education Teacher Attended IEP Meeting	80.00%	Randomly select 10 files for evidence of Sped Ed teacher attendance. LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 4: LEA Action Log:						
IEP 5: LEA Designee Attended IEP Meeting	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 5: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
IEP 6: Person to Interpret Instructional Implications Attended IEP Meeting	90.00%	LEA special education administrator(s) must review, revise and align IEP attendance policies and procedures to align with Federal law. Provide documentation of above to OSSE.				
IEP 6: LEA Action Log:						
IEP 7: IEP Contains Measurable Annual Goal(s)	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 7: LEA Action Log:		**No Action Required.**				
IEP 8: Student's File Contains Progress Data	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 8: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 9: IEP Docments ESY Was Considered	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 9: LEA Action Log:		**No Action Required.**				
IEP 10: PLAAFP States Affect of Disability in General Curriculum/Appropriate Activities	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 10: LEA Action Log:		**No Action Required.**				
IEP 11: Student Preferences and Interests Considered	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 11: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
IEP 12: Student and Parent Informed of Transfer of Rights	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 12: LEA Action Log:		No Action Required.				
IEP 13: IEP Statement of Measurable Annual Related Services Goal	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 13: LEA Action Log:		No Action Required.				
IEP 14: Description and Documentation of Progress Toward Related Services Goals	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
IEP 14: LEA Action Log:		No Action Required.				

Least Restrictive Environment (LRE)						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 1: Student Placement Based on IEP	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 1: LEA Action Log:		**No Action Required.**				
LRE 2: Appropriate Supplemental Aids and Services Used Before Removal From Regular Education	90.00%	LEA /school staff must receive technical assistance regarding implementing supplementary aids and services in the regular educational environment. Provide documentation of the above to OSSE.				
LRE 2: LEA Action Log:						
LRE 3: Student Placement Determined Annually	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 3: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
LRE 4: Consideration of Harmful Effects	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
LRE 4: LEA Action Log:		**No Action Required.**				
Discipline						
DIS 1: Educational Services Provided After Tenth Day of Disciplinary Removal	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 1: LEA Action Log:		**No Action Required**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DIS 2: Manifestation Determination	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 2: LEA Action Log:		**No Action Required**				
DIS 3: LEA Conducted Functional Behavioral Assessment	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 3: LEA Action Log:		**No Action Required**				
DIS 4: LEA Developed Behavioral Intervention Plan	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DIS 4: LEA Action Log:		**No Action Required**				

Data Verification						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 1: Initial Evaluation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 1: LEA Action Log:		No Action Required.				
DAT 2: Reevaluation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 2: LEA Action Log:		No Action Required.				
DAT 3: IEP Development Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 3: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 4: IEP Implementation Date Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 4: LEA Action Log:		No Action Required.				
DAT 5: Date of Birth Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 5: LEA Action Log:		No Action Required.				
DAT 6: Primary Disability Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 6: LEA Action Log:		No Action Required.				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DAT 7: Placement Same as Reported in SEDS	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
DAT 7: LEA Action Log:		No Action Required.				

LEA Level Review

Dispute Resolution

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
DSP 1: Resolution Meetings Held Within 15 Days of Notice	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 1: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
DSP 2: LEA implements HODs in Timely Manner	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 2: LEA Action Log:		**No Action Required**				
DSP 3: LEA Provides Information to OSSE Regarding State Complaints	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 3: LEA Action Log:		**No Action Required**				
DSP 4: LEA Timely Implements Corrective Actions	NA	NA	No signature required.	No date required.	No signature required.	No date required.
DSP 4: LEA Action Log:		**No Action Required**				

Access to Instructional Materials						
			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
NIM 1: LEA Provision of Instructional Materials	NA	NA	No signature required.	No date required.	No signature required.	No date required.
NIM 1: LEA Action Log:		**No Action Required**				
FIS 1: LEA Policy/Procedure Governing Budgets	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 1: LEA Action Log:		**No Action Required.**				
FIS 2: LEA Accounting Record for Federal Grant Expenditures	0.00%	The LEA must develop policy/procedure that ensures expenditures for federal grants do not exceed the approved allocation and that expenditures fall within the approved budget categories. Provide documentation of the above to OSSE.				
FIS 2: LEA Action Log:						

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
FIS 3: LEA Policy/Procedure For Awarding Contracts	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 3: LEA Action Log:		**No Action Required.**				
FIS 4: LEA Policies/ Procedures to Ensure Expenditure Approval in IDEA RW	0.00%	The LEA must develop policy/procedure that ensures expenditures included in the IDEA RW are reviewed and approved by the appropriate grant director/supervisor before the RW is submitted. Provide documentation of the above to OSSE.				
FIS 4: LEA Action Log:						
FIS 5: LEA Documentation of Obligation and Reimbursement of Federal Funds Within Grant Period	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 5: LEA Action Log:		**No Action Required**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 6: LEA Retention of Financial Records for 5 Years	0.00%	The LEA must develop policy/procedure that ensures financial records are retained for 5 years. Provide documentation of the above to OSSE.				
FIS 6: LEA Action Log:						
FIS 7: LEA Controls in Place to Protect Assets Over $5,000	0.00%	The LEA must develop policy/procedure that ensures assts procured with federal funds are protected, particularly those assets costing more than $5,000. Provide documentation of the above to OSSE.				
FIS 7: LEA Action Log:						
FIS 8: LEA Code of Conduct For Employees Administering Contracts	100.00%	Criteria Met	No signature required.	No date required.	No signature required.	No date required.
FIS 8: LEA Action Log:		**No Action Required.**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
FIS 9: LEA Accounting Record to Track Expenditures and Ensure Federal Funds Are Not Co-Mingled	0.00%	The LEA must develop policy/procedure that ensures federal funds and grant funds are not co-mingled and expenditures are properly tracked. Provide documentation of the above to OSSE.				
FIS 9: LEA Action Log:						
FIS 10: LEA Appropriately Charges Salaries to IDEA Grant Programs	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 10: LEA Action Log:		**No Action Required**				
FIS 11: LEA Tracks Personnel Supported by IDEA Grant Funds	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 11: LEA Action Log:		**No Action Required**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 12: LEA Obligates Costs After Approved and Within Grant Period	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 12: LEA Action Log:		No Action Required				
FIS 13: LEA Sought Reimbursement in RW After Expense Was Incurred	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 13: LEA Action Log:		No Action Required				
FIS 14: LEA Correctly Records IDEA Expenditures, Including Set-Asides	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 14: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 15: LEA Purchased and Received Items For Which Reimbursement Was Sought	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 15: LEA Action Log:		No Action Required				
FIS 16: LEA Followed Procurement Procedures	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 16: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	**LEA Total**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
FIS 17: LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 17: LEA Action Log:		**No Action Required**				
FIS 18: LEA Correctly Paid and Retained Invoices for Expenditures in IDEA RW	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 18: LEA Action Log:		**No Action Required**				
FIS 19: LEA Correctly Procures, Utilizes and Charges Construction Expenses	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 19: LEA Action Log:		**No Action Required**				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 20: LEA Utilizes IDEA Funds for CEIS as Outlined in Application and Submitted RW	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 20: LEA Action Log:		No Action Required				
FIS 21: LEA Properly Tracks Students Who Receive CEIS	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 21: LEA Action Log:		No Action Required				
FIS 22: LEA Consultation with Representative/Parents of Parentally-placed Private School Students with Disabilities	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 22: LEA Action Log:		No Action Required				

			Verification of Correction		Verification of Correction	
2010-11 Criteria: 100%	LEA Total	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
FIS 23: LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Private Schools	NA	NA	No signature required.	No date required.	No signature required.	No date required.
FIS 23: LEA Action Log:		**No Action Required**				

2010-2011 Compliance Monitoring: Tracking Additional LEA Corrections to Address LEA Level Citations

Howard University Middle School of Math & Science Public Charter School						
Date of Notification:	January 7, 2011	All Corrections Made By:	May 31, 2011			
Additional LEA Corrective Actions						
			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date

FAPE in the LRE	Yes	Howard University Middle School must select at least two staff members to attend the OSSE training SP-10. Howard University Middle School must (1) submit documentation that students are receiving specialized instruction in their current IEPs; or (2) submit documentation that IEP Teams have agreed that the current provision of special education is appropriate. The LEA must submit documentation that the LEA has met with the IEP Teams and, if necessary, demonstrate that the LEA has taken the necessary steps to recruit and hire a highly qualified special education teacher. Howard University Middle School must provide documentation that missed services have been subsequently provided. Develop a written plan for completing initial evaluations and reevaluations				
OSSE Comments:						

Howard University Middle School reported that it has implemented a "100% inclusion program" for instruction in the general education environment. The LEA indicated that the special education coordinator collaborates with general education teachers to modify lesson plans, suggest accommodations for testing and modify assignments based on students' IEPs.

The IDEA regulations at 34 CFR §300.115(a) require that each public agency ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. Howard University Middle School reported that it offers instruction in regular education environments and regular education environments with supplemental aids and services, including utilizing the special education teacher to provide "pull-out" instruction within and outside of the classroom. While the LEA has placed one student in a nonpublic school, the LEA could not demonstrate that it offers special education and related services for students who may require specialized instruction outside of the general education environment. By failing to ensure that a continuum of alternative placements is available
to meet the needs of children with disabilities for special education and related services, Howard University Middle School is out of compliance with 34 CFR §300.115(a). In order to correct this noncompliance, Howard University Middle School must select at least two staff members to attend the OSSE training SP-10: Least Restrictive Environment: Planning for Student Success on March 17, 2011. Documentation of attendance must be forwarded to OSSE by the date on the front of this report. Additionally, Howard University Middle School must develop a plan to make available a continuum of alternative placements and submit this plan to OSSE by the date listed on the front of this report.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that special education and related services are made available to the child in accordance with the child's IEP. The LEA indicated that it employs a special education coordinator who also serves as the sole special education teacher. Howard University Middle School indicated that the special education coordinator devises a work plan to allow her to meet the hours of specialized instruction required on every student's IEP. The LEA reported that if the special education students enrolled at the LEA cumulatively required more hours than the special education coordinator could provide, it was prepared to contract for additional hours of service through an outside agency. OSSE's review showed that nine students were receiving specialized instruction at Howard University Middle School and one student had been placed at Children's Guild of Prince George's County. The nine students that remained at Howard University Middle School had a combined total of 14 hours, 33 minutes per day of specialized instruction on their IEPs. While it may be possible for Howard University Middle School to deliver the required amount of specialized instruction for each student per day, the LEA did not provide evidence that students are receiving the required specialized instruction. Additionally, parent interviews conducted by OSSE revealed parental concerns that specialized instruction is not always delivered due to the fact that the special education coordinator is also required to attend

meetings or work with multiple students at overlapping times. Although the LEA maintains that an additional full-time or part-time special education teacher is not needed in order to ensure that all hours of specialized instruction may be delivered, OSSE finds that the LEA is out of compliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, within 90 days of the date of this report, Howard University Middle School must (1) submit documentation to OSSE that the nine students are now receiving the specialized instruction as indicated in their current IEPs; or (2) submit documentation to OSSE that the IEP Teams have agreed that the current provision of special education provided to the students is appropriate and that the student IEPs have been amended to indicate the appropriate amount of services needed for the students. Within 90 days of the date of this report, the LEA must also submit documentation to OSSE that the LEA has met with the IEP Teams for the nine students to discuss compensatory education for specialized instruction that may not have been provided to the students and, if necessary, demonstrate to OSSE that the LEA has taken the necessary steps to recruit and hire a highly qualified special education teacher to deliver the specialized instruction.

Pursuant to 34 CFR § 300.114(a)(2)(ii), each public agency must ensure that special classes, separate schooling or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. For the student that Howard University Middle School has placed in a nonpublic setting, there is no documentation regarding the use of supplemental aids and services before the student was removed from the regular education environment. In order to correct the noncompliance, Howard University Middle School must complete the required actions listed in the Student-Level and LEA-Level Corrective Actions section of this report.

Howard University Middle School explained that related services are delivered both within and outside of the general education environment, either individually or in small groups according to student IEPs. The LEA indicated that it does not directly employ any related service providers; rather, it contracts for hours of related services through outside agencies based on the hours of services specified on students' IEPs. The LEA indicated that the special education coordinator is responsible for creating a master schedule for the provision of related services. If a provider misses an appointment, the special education coordinator is responsible for coordinating make-up sessions. Howard University Middle School indicated that related service providers are responsible for recording completed sessions in the Special Education Data

System (SEDS). The LEA also indicated that the head of school monitors the implementation of related services to ensure that they are being delivered according to schedule.

Pursuant to 34 CFR §300.323(c)(2), each public agency must ensure that as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP. As a part of OSSE's responsibility to ensure that LEAs are providing related services in accordance with student IEPs, OSSE reviewed student attendance records from Howard University Middle School in conjunction with service tracking forms from SEDS and student IEPs in order to align documented service delivery for each student receiving related services from August 30, 2010 to September 30, 2010. Howard University Middle School was also given the opportunity to submit any supplemental documentation of the delivery of related services for the aforementioned time period. OSSE's review of individual session progress notes revealed that from August to September 2010, only two of seven students that received related services at Howard University Middle School received all of their required services. Four of the seven received only partial services for the stated time period and no documentation of related services was present for one of the seven. Howard University Middle School's failure to provide related services in accordance with the child's IEP represents noncompliance with 34 CFR §300.323(c)(2). In order to correct this noncompliance, within 60 days of the date of this report, Howard University Middle School must provide documentation to OSSE that the missed services have been subsequently provided for each student and that documentation of the related services is recorded into SEDS.

Pursuant to 34 CFR §300.300(a)(1), the public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability must, after providing notice consistent with IDEA requirements, obtain informed consent from the parent of the child before conducting the evaluations. In addition, each public agency must obtain informed parental consent prior to conducting any reevaluation of a child with a disability. (34 CFR §300.300(c)(1)) Further, the IDEA at 34 CFR §300.504(a)(1) requires that prior written notice and a copy of the procedural safeguards available to the parents of a child with a disability be given to the parents upon initial referral or parent request for evaluation. Howard University Middle School described an initial evaluation process in which consent is not always obtained prior to an evaluation and procedural safeguards are not given to the parents until after the evaluation is complete. OSSE's review of student records showed that prior written notice was given to parents prior to a reevaluation only 30% of the time and parental consent was obtained prior to reevaluation only 60% of the time. By failing to obtain parental consent prior to conducting initial evaluations or reevaluations and failing to ensure that the procedural safeguards are provided to the parents prior to an initial evaluation, Howard University Middle School is out of compliance with 34 CFR §§300.300(a)(1), 300.300(c)(1) and 300.504(a)(1), respectively. In order to correct this noncompliance, Howard University

Middle School must complete the required actions in this area listed in the LEA-Level Corrective Actions sections of this report and, within 90 days of the date of this report, develop a written plan for completing initial evaluations and reevaluations in compliance with 34 CFR §§300.300(a)(1), 300.300(c)(1) and 300.504(a)(1).

The IDEA at 34 CFR §300.301(c)(1) requires that an initial evaluation be conducted within 60 days of receiving parental consent for the evaluation, or if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe. The District of Columbia has established a 120 day timeframe. See D.C. Code §38-2561.02. Additionally, 34 CFR §300.303(b)(2) requires a public agency to ensure that a reevaluation of each child with a disability occurs at least once every three years, unless the parent and the public agency agree that a reevaluation is unnecessary. As a result of a determination by the U.S. Department of Education that the District of Columbia "needs intervention" for the third consecutive year based in part on the District's noncompliance in the area of evaluation timelines, OSSE is required to report on the State's compliance with initial evaluation and reevaluation timelines for six quarterly reporting periods. For the December 5, 2009 through March 5, 2010 quarterly reporting period, Howard University Middle School did not have any initial evaluations or reevaluations due. For the March 6, 2010 – June 6, 2010 quarterly reporting period, Howard University Middle School conducted one reevaluation outside of the required timeline. Identification of this noncompliance was issued to Howard University Middle School on September 27, 2010 and corrective actions were due to OSSE by November 22, 2010. Howard University Middle School submitted documentation of correction of student-level findings of noncompliance by November 22, 2010 and OSSE has verified that the reevaluation has been completed. For the June 7, 2010 through September 1, 2010 quarterly reporting period, Howard University Middle School completed all evaluations within established timelines.

LEA Action Log: FAPE in the LRE

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Dispute Resolution	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

While in FFY 2009, no State complaints or due process complaints were filed against Howard University Middle School and OSSE received no requests for mediation for Howard University Middle School, Howard University Middle School was unable to describe a process for the timely implementation of due process requirements or specifically identify a responsible staff member for the tracking and monitoring of dispute resolution processes. OSSE strongly suggests that Howard University Middle School develop a written plan for the timely implementation of dispute resolution requirements in the event that the LEA becomes engaged in dispute resolution processes.

LEA Action Log: Dispute Resolution — **No action required.**

			Verification of Correction		Verification of Correction	
Area of Correction	LEA Additional Corrections	Corrective Actions	LEA Signature	LEA Date	OSSE Signature	OSSE Date
Data	No	No additional corrective actions required.	No signature required.	No date required.	No signature required.	No date required.

OSSE Comments:

Howard University Middle School staff members reported that data is used for a variety of purposes, including setting class schedules, assessing student progress, and developing curricula. The school indicated that it employs a data analyst who is responsible for analyzing assessment data and ensuring that the data is used to modify instruction and inform choice of classroom accommodations.

OSSE reviewed all of Howard University Middle School's student files for alignment between data contained in files and data contained in SEDS. All data points reviewed were consistent between hard copy files and SEDS. Notwithstanding this data compliance, during the on-site monitoring visit OSSE noted that related services tracker forms were not included in SEDS. Upon notice to the LEA that the information was not in SEDS, the LEA subsequently entered the required data. Additionally, Howard University Middle School was not able to demonstrate how it receives and enters data for the student who is enrolled at a nonpublic school. Although the Howard University Middle School reported that it has indentified personnel responsible for ensuring that data s a cogent system for ensuring timeliness regarding the submission of data. OSSE encourages Howard University Middle School to implement a clear system for the timely entry of valid and reliable data into SEDS and the timely submission of data to OSSE.

LEA Action Log: Data	No action required.

			Verification of Correction		Verification of Correction	
Area of Correction	**LEA Additional Corrections**	**Corrective Actions**	**LEA Signature**	**LEA Date**	**OSSE Signature**	**OSSE Date**
Fiscal	Yes	Howard University Middle School must also submit evidence to OSSE that it has made the appropriate adjustments to its accounting records. Howard University Middle School must submit documentation for fifteen percent (15%) of expenditures included in its next or most recently submitted reimbursement request.				
OSSE Comments:						

As an LEA, Howard University Middle School is required to comply with the fiscal requirements outlined in IDEA, Education Department General Administration Regulations (EDGAR), and applicable Office of Management and Budget (OMB) Circulars.

Howard University Middle School was able to provide OSSE with policies and procedures directly related to IDEA grant funds pertaining to: (1) preparation and approval of budgets and budget amendments; (2) internal controls for developing and awarding contracts; and (3) maintaining a code of conduct standard and conflict of interest policy for employees involved in the administration of contracts. However, the LEA's policies and procedures regarding maintaining a code of conduct standard and conflict of interest policy for employees involved in the administration of contracts should be revised to reference OMB Circular A-102.

A review of fiscal records and documents revealed that Howard University Middle School was unable to demonstrate that it has a policy or procedure which ensures that expenditures included in the IDEA Reimbursement Workbooks are approved by staff familiar with the approved grant application, IDEA, and OMB Circular A-87. While the LEA's policies and procedures state that "the CFO will ensure that the school has accounting structures that provide accurate and complete information about all financial transactions related to each Federally-supported project," and "Records of expenditures must be maintained for each grant project of the approved budget," the LEA did not speak specifically to how Federal grant reimbursement requests would be completed, submitted and recorded within its financial system. The LEA also states that these funds are provided by the District of Columbia Public Schools (DCPS). All Federal funds are provided through OSSE. More importantly, at the time of the on-site monitoring visit, the LEA had not sought reimbursement for any of its IDEA Part B Annual or IDEA Part B ARRA funds nor had it submitted the required FFY 2009 OSSE Phase III Application which was due to OSSE by July 14, 2010. This application must still be submitted and approved before any reimbursement request can be processed. The deadline for obligating expenses against the FFY 2009 grant is September 30, 2011. The LEA is in violation of its own internal procedures and Federal cash management procedures because it has not sought timely reimbursement for its funds. In order to correct this noncompliance, Howard University Middle School must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §80.20(4), actual expenditures or outlays must be compared with budgeted amounts for each grant or subgrant. While Howard University Middle School has policies and procedures that, read together, could be interpreted to denote that it has an accounting record for each Federal grant that it receives which tracks expenditures against approved the grant budget, the LEA did not provide any documentation to OSSE to ensure that IDEA expenditures are tracked against the IDEA approved budget. In order to correct this noncompliance, Howard University Middle School must

complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §80.42, all financial and programmatic records, supporting documents, statistical records, and other records of grantees or subgrantees which are: required to be maintained by the terms of EDGAR, program regulations or the grant agreement, or otherwise reasonably considered as pertinent to program regulations or the grant agreement, except as otherwise provided, must be retained for three years from he day the grantee or subgrantee submits to the awarding agency its single or last expenditure report for the period. OSSE provided that, due to the statute of limitations regarding financial and programmatic records, financial records and relevant supporting documentation must be retained for five years. Howard University Middle School stated that this requirement is not included in the LEAs polices or procedures. In order to correct this noncompliance, Howard University Middle School must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

Pursuant to 34 CFR §80.20(3), effective control and accountability must be maintained for all grant and sub-grant cash, real and personal property, and other assets. Grantees and subgrantees must adequately safeguard all such property and must assure that it is used solely for authorized purposes. While Howard University Middle School reported that it completes inventory tracking for all equipment costing more than one thousand dollars and does not typically expend Federal funds for equipment, the LEA was unable to demonstrate that it has policies and procedures regarding protection of assets costing more than five thousand dollars. In order to correct this noncompliance, Howard University Middle School must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report.

A review of fiscal records and documents revealed that Howard University Middle School is unable to demonstrate that it has a policy/procedure which ensures that each federal grant program is tracked separately and that funds are not co-mingled. While Howard University Middle School asserted that it maintains a separate Federal account, the LEA did not provide documentation demonstrating that it is separately tracking various grant funds, nor documentation demonstrating that it is tracking each grant year of each program separately (i.e. FFY 2008 annual IDEA funds versus FFY 2009 annual IDEA funds, and FFY 2009 American Recovery and Reinvestment Act (ARRA) IDEA funds versus FFY 2009 IDEA funds). The United States Department of Education (USDOE) strongly encourages all of its grantees and sub-grantees to employ a first in, first out (FIFO) accounting system to ensure that the oldest grant funds are expended first and therefore do not lapse. LEAs must track grant programs by their associated grant cycle because in any one fiscal year, an LEA will have grant funding available from two different grant cycles. If funds are from different grant cycles are not tracked separately, funds may lapse. Additionally as a requirement of EDGAR and IDEA regulations, LEAs

submit grant applications that contain budget and spending plans that are specific to a grant cycle.

Consequently, OSSE was not able to confirm that the LEA's IDEA expenditures and revenue were being recorded properly, within the correct obligation period, and are not being co-mingled as required by 34 CFR §80.20. In order to correct this noncompliance, Howard University Middle School must complete the required actions in this area listed in the LEA-Level Corrective Actions section of this report. Within 60 business days, Howard University Middle School must also submit evidence to OSSE that it has made the appropriate adjustments to its accounting records.

As a requirement of the monitoring visit, OSSE requires LEAs to provide documentation supporting approximately 25 percent of the expenditures for which the LEA sought IDEA grant reimbursements. Federal regulations at 34 CFR §§76.707 – 76.710 govern the obligation and request for reimbursement of Federal funds. OSSE was unable to determine if Howard University Middle School is in compliance with 34 CFR §§76.707 – 76.710 because, at the time of the on-site monitoring visit, the LEA had not sought reimbursement for any of its FFY 2009 IDEA Part B Annual, IDEA Part B ARRA funds or its FFY 2008 IDEA Part B carryover funds. Likewise, OSSE was unable to determine if the LEA is appropriately charging salaries of personnel working on IDEA grant objectives and are supported with IDEA grant funds; appropriately tracks the time and effort; appropriately tracks the time and effort of personnel who are supported by IDEA grant funds; obligated costs within the correct grant period and after the Phase I application was approved; sought reimbursement for expenditures in the reimbursement workbook only after it actually paid for the item; correctly recorded IDEA expenditures and revenue, including IDEA set-asides when applicable; purchased and received the items it sought IDEA reimbursement for in the IDEA reimbursement workbook; followed procurement procedures consistent with EDGAR and OMB Circular A-87 for developing and awarding contracts for services, supplies, and materials; followed procedures consistent with IDEA, EDGAR and OMB Circular A-87 to ensure that IDEA funds were expended only for allowable activities; correctly paid and retained invoices for expenditures it included in its IDEA reimbursement workbook; or procured, utilized and charged construction expenses to its IDEA grants in a manner consistent with its approved application, EDGAR, OMB Circular A-87, and IDEA-ARRA guidance if applicable. In order for OSSE to make determinations regarding Howard University Middle School's compliance with the aforementioned regulations, Howard University Middle School must submit documentation for fifteen percent (15%) of expenditures included in its next or most recently submitted reimbursement request.

LEA Action Log: Fiscal	No action required.

Certification of 2010-2011 Plan Completion

Howard University Middle School of Math & Science Public Charter School

Notice of Certification: The completion of this page by an LEA representative certifies that all data submitted are true, correct, complete and done in full compliance with all applicable state and federal rules and regulations to the best of his/her knowledge and belief.

All corrections due by: May 31, 2011

All Individual Student Noncompliance has been Corrected

Certified by:

LEA Representative Name:_____

LEA Representative Position:_____

LEA Representative Signature:_____

Date of Completion:_____

All LEA Level Corrective Actions have been Completed

Certified by:

LEA Representative Name:_____

LEA Representative Position:_____

LEA Representative Signature:_____

Date of Completion:_____