

OCTOBER 2, 2018 | LEA ANNUAL REPORT

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RICHARD WRIGHT PUBLIC CHARTER SCHOOL

DR. MARCO CLARK
FOUNDER & CEO

GREGORY K. ADAMS, SR.
CHAIR, BOARD OF TRUSTEES

RICHARD WRIGHT PCS

SCHOOL DESCRIPTION

Richard Wright Public Charter School (RWPCS) is an urban public high school that served approximately 282 students in grades 8th-12th during the 2017/2018 school year. RWPCS is located in the Southeast Quadrant of Washington DC. Richard Wright Public Charter School serves a population of over 82.4% who are deemed at risk because of low socio-economic and academic challenges. This percentage is one of the highest populations served by one school in the entire school sector in Washington DC.

According to the school's student demographic information, it reveals that 98% of the students that attend RWPCS are African American and 2% are Hispanic. Richard Wright Public Charter School continues to be the only public high school in the District of Columbia or the surrounding metropolitan area that focuses on a Latin Based Curriculum accented by a Journalism and Media Arts program. As a result of the challenges identified by the populations served and the research of the data revealed that there was definitely a strong need to address Reading, Math, and Writing deficiencies within this population. The utilization of Latin as a means to build strong vocabulary, word usage, sentence structure has helped to decrease the educational gap in ELA and Mathematics. RWPCS also focused on word meanings through the use of Classical languages and Online Reading Software (i.e. Testourkids.com, Math 180 and Read 180) to support and help close the educational gap.

Richard Wright Public Charter School believes in charting academic success through internal mechanisms aimed toward documenting and evaluating student data. As a result of implementing these internal controls, Richard Wright Public Charter School has been recognized as a model of excellence for innovation from the Washington Informer, Copa Style Magazine, Near South East Community Partners, Capitol Community Foundation, H Street Community Development Corporation, Dream 2 Destiny TV Production, and many others.

The use of extended resources and supports (i.e. Engage New York Extended Day Schedule, Saturday School, 10-day Internal Assessments, and Online Recovery), RWPCS continues to be successful in increasing reading and writing skills by infusing an additional class focused solely on enrichment. This was necessary based on the data revealed from assessments that an overwhelmingly large portion (75.4%) of our new student population were at least three grade levels below in reading and (79.2%) were three to four grade levels below in math. Ninety-four percent of our students reside in two quadrants of the District of Columbia.



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SCHOOL DESCRIPTION

(CONTINUED)

RWPCS requires all students each year to take an assessment focused on all content academic areas with a particular emphasis on Math and Reading at the beginning of each academic school year. The purpose of these assessments beginning in September of the current school year are all aimed at addressing Reading, Writing, and Mathematics deficiencies after the summer break. As a result of the high percentage of students that qualify for free/reduced lunch, RWPCS also receives Title I monies from the federal government because of the high percentage of students at or below the poverty level. Unfortunately the students identified live in the quadrants which represent the largest population of people affected by low socioeconomic status and high illiteracy rates in the District of Columbia . Approximately 96.3% of Richard Wright's students receive free/reduced lunch. In addition to the economic challenges faced by the majority of students that attend Richard Wright, evidence shows that a vast majority of our students attended and have been educated in low performing schools their entire lives in the lower socioeconomic quadrants of the city.

Richard Wright Public Charter School continues to spearhead the safe passage program called "Man the Block " to support students in the District of Columbia get to and from school safe . www.ManTheBlock.org has garnered support from many stakeholders throughout the District and nationally calling for a need to support the safety of all young adults. Click [here](#) to view a video from OCTFME's DKN coverage. Click [here](#) to view an article in The Washington Post.

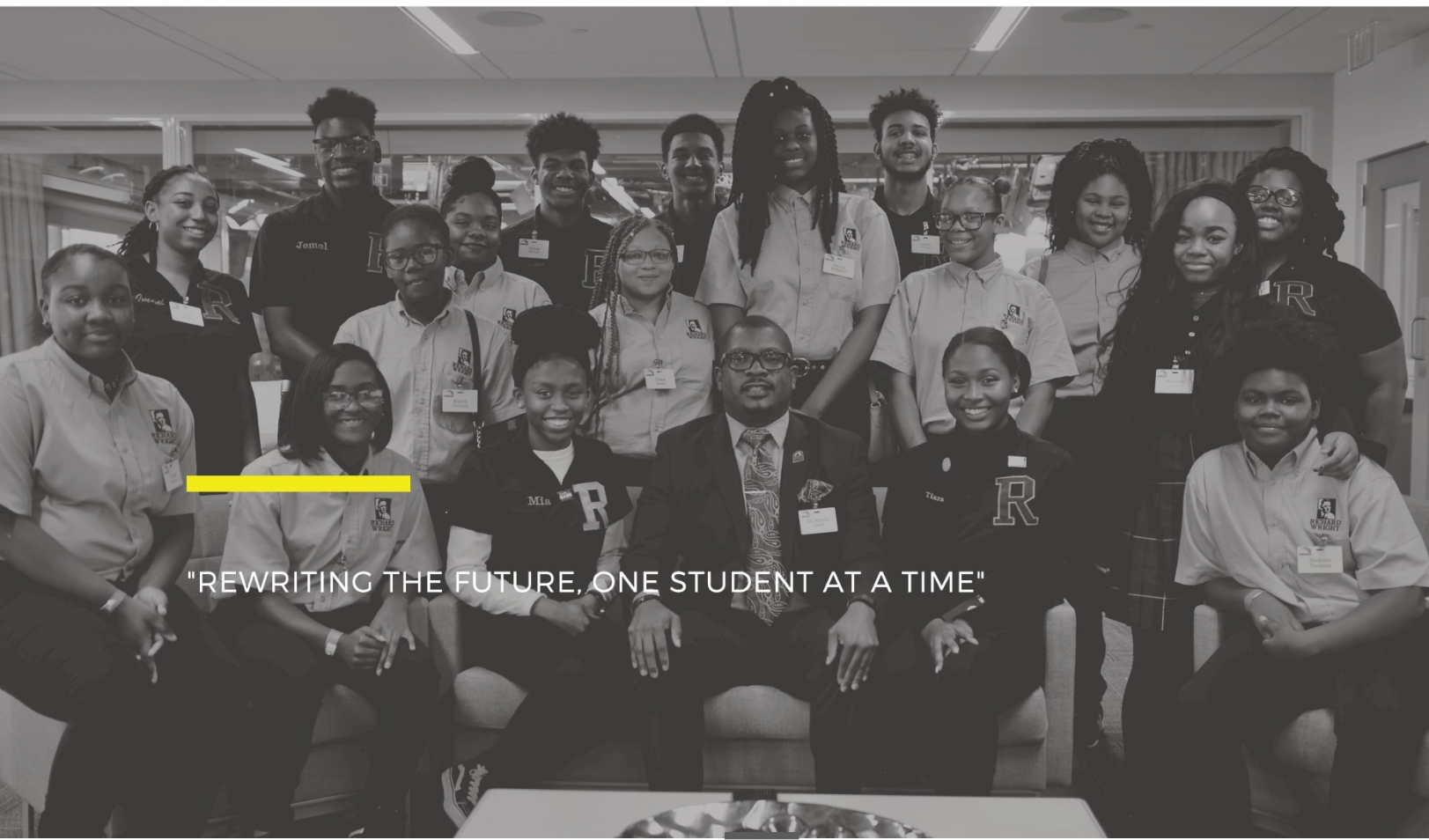


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MISSION STATEMENT

MISSION

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.



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SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH

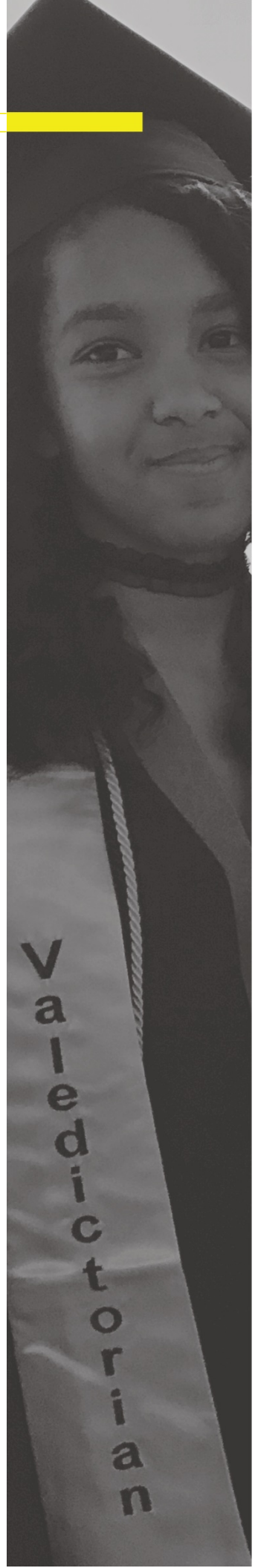
Richard Wright Public Charter School's (RWPCS) Curriculum design is adopted and based on the highly noted Boston Latin School of Massachusetts. The curriculum design and academic model has been acclaimed for over 365 years. The Boston Latin School has maintained a strong curriculum centered in humanities. Its founders believed that "the good things are for the good of the soul." The Richard Wright Public Charter School's mission is to offer our students a curriculum centered in classic and modern language s. Boston Latin unequivocally supports our mission. We believe "the only good things are for the good of our students." The Curriculum is aligned with the National Common Core Standards and State Standards. These standards are intended to provide a framework for planning implementation and expectations for student outcomes.

Richard Wright Public Charter School also provides a solid mix of 21st century technology and a full- fledged program focused on Journalism and Media Arts. At the end of each school year RWPCS showcases the talents of its students by presenting a Black Tie Gala for the entire city to see. View OCTFME's DKN coverage [here](#).

The Classic program at RWPCS exposes our young people to the ancient Greek and Roman traditions of human ideals. It uses the languages, literature, and art of the Roman/Greek civilizations to promote the following virtues: to heed one's impulse to self- interest to live and treat others with dignity and to participate responsibly in civic life. Through careful study of excellent thought speech and deed from that ancient world, our students will acquire ways to understand themselves as human beings, who make sense of the present and conceive of a worthwhile future.

The Boston Latin's program of study was replicated by RWPCS because it is widely recognized for its ability to increase Reading comprehension and vocabulary development particularly with students from urban areas. These areas of Reading are essential and critical to the success of the students at Richard Wright. RWPCS reviews its curriculum bi-annually to ensure effective implementation of the Common Core State standards and all mandated standards locally and nationally.

The instructional approach that is utilized by RWPCS is an interdisciplinary approach that focuses on infusing Latin and Journalism and Media Arts throughout each content area. The purpose of this design is to reinforce reading, writing, and technology skills. Our instruction mirrors the 21st century learner with fidelity. The impact of this instructional delivery approach has yielded improvements in the areas of reading and writing as well as a promotional rate of approximately 90.7%.



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SUMMARY OF CURRICULUM DESIGN AND INSTRUCTIONAL APPROACH (CONTINUED)

The instructional approach at RWPCS is also designed with the understanding that the best student outcome is driven by a spirit of exploration and creativity. Students who feel passionate about their schoolwork are far more likely to retain what they have learned. At all grade levels and subject students are engaged in independent projects. Teachers approach their lessons understanding. (1) The curriculum is effective in preparing our students for future success. Our curriculum is a living document to be adjusted to add subjects to help our students meet with success and enhance creativity. (2) Teachers present the relevancy of topics being studied. For example, students studying the causes of the Civil War may take a modern approach about what could lead to a civil war today in this country and the role of the media's coverage today compared to the role in the late 1800's. (3) Collaboration is most important in planning. For example, strategies can be shared along with best practices to meet with success. Collaboration is built in with weekly Professional Development.

Our students explore and apply principles of Character Education. For example, students might be encouraged to demonstrate how to create a caring school community by participating in collaborative learning activities with peers. Respect from all members of the RWPCS community is essential in maintaining a safe environment conducive to learning. Students are challenged to delve deeply into the meaning and ramifications of these virtues. An advisor might challenge a student to develop his or her own personal moral code and how to apply it in complex situations.

RWPCS provides a strong academically-enriching and rigorous program that meets the needs of all of its students while impacting the community in a positive manner. Our students are involved in many activities which includes past visits to the White House, monthly book club meetings at the Library of Congress performing at different functions (Band and Choir) in the DC area participating in competitions such as The Aspen Challenge in which we took second place.

RWPCS' focus is to create great writers, journalists and productive citizens. Our students write for a local paper (The Capital News) and most recently for the Hill Rag. We also have a debate team. With these connections with journalism and social endeavors it empowers our students to become creative, innovative thinkers and learners at the highest level regardless of their surroundings, ethnicity, socioeconomic status and prior education. Our educational program is designed to enhance creativity to ensure success in transforming students in grades 8-12 into well-versed media contributors and global learners.



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PARENT INVOLVEMENT EFFORTS

RWPCS focuses on the importance of open lines of communication and family involvement to sustain our students' educational journey. The overall successes of our Parent Involvement programs are facilitated through Open House, recruitment sessions, Information sessions, and new student orientation.

RWPCS continues to reinforce our mission, philosophy, goals, expectations, and efforts to successfully meet Adequate Yearly Progress (AYP). RWPCS ensures that parents are aware that teachers are highly-qualified according to HQT requirements. RWPCS staff is highly visible and vocal in informing parents of student achievements as well as challenges. In turn, we expect parents to hold us accountable for student success.

RWPCS is excited about the partnership that exists between the parents and school staff. This teamwork effort has afforded us the opportunity to establish a mutual respect and connection between all stakeholders. Teachers are required to contact parents regularly by phone or email about student progress and/or needed interventions. RWPCS teachers are expected to make weekly phone calls and record interactions in a log.

Information for parents will be delivered through the regular mail. Email and by students. Copies of communications are also available in the main office. RWPCS utilizes an online data system for all communications and academic progress reporting of RWPCS data of any sort.

The atmosphere for parent-teacher conferences is inviting and relaxed. In addition to parent-teacher conferences, we conduct family listening forums monthly. The CEO/Head of School, Parent Community Liaison and other staff continually discuss strategies for parental involvement in the context of short and long-term RWPCS goals and expectations. RWPCS partners with community organizations that provide services such as continuing education, health and wellness information, job training, and public utility assistance, to help parents address issues that may be interfering with a child's success. In addition to this support, Parent surveys are administered throughout the year to plan, assess, and collect data.



OUR GOALS

- Increase Family Involvement
- Open Lines of Communication
- Partnership, Team work, and Accountability with All Stakeholders
- Mutual Respect and Connection

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NARRATIVE

The vision of the Department of Data and Assessment at Richard Wright Public Charter School is to establish a school culture that effectively uses data to support instructional decision making. It is a culture where data is used to adopt collective expectations for students' performance and transform student performance data into knowledge that can be used to inform and guide instructional decisions. As well as teaches students to examine their own data. In this data driven culture, data is the key element in our ongoing efforts to improve instruction throughout the school. Through ongoing collaboration with all stakeholders, the data plan is a very clear blue print which provides continued guidance on using data to support instructional improvement, as well as help to gain a deeper understanding of students' needs.

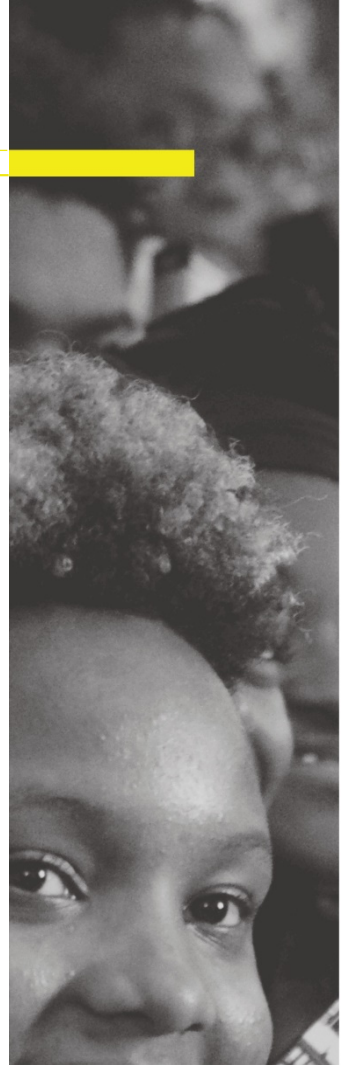
Richard Wright Public Charter School continues to transform data into useful information by continuing to implement Ten Day Assessments. Teachers create/establish the course-level student learning outcomes assessment. Provide the student learning opportunities, and then assess the learning outcomes for the course. All Richard Wright PCS students take part in a 'Data Day' conference. On the assigned Data Day, students as well as teachers, work together to analyze content assessment data and its overall score. The objective is to build students' capacity to access and analyze their own data and use it effectively to reflect, set goals, and document growth. Teachers then meet with the Deputy CAO to review students' data to guide instructional changes and practices.

In order to address the schools immediate needs during the SY 17/18, the Reading Department and Director of Data instituted the use of a diagnostic benchmark reading test, Read 180 Scholastic Comprehension Program. The Summary Growth Report reflected substantial improvement in reading comprehension for the students who were identified as low performing. Fifty students participated in this benchmark assessment. Between months of November through March, eighth grade students showed a growth of 63%. Ninth grade students showed a growth of 87%, and tenth grade students showed a 53% growth. [;

The San Diego Quick Reading Assessment was also used with our 8th- 12th grade population to gauge students' approximate independent reading levels. Baseline data indicated that seventy-five percent of our 8th and 9th grades read 2-4 years below grade level. Interventions provided in targeted areas have led to a 40% increase in their independent reading levels by 2-3 years in a 6 month period.

The Read 180 Scholastic Comprehension Program and the San Diego Quick Reading Assessment will continue to serve to establish the baseline data for all students in grades 8th-12th. This baseline data will continue to be used to formulate and develop individual intervention plans that address the six domains of reading: Phonics, Phonemic Awareness, Vocabulary, Fluency, Comprehension, and Writing.

In conjunction with content assessments, RWPCS also administered benchmark practice PARCC assessments. The benchmark assessments were given three times throughout the school year. In SY 2017-2018, these assessment tasks mirrored the structure and rigor of the tasks embedded in the Partnership for Assessment of Readiness for College and Careers (PARCC). This data provided us with clear instructional priorities. The Mathematics priority was to increase teacher understanding and application of the Mathematical Practice 1: Making sense of problems and persevere in solving them. Teachers created a school-wide problem solving model to support student application.



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LESSONS LEARNED

READING INITIATIVES

- Vocabulary and Content Knowledge Weekly Assessment
- Monthly Reading Strategies
- One World Educational Writing Program
- Monthly Book Club Meetings at the Library of Congress



In school year 2017-2018, Richard Wright took part in a District-wide FOCUS group for mathematics where we received coaching on best practices and implementation of effective strategies. As a result of that coaching, we were able to translate those practices into a meaningful working math group consisting of all math teachers as well as academic leaders that focused on developing and implementing school wide strategies that engage every child in mathematical application and practice. Students were able to demonstrate understanding of various mathematical concepts on a daily basis during our Math Moment Initiative. This initiative was a morning activity that provided students the opportunity to grapple with complex tasks that were both procedural and conceptual. In SY 2017-2018, we have continued this initiative.

Richard Wright PCS showed significant growth in English Language Arts. The incorporation of various interventions and best practices resulted in a measurable increase of 8% on the PARCC Assessment.

The RWPCS data indicates several areas in student achievement in need of improvement. We have continued our laser focus with the formation of teacher work groups that are interpreting student data to develop and implement school wide initiative that are designed to increase student achievement.

The Richard Wright PCS Reading Program creates an environment which respects the dignity of individuals and promotes the highest student achievement through reading interventions and reading initiatives. This year we have expanded to four Reading Initiatives that focuses on four major areas of reading: Vocabulary, Fluency, Comprehension, and Writing. The four Reading Initiatives are as follows: Vocabulary and Content Knowledge Weekly Assessment, Monthly Reading Strategies, One World Educational Writing Program, and Monthly Book Club Meetings at the Library of Congress. The Reading Department has worked to implement these Reading Initiatives to continue to help fulfill the Richard Wright mission to "trans form students in grades 8-12 into well-versed media contributors that focuses on strong writing skills and vocabulary."

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DESCRIPTION OF KEY MISSION-RELATED PROGRAMS

The Richard Wright Public Charter School ROXIE (Reaching Our Excellence in Education) program encompasses the Journalism and Media Arts focus of our school. As Roxie, Mississippi was the birthplace of Richard Wright. ROXIE serves as the birthplace and foundation for investigative thought creativity, questioning, skill building, understanding, innovation, and analysis. Through a hands-on approach to learning, we formed partnerships and gained instructors from the professional community. They provided exciting opportunities and experiences in and beyond the classroom. RWPCS students learn fundamental concepts and skills essential in the fields of Journalism, Broadcast Journalism, Television and Radio Production, Film, Graphic Design, Visual Arts, Dance, Music, and Music Production.

At RWPCS, our journalism and Latin class coursework at all grade levels requires students to perform high-level conceptual tasks. We recognize that higher level thinking is only possible with a solid base of fundamental knowledge and skills. Cognitive scientists describe this process as rendering skills and knowledge automatic. Automatic recall of certain information is necessary for a student to succeed in sophisticated conceptual work. For example, a student must firmly grasp word roots and prefixes for effective oral, written, and visual communication, and expression. We ensure that every RWPCS student has mastered these fundamental skills.

Students are instructed using Blooms taxonomy of higher order thinking skills moving from basic recall and knowledge to application of information.

Traditional skills such as reading, writing, note-taking, and discussion are effective avenues for student learning. Yet, our teachers design lessons with the understanding that students process material through a variety of intelligences.

Thus, in a class on poetry, musically-inclined students might write and perform raps using the literary principles they have studied. The most effective instruction often requires students to process material using their kinesthetic interpersonal, Musical, and visual intellectual capacities in addition to their verbal and mathematical abilities.



THE ROXIE PROGRAM

- Journalism
- Broadcast Journalism
- Television and Audio Production
- Film
- Photography
- Graphic Design
- Visual Art
- Music
- Music Production
- Dance

RICHARD WRIGHT PCS

SCHOOL STAFF CHARACTERISTICS

19

NUMBER OF
TEACHERS

1

NUMBER OF
TEACHER AIDES

20:1

AVERAGE CLASS
SIZE

- Dr. Marco Clark - CEO/Head of School
- Alisha Roberts-Charles - Chief Operational Officer
- Brendetta Starling - Chief Academic Officer
- LaMarge Wyatt - Chief of Staff
- Rolanda Payne- Deputy Chief Academic Officer
- Carolyn Young-Folk- Director of Reading
- Helen Compton-Harris- Outreach and Development Director
- Randi Thomas-Glover- Parent and Community Liaison
- Michelle Santos- Director of Journalism and Media Arts
- Jamila Alarcon- ELL/Data and Assessment Coordinator
- Jerome Young- Assistant Principal (Upper School)
- Julian Goodman- Assistant Principal (Lower School)
- Cheryl Mayfield Turner- Dean of Students (Lower and Upper School)



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QUALIFICATIONS AND ASSIGNMENTS OF SCHOOL STAFF

All staff members are assigned to their specific work area based on academic credentialing and work experience. All teachers fall under the requirements of the federal mandate of No Child Left Behind. Each teacher is required to meet the standards of a highly qualified teacher by either degree and or the praxis exam in at ion .

STAFF ATTRITION RATE

Richard Wright has retention rate amongst the total staffing body of 77.3%. The retention rate of the entire teaching staff is 68.8%.

SALARY RANCE AND AVERAGE SALARY, FOR TEACHERS AND ADMINISTRATORS

\$55K

Teacher's salary

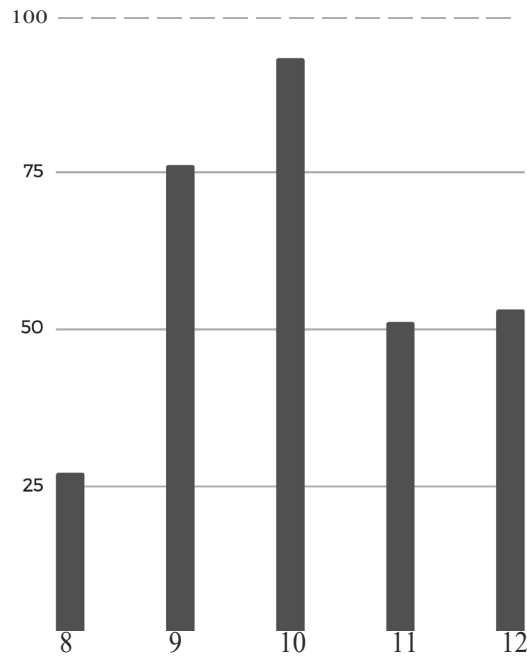
\$75K

Administrator's salary

RICHARD WRIGHT PCS

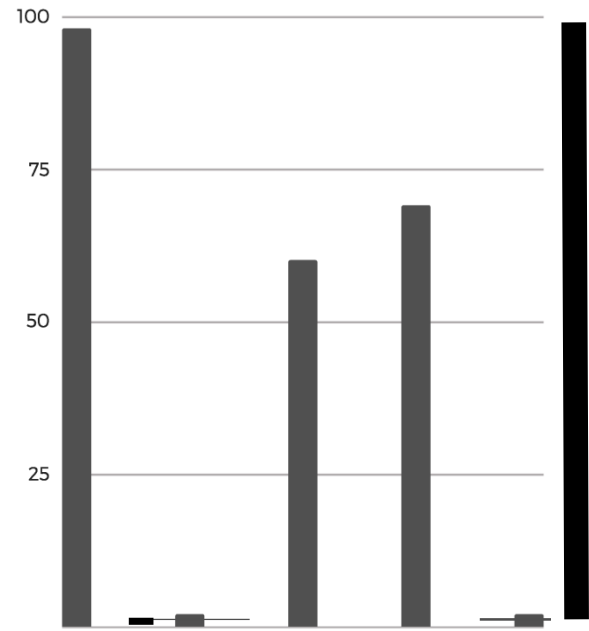
STUDENT CHARACTERISTICS

STUDENT ENROLLMENT BY GRADE



8th Grade - 27 Students
9th Grade - 76 Students
10th Grade - 93 Students
11th Grade - 51 Students
12th Grade - 53 Students

DEMOGRAPHICS



(Race, gender, ethnicity, ELL status, special education status, FARM status, alternative risk factor classifications)*

80%

STUDENT RE-ENROLLMENT RATE*

93.7%

ATTENDANCE (IN SEAT ATTENDANCE. AVERAGE)*

African American - 97%
White - 1%
Latino - 2%
Male- 60%
Female- 69%
ELL- 2%
FARM-98.9%

SCHOOL PERFORMANCE

*Annual Performance Goals (See Appendix)

*Richard Wright Public Charter School will be adopting PCSB (PMF) for 2015/2016 goals for accountability (See Appendix)

SPECIAL EDUCATION STATUS - INCLUSION MODEL

Our goal is to create a culture of inclusion at RWPCS where every student is valued and expected to achieve at their highest ability. This is achieved through a student centered approach focusing on the unique needs of students with disabilities and the commonalities of the larger student body alike. RWPCS services a wide range of students with disabilities requiring special education and related services. The disability categories include Specific Learning Disability, Emotional Disturbance, and Intellectual Disabilities, Other Health Impairment (OHi) and Autism Spectrum Disorder. Typically our students present levels of academic function and performance range from 1st grade level to just above 7th grade. Through effective collaboration, co-teaching, push-in and pull-out specialized instruction methods, we are able to make gains in students' progress towards annual IEP Goals. Bi-weekly progress monitoring is used to provide quarterly IEP Progress reports that accompany the report card s. All students with disabilities at RWPCS are educated in the Least Restrictive Environment as prescribed in their IEP.



RICHARD WRIGHT PCS

UNIQUE ACCOMPLISHMENTS

The Richard Wright Public Charter School for Journalism and Media Arts community can look back over the 2017-18 school year with hope and pride at the students' and the educational community's accomplishments throughout the year. RWPCS is proud to announce that full accreditation from the Middle States Association of Colleges and Schools was earned after a very lengthy and intensive process, meeting all twelve standards of criterion through the dedication and hard work as a team! Also highly noteworthy, the 1st POSSE scholar from Richard Wright was selected and is now attending the University of Madison-Wisconsin studying journalism and photography.

Expelled from his previous school before coming to Richard Wright in the eighth grade, this now college freshman thrives, excels, and became a leader and role model at RWPCS due to the close-knit family atmosphere, student-centered environment, and the plethora of opportunities for hands-on learning and exposure to the world-at-large. He travelled to Dubai, Abu Dhabi, and Australia with other RW students through the RW partnership with the Global Scholars Program after studying Arabic for a year. Working with RW partner USA Today health and policy reporter Jayne O'Donnell and her organization, the Urban Health Media Project (UHMP), this aspiring journalist published on USA Today online, as did other RW UHMP fellows addressing health and wellness issues in urban areas. As the lead anchor on the Richard Wright Network News (RWN2), this young man honed his interviewing, writing, research, and communication skills, creating impactful, networking connections to help propel and influence his future in positive ways. With the mentorship of another RW partner, supporter, and friend, Dr. Maurice Butler, retired educator, author, and photographer, this young photographer also worked on his craft as a photographer taking the lead in organizing photographers for the Title IX Conference, documenting the event, as well as numerous others with scholarships. Through a RW partnership with Dream to Destiny TV, he and others were fast tracked to certification and internships due to their level of media experience holding positions such as the Keeper of Peace in the Richard Wright Student Ambassador Club and SGA, The Captain of the Richard Wright Spartans Football Team, or just being part of groups to develop his character and leadership as a young man, such as the RW Partnership of the Promise Mentorship Program, Richard Wright was able to comprehensively address the various interests, needs, and goals this young man wished to pursue. With committed and caring teachers, coaches, and mentors, this RW POSSE Scholar embraced as many opportunities presented to him as possible and serves as a stellar example of what can be achieved when both dedicated adults and students are fully invested in creating and building a future with limitless potential even with obstacles, setbacks, and challenges.



LET'S CONTINUE TO PAVE THE WAY FOR THE FUTURE GENERATIONS.

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UNIQUE ACCOMPLISHMENTS (CONT.)

It has been a monumental year of challenges and change on a national and global level, but what continues to bear witness to truth throughout history is the power of young people to create a movement. Organizing the student led RW National School Walkout and March for Our Lives, our Student Ambassador President said, "I wasn't involved in activism before, but after today, I will be for the rest of my life." Due to the leadership training that is impressed upon them daily, student organizers proudly led a peaceful march to the U.S. Capitol in decency and order, documenting the day, interviewing and being interviewed by various media organizations. Speaking through a RW bull horn, student leaders took turns engaging more than just the RW cohort, but hundreds of young people from all over, through chants, speeches, and poems. Due to a moving poem performed by another RW Ambassador at the National School Walkout. Moms Demand Action personally invited this RW Ambassador to perform her original poem "I am America" to the March for Our Lives DC Rally. She moved the crowd with her eloquent searing perspective as a student of color facing prejudice on a daily basis yet still willing to stand together as one with others different than herself to create positive change. Given numerous platforms and ways to express the issues that affect their lives with meaningful, thoughtful reflection through education, Richard Wright students continue to rise to the occasion, whatever it may be, at the forefront of change and innovative ideas to make a positive difference in the world.

Students become leaders because of the guidance and preparation that is ongoing at Richard Wright. They encounter many trailblazers, change seekers, and even gatekeepers. They ask questions to professionals, innovators, and leaders in almost every field. What rings true is their ability and confidence to thrive in every situation, every environment, every challenge, gaining invaluable experience and information every time. They learn and connect with the legacies before them. They are the hope for the future.



"I AM AMERICA" - AMBASSADOR IMANI ROMNEY, 11TH GRADE

(CONT.)

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UNIQUE ACCOMPLISHMENTS (CONT.)

Walking the massive halls of the U.S. Capitol with Reverend Jesse Jackson, speaking to various members of Congress, notably Congressman G.K. Butterfield: hearing firsthand the struggles during the Civil Rights era in reference to the struggles of present, feeling the determination of these civil rights icons still fighting and continually looking forward in an intimate conversation : Richard Wright students are inspired to carry on the legacy. Exploring the Smithsonian National Museum of African American History and Culture (NMAAHC) for a conversation with Tyler Perry about his origins as an influential actor, film maker, director, writer, and producer: soaking in the rich history of their predecessors: and speaking to groups of elders at the NMAAHC after the Tyler Perry conversation : Richard Wright students are empowered to make their own mark in the world. Interviewing global humanitarian leaders recognized on International Women's Day at the World Bank for Rotary International: Richard Wright students discover hope on a global scale and provide hope as the youngest people in attendance to the international members. Interviewing the Supervising Producer at the Capital One Arena on the court and photographing the Wizards practice pre-game: Richard Wright students represent as aspiring sports journalists, photographers, and producers. On an unscheduled boat ride, unprepared for the chill of fall on the Anacostia River, RW upheld their professionalism as reporters interviewing the Anacostia River keepers about improving waterways: interviewing Riverfront business owners and community leaders for the segment RWN2 ·w right on the River front : made possible through a grant from Near Southeast Community Partners : Richard Wright students create connections in the local community: Interviewing Mayor Bowser, Deputy Director Courtney Snowden, and former Director Odie Donald II for the Marion Barry SYEP Launch: interviewing Congresswoman Yvette D. Clarke, political commentator Symone Sanders, and musical artist Raheem Devaughn at the Annual Rainbow Push Coalition Telecom Symposium, interviewing actors Tichina Arnold and Orlando Jones during the Starz and Essence ·voice Diaries· event: interviewing Doug E. Fresh for the first ever RW Man the Block Party to kick off the school year with community building safe passage awareness and volunteer activism: covering stories locally and nationally for the Richard Wright Network News (RWN2): RWPCS students are "Richard Wright Ready" developing as impactful content creators and journalists.

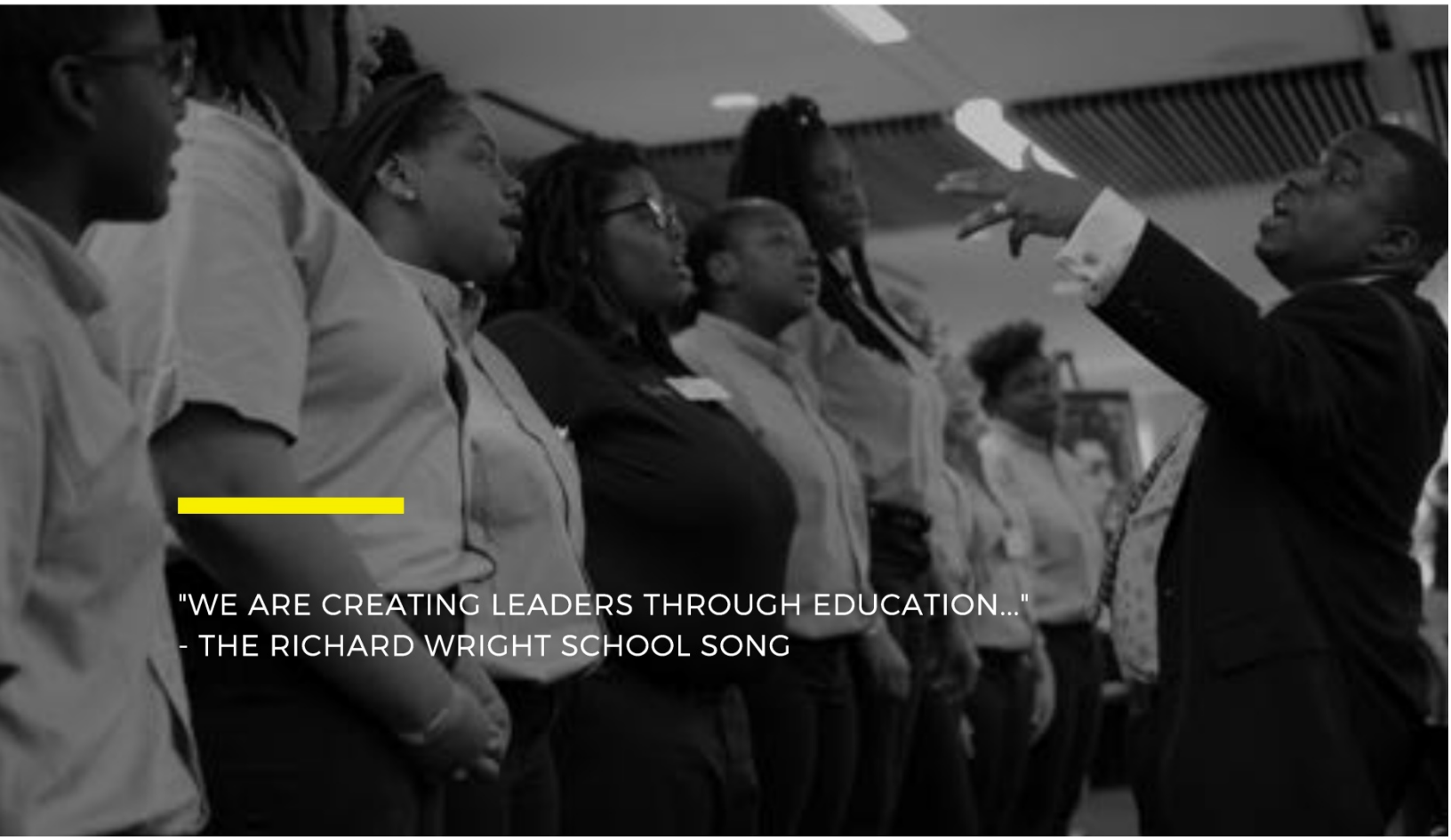


"I AM SOMEBODY" - REVEREND JESSE JACKSON

RICHARD WRIGHT PCS UNIQUE ACCOMPLISHMENTS (CONT.)

The creative and performing arts programs and groups represent dynamically and creatively in every area as well. The Richard Wright Choral Ensemble, the Dynasty Dancers, the Underground Band, the Instrumental Ensemble are also "Richard Wright Ready: Invited to perform at various events and venues throughout the city, such as the Great Minds Gala at the Marriott, the U.S. Navy Black History Month Observance at the Navy Yard National Cold War Museum, the Community of Hope AME Church. Richard Wright students shine and inspire the creative works of art. Writing, films, and poetry received awards in the DC Cherry Blossom Festival, One World Education, and aired on Moneywise Television Network, respectively: RWPCS students are prodigious and expressive producers in a variety of mediums and genres. Richard Wright students enhance and engage in the great city of DC. Pushing forward with excellence and fortitude, these defining roots established in the District will help nourish their promising educational futures with infinite possibilities.

Mentorship, community building, and community service remain a strong focus for Richard Wright. Whether off campus or in school serving the South Carolina Combat Veterans Annual Luncheon, hosting WKYS with rapper Light Show, author visits such as Michael from the Library of Congress, Family Literacy and Math Nights, Donuts for Dads, Muffins with Moms, the Student Thanksgiving Luncheon, the Richard Wright Art Show, the Richard Wright Holiday Show, the Annual Poetry Slam, the Ambassador Induction Ceremony, College visits, the monthly Business Roundtables and Empowerment Forums, weekly Shout Outs, daily Family Matter meetings, academics or extracurricular, all are hosted and held at various times throughout the year at school. Richard Wright students work hard and enjoy the rich and diverse culture the school provides intergenerational engagement, role modeling, and heart to heart conversations and connections continue to build and bind RWPCS youth towards success as they move forward. The collective impression of all the visitors who were welcomed and visited the RW campus throughout the year was always positive and have led to ongoing relationships which RWPCS continues to build upon.

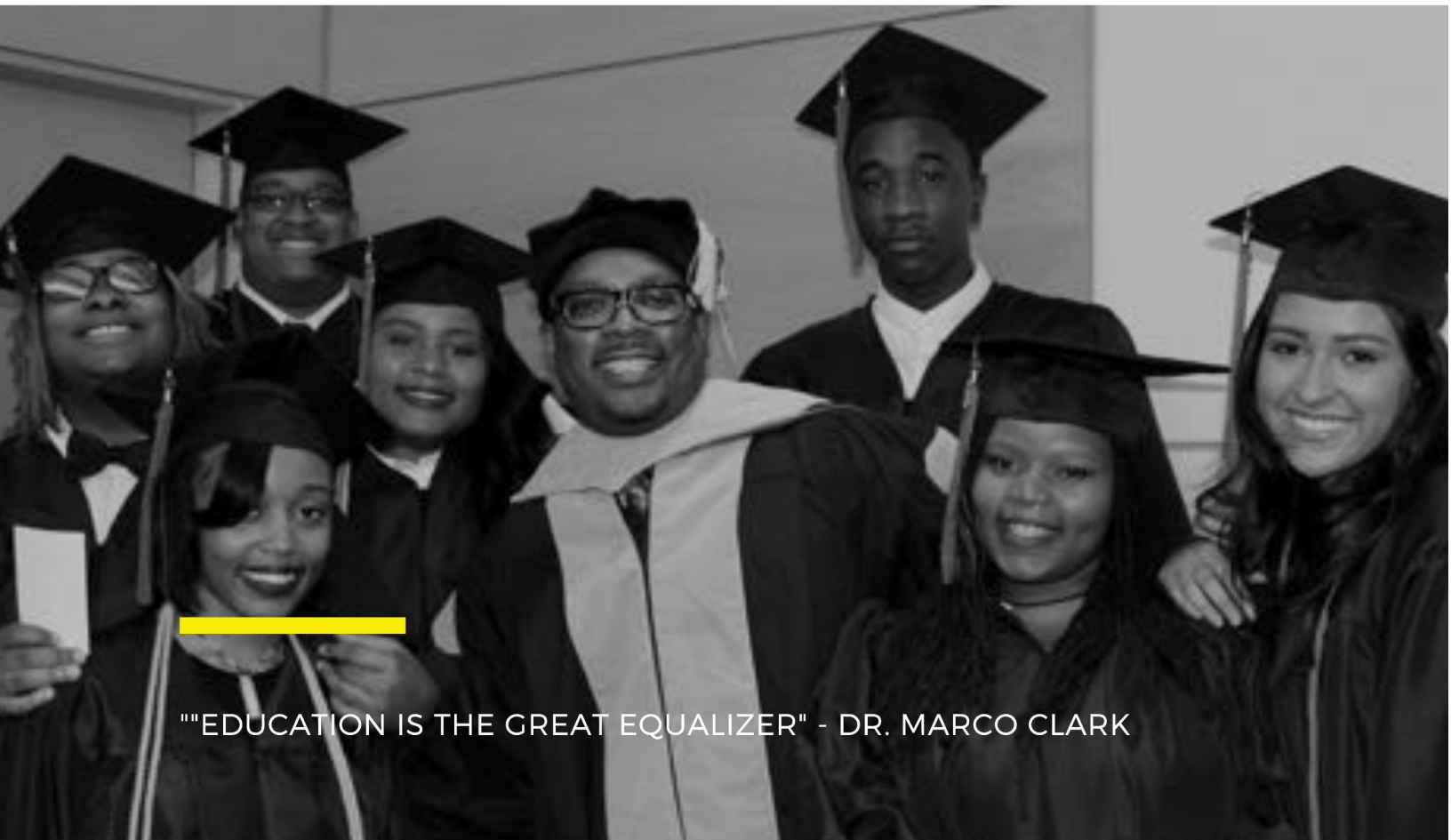


"WE ARE CREATING LEADERS THROUGH EDUCATION..."
- THE RICHARD WRIGHT SCHOOL SONG

RICHARD WRIGHT PCS UNIQUE ACCOMPLISHMENTS (CONT.)

One of the shining moments and accomplishments of the year is the Richard Wright Commencement Ceremony for the Class of 2018. Richard Wright celebrated with honor and great pride the Graduating Class of 2018 at the University of District Columbia Student Center. The house was filled with Richard Wright administration, faculty and staff, board members, families, students, and special guests including DCPCSB Executive Director Scott Pearson, for this tremendous occasion. The commencement speaker was Mr. Darryl Green. Founder & CEO of Deep Forgiveness. Scholarships generously donated from the Clark Family Foundation were announced. Near Southeast Community Partners Founder and President Mr. Bruce DarConte received the 2018 Outstanding Service Award from Richard Wright in recognition of his dedication and service to the community, and Ms. Olivia Hunter. Naval District Washington's (NDW) Community Service Program Manager, longtime supporter of Richard Wright students and the community as a whole received the 2018 Humanitarian Award. Over \$500,000 in scholarships were awarded to graduating seniors. This momentous occasion culminated and symbolized the hard work, continual efforts, strength, unity, determination, and perseverance. The entire educational community galvanized together over the years to achieve educational excellence and move the students on in the world to continue and grow as positive agents of change, global citizens, and creators of their own destinies. The momentous occasion reflects the growing number of Richard Wright graduates that are not only on the path to college success, but to becoming engaged young professionals giving back to the District.

One of the graduating seniors, the Immediate Past President of the Richard Wright Ambassadors Club, was also admitted into the brand new highly competitive new entrepreneurship-focused student scholarship program. The Capital Builders Center and Clifton Scholars Program at the University of the District of Columbia. Only 20 students were selected to receive a full program tuition scholarship which includes boot camps, entrepreneurship coursework, life skills training, competitions, events, coaching, and mentorship. Richard Wright students continue to represent with power and presence in a multitude of areas within the District of Columbia and beyond.



"EDUCATION IS THE GREAT EQUALIZER" - DR. MARCO CLARK

RICHARD WRIGHT PCS

UNIQUE ACCOMPLISHMENTS (CONT.)

Richard Wright Public Charter School for Journalism and Media Arts closed the year with the Annual Black Tie Gala, a tremendous evening of music, dance, art, and films performed and produced by the RWPCS students in the unique ROXIE program. The evening's festivities were held for the first time at the University of the District of Columbia. During the opening reception, guests garbed in formal attire walked the expansive red carpet with photos by the Richard Wright step and repeat and interviews with reporters from OTCFME DKN and Copa Style Magazine, musical and dance performances from the Richard Wright Choral Ensemble, The Richard Wright Dynasty Dancers, and a silent auction with visual works of art created by Richard Wright students opened the evening. The musical talents of Grammy-nominated artist Maimouna Youssef stirred the crowd as they enjoyed networking, hors d'oeuvres, and cocktails before heading to the main ballroom for the first-ever Gala sit down dinner. While guests were moved to tears from the cutting edge student films broaching themes of the #MeToo movement, stereotypes of black women in "Black Girl Fly", mental health stigma and awareness in "Seeking Hope", ending gun violence in the mini-doc "National Walkout", or an homage to Childish Gambino's "This is America", the audience shared in laughter heartily at the parody of "Black Panther Wakanda Wright".

Celebrity host for this dynamic program was three-time Grammy-nominated singer/songwriter Raheem Devaughn and special guest speaker included Councilmember Trayon White, Councilmember Vincent Gray was also in attendance. Distinguished Honorees included: UDC President Ronald Mason, OCTFME Director Angie Gates, NFL Superbowl Champion, Philanthropist, Activist, and Entrepreneur Malcolm Jenkins, The Malcolm Jenkins Foundation President Gwendolyn Jenkins, Actor Michael Rainey Jr., Entrepreneur and mother of Michael Rainey Jr. Shauna Small, and the East Friendship Baptist Church Senior Pastor Melvin P. Maxwell, all recognized for their extraordinary work in various fields with opportunities to impart their stories, wisdom, and perspectives for a brighter world as they received their individual awards.

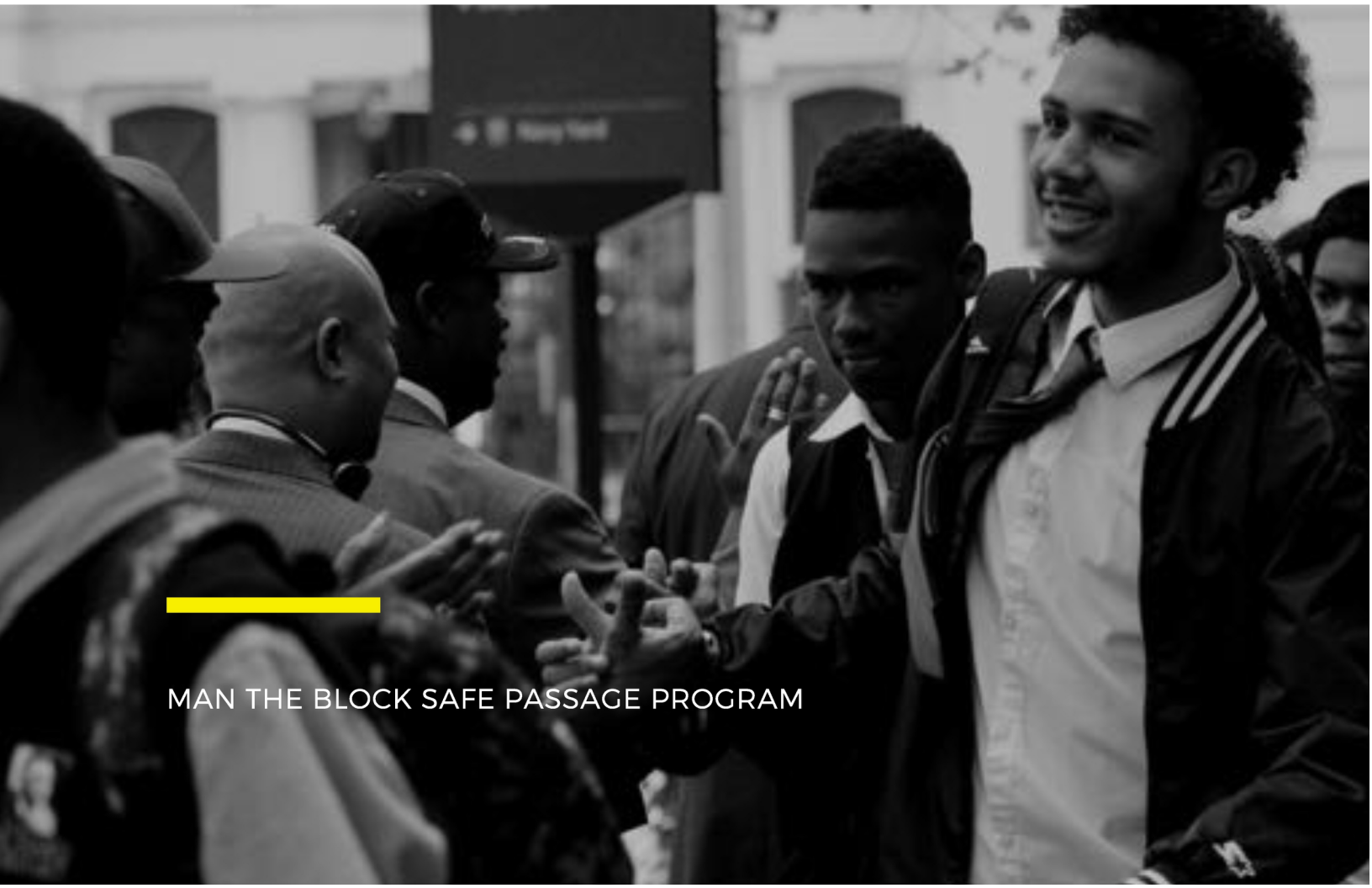


MOVING TOWARDS GREATNESS

RICHARD WRIGHT PCS UNIQUE ACCOMPLISHMENTS (CONT.)

Richard Wright Public Charter School continues to be reflective in all its processes in order to improve with efficacy and integrity. The leadership and staff remain open to constructive feedback, suggestions, support, and continual professional development. Fulfilling the mission of the school remains at the forefront and guides best practices and processes. The minuscule medium and monumental successes, as well as the shortcomings, drive motivation and perseverance to create an educational legacy that the Richard Wright community can all be a part of and proud to have been a part.

As the only public charter high school in the region that specifically focuses on journalism and media arts, Richard Wright serves and educates children in the DC area dedicated in the mission to create the next generation of media contributors who are changing the trajectory of their lives and those around them. Richard Wright students develop strong reading, writing, research, and communication skills in combination with media knowledge and experience. They are becoming strong advocates for themselves and their communities telling authentic stories that reflect a diverse range of experiences. Representation matters. Empowered through education, Richard Wright students are flourishing as impactful content creators. The next generation of creative leaders seeking to change the world for the better, Richard Wright students continue to persevere due to the inspirational and powerful precedent set by role models they meet, interact, and are inspired by on a continual basis. Due to the guidance, nurturing, and educational opportunities provided by the leadership and service of the dedicated community and team at Richard Wright Public Charter School for Journalism and Media Arts students can begin to chart their destiny, prepared to face the future with jubilant, indefatigable determination and humble confidence.



MAN THE BLOCK SAFE PASSAGE PROGRAM

RICHARD WRIGHT PCS

DONOR AND PARTNERSHIP REPORT

SIGNIFICANT HIGHLIGHTS

6

RWPCS students accepted into the Urban Media Health Project (UHMP)

Students receive training as journalists educated about health concerns in their neighborhoods, learning how to educate and advocate for the people, impacted through journalism and media. This partnership was developed with Jayne O'Donnell of USA Today and her partners with Howard University and Morgan State University Schools of Communications.

5

RWPCS students selected as Global Scholars

A partnership developed with the Global Scholars Foundation provides students ages 14- 17 an opportunity to learn the culture and language of other countries. Scholars are immersed in a one-year intensive study, delving deeply into the history and culture of select countries. Before scholars travel anywhere, they set about touring Washington, DC to discover their own rich history and the treasures in their backyard. During the course of the program, students travel to other states within the U.S. to absorb regional culture, visit museums, and see exhibits and visit colleges. Students visited Australia and The United Arab Emirates, Dubai and Abu Dhabi.

25

RWPCS students benefitted from a partnership with Howard University and the Cathy Hughes School of Communications

Under the direction of Professor Joanna Jenkins, Richard Wright received a full Strategic Communications Plan including a branding program, website development plan, marketing strategies for campaigns and events.

DONORS

The Washington Informer News/2018 Denise Rolark Barnes Publisher
Ron Burke, Director of Marketing/Promotions
Humanities DC, Grant
The Brown Rudnick Foundation

Near Southeast Community Partners
Capitol Hill Community Foundation
Capitol Hill Edible Arrangements, Dwayne Pierce, Owner
DC Doughnuts, Creg Menna, Owner 2015
Gallery O on "H" Street, Mary Ellen Vehlow, Owner 2015
Comcast, Gov't Affairs Office
The Miracle Theatre on 8th Street

McDonald's MAC Corp. on Minnesota Avenue since 2015
CSMI and Capital News, Phinis Jones, Owner 2015

Rainbow Push Coalition Reverend Jesse Jackson since 2016
Test Our Kids.Com since 2015
Howard University School of Journalism Professor Joanna

Jenkins since 2016
The H Street Development Corporation and the Global
Scholarship Program/SYEP since 2016
The Miracle Theatre The Community Church
Contact Juliet Main, General Manager
The Meltzer Group
The South Carolina Combat Veterans
National Community Pharmacists Association
MCN Build
King Dental LLC, Dr. James King, DDS
LanCar Inc.

RICHARD WRIGHT PCS

GRANTS RECEIVED



NEAR SOUTHEAST COMMUNITY PARTNERS SPRING, SINCE 2017

Received grant \$24.5K from the community because of the CSX Mitigation fund to support the RWN Newscast Production and a new program to be called 'wright on the Waterfront'. The program aims to publicize economic and community minded Waterfront businesses and nonprofits. RWPCS was able to purchase equipment; cameras. Macs. video equipment. and software to produce the show.

THE URBAN HEALTH INITIATIVE - JAYNE O'DONNELL, HEALTH POLICY REPORTER FOR USA TODAY, AND DR. REED TUCKSON, SINCE SPRING 2017

This partnership provides selected students (7) to attend intensive Saturday school at Howard University. in conjunction with. Howard University and Morgan State University. Students learn how to identify and research health problems that impact their communities. and they are taught how to educate and advocate for these communities and the people through writing and media.

CAPITOL HILL COMMUNITY FOUNDATION, SINCE SPRING 2018

Received Grant to fund music programs for Performance and music production class.

THE AFRO, EDGAR BROOKINS, BUSINESS MANAGER, DC OPERATIONS, AND LATRINA ANTOINE, DC EDITOR, SINCE 2015

Students have the opportunity to write for the Afro paper and are invited as guests to attend many prestigious and informative events sponsored by the Afro. Students covered the 125th Anniversary of the Afro over the summer 2017.

LANCAR, INC

Seniors applied for and one was selected to do an internship in communications for spring and summer. Summer paid by SYEP. After successful completion, students received Monies for performance and music production class

LIBRARY OF CONGRESS PARTNERS, SINCE 2014

Teen Writers Program - Under this partnership, selected students visit the Library of Congress. read and review new teen novel releases. have reviews posted to the LOC website and entertain authors who visit the school 2 to 3 times per year.

THE HILL RAG, SINCE SPRING 2017

Partnering with the Hill Rag through connection with writer Janetta Rose Barras. Students have the opportunity to publish in the publication with stories and photographs.. Recommended community contacts and support through advertising school events



RICHARD WRIGHT PCS

APPENDIX

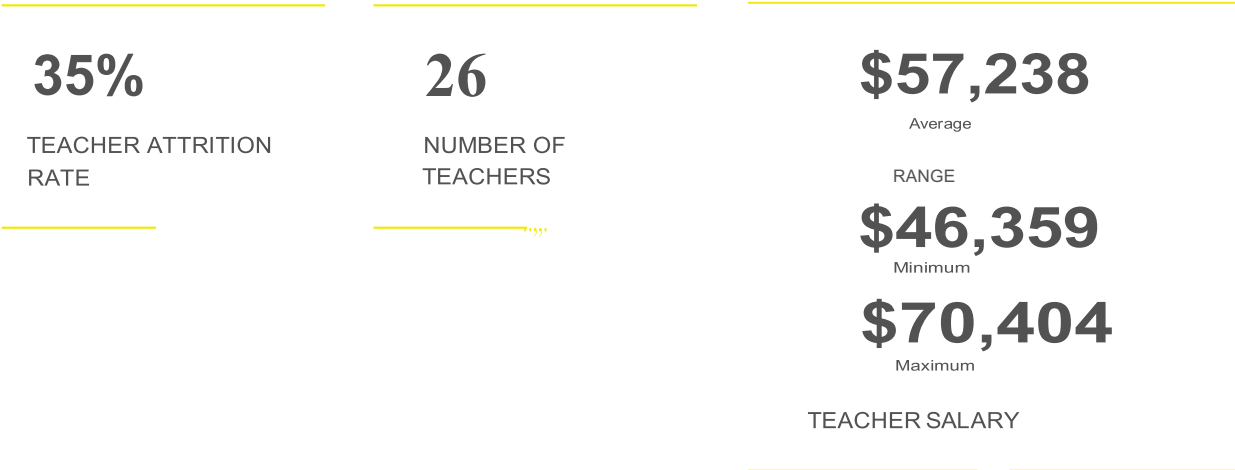
ENROLLMENT BY GRADE LEVEL
According to OSSE's Audited Enrollment Report

Grade	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	16	60	70	73	50	0	0	0

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



FACULTY AND STAFF DATA POINTS



RICHARD WRIGHT PCS

APPENDIX

STUDENT DATA POINTS

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

PARCC DATA

Math Score: **19.7 %**
English Score: **44.8 %**

**TOTAL NUMBER OF
INSTRUCTIONAL
DAYS:**

181

95.9%

IN-SEAT ATTENDANCE

PCSB

95.8%

PROMOTION RATE
(LEA)

PCSB

13.8%

SUSPENSION RATE

PCSB

**AVERAGE DAILY
ATTENDANCE:**

The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) Mid-year withdrawals; and (3) mid-year entries. (No action necessary.)

87.5%

COLLEGE
ACCEPTANCE RATES

PCSB
(SY16-17)

0%

EXPULSION RATE

PCSB

7.8%

MIDYEAR
WITHDRAWALS

(21 students)
PCSB

22.4%

COLLEGE
ADMISSION TEST
SCORES

PCSB
(SY16-17)

0.41%

INSTRUCTIONAL
TIME LOST TO OUT-
OF-SCHOOL
SUSPENSION RATE

PCSB

4.5%

MIDYEAR ENTRIES

(12 students)
PCSB

77.6%

GRADUATION RATES

PCSB
(SY16-17)

RICHARD WRIGHT PCS

APPENDIX

TEACHERS/TEACHING ASSISTANT

Last Name	First Name	Education Level Attained	University/College Name	Major	Year Graduated
Alto	Melissa	Bachelor's	University of Puget Sound	Natural Science Chemistry	2013
Barber	Robyn	Master's	University of Maryland	Mathematics Education	2017
Bassomb	Justine	Master's	Sacred Heart University	Teaching	2015
Battle	Roy	Bachelor's	St. Paul's College	English	2004
Brown	Marcus	Bachelor's	Hampton University	Business Marketing	2000
Burrill	Stephanie	Bachelor's	University of Maryland	Dance	2011
Bussey	Danzell	Bachelor's	Florida A&M University	Journalism	2006
Carr	Anthony	Bachelor's	St. Augustine's College	Commercial Art	1985
Casby	James	Bachelor's	Wesleyan University	American History	2004
Chamberlain	Marcia	Master's	Trinity College	Curriculum and Instruction	1998
Edmonds	Nicole	Master's	George Washington University	Special Education	2004
Fabrega	Timothy	Bachelor's	Montgomery College	Broadcasting and Radio Certificate	2001
Fagan	Chester	Bachelor's	Howard University	Sociology	2001
Gassert	Joseph	Bachelor's	Dickinson College	Latin & Physics	1992
Jesusman	Amos	Master's	Trinity University	Public and Community Health	2009
Jones	LaToya	Bachelor's	University of the District of Columbia	Speech and Language Pathology	1999
LaGrange	Jacques	Bachelor's	Florida A&M University	Economics	2005
Lawson	Wesley	Bachelor's	North Carolina Central University	Mass Communications	2011
Mizell	Kendra	Bachelor's	George Washington University	Psychology	1996
Morse	William	Bachelor's	Texas Christian University	Marketing	1984
Murray	Roger	Bachelor's	Morgan State University	Music	2010
Pappas	Nancy	Bachelor's	University of the South	Art History/Latin	2008
Riding	Mark	Bachelor's	Coppin State College	English	1995
Simms	John	Bachelor's	Full Sail University	Internet Marketing	2011
Singleton	Darryl	Bachelor's	Coppin State College	Adaptive Special Education	1984
Smith	Jason	Bachelor's	Morehouse College	History	2006

BOARD MEMBERS

Last Name	First Name	Position	Phone Number	Email Address	DC	Parent
Adams	Gregory	Chair	(202)388-1011 x100	gadams@richardwrightpcs.org	No	No
Ross	Derwin	Vice Chair	(202)388-1011 x100	dross@richardwrightpcs.org	Yes	No
Eley	Wayne	Treasurer	(202)388-1011 x100	weley@richardwrightpcs.org	No	No
Charles	Essie	Secretary	(202)388-1011 x100	echarles@richardwrightpcs.org	Yes	Yes
Priest, Esq.	Troy	Member	(202)388-1011 x100	tpriest@richardwrightpcs.org	No	No
Holly	Carla	Member	(202)388-1011 x100	cholly@richardwrightpcs.org	Yes	No
Holly	Obi	Member	(202)388-1011 x100	oholly@richardwrightpcs.org	Yes	No
Upson	Leonard	Member	(202)388-1011 x100	tupson@richardwrightpcs.org	Yes	No
Wilbon	Rhonda	Member	(202)388-1011 x100	rwilbon@richardwrightpcs.org	Yes	No
Biscoe	Kysha	Member	(202)388-1011 x100	kbiscoes@richardwrightpcs.org	Yes	Yes
Snowden	Courtney	Member	(202)388-1011 x100	csnowden@richardwrightpcs.org	Yes	No
James, Esq.	Jelani	Member	(202)388-1011 x100	jdjam esassociates.com	Yes	No
Fratta	Chris	Member	(202)388-1011 x100	cfratta@richardwrightpcs.org	No	No
Killion	Nikole	Member	(202)388-1011 x100	nkillion@richardwrightpcs.org	No	No
Clark	Marco	Ex Officio	(202)388-100 x127	marco.clark@richardwrightpcs.org	No	No

RICHARD WRIGHT PCS

FY2019 BUDCET

	SY18-19
Revenue	
State and Local Revenue	5,542.799
Federal Revenue	488,700
Private Grants and Donations	20.000
Earned Fees	1.034
Total Revenue	6,051.933
Expenses	
Salaries	2,638.078
Benefits and Taxes	540.849
Staff-Related Costs	19.863
Rent	1.270,176
Occupancy Service	23.556
Direct Student Expense	561.418
Office & Business Expense	556,577
Total Expenses	5,670.517
NET ORDINARY INCOME	441.416
Extraordinary Expenses	
Depreciation and Amortization	70.225
Interest	1.976
Total Extraordinary Expenses	72,207
TOTAL EXPENSES	5,682.717
NET INCOME	369.215



RICHARD WRIGHT PCS PCSB FINANCIALS UNAUDITED YEAR-END 2017-18 FINANCIAL STATEMENT

INCOME STATEMENT

July 2017 through July 2018

INCOME STATEMENT	ACTUALS
Revenue	
State and Local Revenue	5,567.523
Federal Revenue	558.257
Private Grants and Donations	35.612
Earned Fees	9,083
Total Revenue	6,170.476
Expenses	
Salaries	2,790.795
Benefits and Taxes	515.274
Staff-Related Costs	15.638
Rent	1,167,718
Occupancy Service	21.646
Direct Student Expense	547.827
Office & Business Expense	553.784
Contingency	0
Total Expense	5,612.682
Operating Income	557.794
Extraordinary Expenses	
Depreciation and Amortization	150.010
Interest	4,993
Total Extraordinary Expenses	155,004
NET INCOME	402.790



RICHARD WRIGHT PCS

BALANCE SHEET

BALANCE SHEET

As of June 30, 2018

ASSETS	YEAR END
Assets	
Current Assets	
Cash	783,642
Accounts Receivable	259,894
Other Current Assets	56,602
Inter-company Transfers	0
Total I Current Assets	7,100,739
Non-current Assets	
Facilities. Net	2,862
Operating Fixed Assets. Net	85,622
Total Non-current Assets	88,484
Total Assets	7,188,623
LIABILITIES AND EQUITY	YEAR END
Current Liabilities	
Accounts Payable	422,060
Other Current Liabilities	472
Accrued Salaries and Benefits	191,781
Total Current Liabilities	673,652
Equity	
Unrestricted Net Assets	86,959
Net Income	402,790
Temporarily Restricted Net Assets	61,962
Total Equity	557,712
Long-Term Liabilities	
Other Long-Term Liabilities	23,259
Total Long-Term Liabilities	23,259
Total Liabilities and Equity	7,188,623



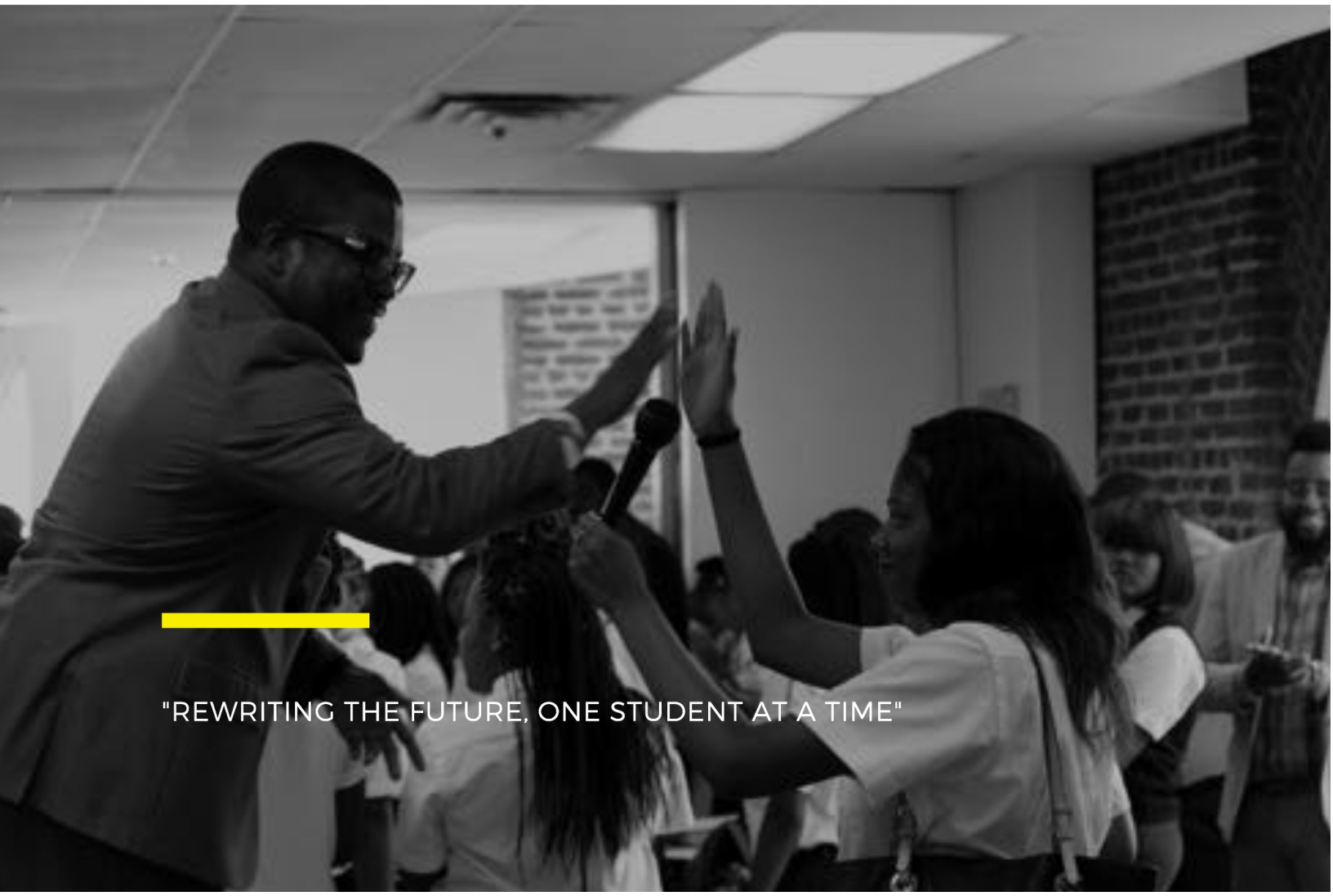
RICHARD WRIGHT PCS

RWPCS AT-RISK FUNDING USAGE

Richard Wright PCS has incorporated programs to assist our At-Risk Population via extra hours of schooling for remediation/tutoring targeted intervention, Professional development, social services/behavior support, wraparound mental health services in order to increase student achievement, high school completion and postsecondary success .

A few programs are listed below:

- READING AND MATH REMEDIATION THRU ONLINE PROGRAMS WITH BUILT-IN ASSESSMENTS
- SATURDAY SCHOOL
- AFTER SCHOOL TUTORING
- SAT PREP
- MENTORSHIP PROGRAM



"REWRITING THE FUTURE, ONE STUDENT AT A TIME"