If $4x + 1 = 1005$
what is the value of $8x + 8$?

I need 6 more on the left
to get to $8x + 8$.

$8x + 2 = 2010$
$+6 +6$

$8x + 8 = 2016$

If I double both sides,
I'll get an 8x on the left.
$2(4x + 1) = 2(1005)$
$8x + 2 = 2010$

I need 6 more on the left
to get to $8x + 8$.
$8x + 2 = 2010$
$+6 +6$

$8x + 8 = 2016$
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Winning students from last year’s Competition Series and Math Video Challenge attended the 2016 White House Science Fair in April as distinguished guests. Pictured above with President Obama are 2015 Math Video Challenge winners (back row, starting at third from left) Shaed Pryor, Garrison Wyn, Peter Warrick and Brandon Kern; 2016 National Champion Kevin Liu (second row, second from right); and 2015 Countdown Round Runner-Up Andy Xu (third row, third from right).

Chances are, at some point during your time as a math student, one of your teachers told you to “show your work.” Some teachers may have given you partial credit for an incorrect answer if you showed how you got it. And maybe some of your teachers even took off points for a correct answer that was missing an explanation...

Many of our Mathletes and alumni probably can do a great deal of math in their heads—a few years ago a MATHCOUNTS National Champion went through the entire Countdown Round without once putting a pencil to paper. Why, then, do so many math teachers want to know that students can prove their solution to a problem, even if they get the right answer? What is the point of showing your work if you’re getting everything right?

Different math teachers have different reasons behind their teaching methods, but as we reflect on the year we’ve had at MATHCOUNTS, one reason is obvious: what goes into your work matters just as much as, if not more than, the final product.

Just like a student can accidentally arrive at the correct answer without fully understanding a math concept, it can be easy for organizations like ours to do good work without fully understanding why it matters. And just as a student probably catches a few of his own errors as he writes down a solution, mapping out our actions helps us ensure that everything we do truly does support our mission.

For that reason, we have focused a lot of our efforts this year on “showing our work”—recognizing that the people behind every empowered student matter just as much as that student’s ultimate success. We partnered with the University of Oklahoma to offer professional development for more than 200 MATHCOUNTS coaches across the nation. We conducted in-person workshops for over 200 public school educators in Chicago, New York City and Atlantic City to help teachers make the most of our programs and materials. We launched guides for new coaches, club leaders and team advisors to ensure every teacher who tries out a MATHCOUNTS program for the first time has the resources she needs to make a difference for her students.

We learned from and partnered with outstanding alumni—from Richard Rusczik of Art of Problem Solving, to 2002 National Champion Albert Ni, to professional football player John Urschel—to provide resources, encouragement and support for students just embarking on their math journey.

We already have seen the benefits to our organization of prioritizing our path as much as our mission. Other STEM education advocates have started to take some approach: at the 2016 White House Science Fair in April, the six winning students from last year’s MATHCOUNTS National Competition were asked to participate in a roundtable discussion with acting Secretary of Education John King. The purpose? Not to talk about what they had accomplished, but how they did it, so others could learn from them.

So what’s the point of showing your work if you’re getting everything right? It’s to share what you’re doing with others, to reflect on it yourself and, above all else, to learn.

There are many paths to math. A student’s journey matters just as much as, if not more than, where he or she ends up at the end of it.

We partnered with the University of Oklahoma to offer professional development for more than 200 MATHCOUNTS coaches across the nation.

We conducted in-person workshops for over 200 public school educators in Chicago, New York City and Atlantic City to help teachers make the most of our programs and materials.

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There are many paths to math. A student’s journey matters just as much as, if not more than, where he or she ends up at the end of it.
ENHANCING THE MATHCOUNTS EXPERIENCE

ONLINE COURSE FOR COACHES WITH THE UNIVERSITY OF OKLAHOMA & ART OF PROBLEM SOLVING

Coaching a MATHCOUNTS Competition Series team can be one of the most rewarding and enriching experiences a math educator can have, but getting started or getting better as a coach can sometimes be a challenge. To help first-time coaches establish new MATHCOUNTS programs, and to give veteran coaches strategies for taking their coaching to the next level, MATHCOUNTS partnered with the University of Oklahoma and Art of Problem Solving to create a new online course for coaches.

The course, Competition Math for Middle School, was offered in Fall 2015 and Spring/Summer 2016 and featured content created by Art of Problem Solving, as well as tips from MATHCOUNTS national staff and national-level coaches. In addition to resources and advice, teachers who successfully completed the course requirements received an graduate credit from the University of Oklahoma, which they could use for continuing education credits at their local district or county.

MATHCOUNTS WORKSHOPS FOR TEACHERS NATIONWIDE

As part of the MATHCOUNTS Foundation’s commitment to investing in math educators, MATHCOUNTS national staff led four different hands-on workshops for math teachers in Chicago Public Schools, Atlantic City Public Schools and New York City Public Schools. More than 200 teachers received training and free, high-quality math materials at MATHCOUNTS workshops conducted from August through November 2015.

Funding from the U.S. Department of Defense made these workshops possible, and they have been lauded by participants and math curriculum specialists for their effectiveness and relevance. On postworkshop surveys, when asked to rate the preparation and presentation of the workshop material on a scale of 1 (poor) to 5 (excellent), the average rating given by workshop attendees across all four workshops was 4.93. MATHCOUNTS plans to further develop ongoing partnerships with school districts and provide even more professional development opportunities for math teachers in the future.

MATHCOUNTS TRAINER APP FOR STUDENTS

To give students a fun practice resource for the Competition Series, MATHCOUNTS and Art of Problem Solving launched the MATHCOUNTS Trainer app in September 2015. In just its first year, tens of thousands of students have combined to solve over two million problems on the app.

Available as an online program, as well as a free download in the App Store for iOS devices, the Trainer includes hundreds of thousands of MATHCOUNTS problems from past school, chapter, state and national competitions. The app also features realtime dashboards and leaderboards giving students ways to track their progress and engage with other Mathletes across the country.

MATHCOUNTS RECOGNIZED BY CHANGE THE EQUATION

In August 2015, the Math Video Challenge was added to STEMworks, a database of the most highly effective science, technology, engineering and math programs. STEMworks was created by Change the Equation, a non-profit, non-partisan partnership of CEOs with the mission of building STEM literacy in all U.S. students.

The Math Video Challenge was also identified by Change the Equation as an Accomplished Program—the highest accolade awarded in the STEMworks database, reserved for only the highest-quality, most effective programs. Receiving this support from Change the Equation will help MATHCOUNTS expand the reach of the Math Video Challenge and have an even greater impact on students who participate in the future.

THE PAST THREE YEARS OF COACHING MATHCOUNTS HAS TAUGHT ME MORE ABOUT MYSELF THAN ANY OTHER EXPERIENCE. FOR ME, THE ONLY FEELING BETTER THAN SOLVING A DIFFICULT MATH PROBLEM IS HELPING SOMEONE ELSE DO THE SAME.

- Jeremy Du, MD

PARTICIPATING IN MATHCOUNTS INTRODUCED ME TO THE EXCITEMENT OF SOLVING MATH PROBLEMS, MAKING MATH AN INTEGRAL PART OF MY LIFE.

- Ina Flood, AK
**NFLPA Community Service Award Used to Support MATHCOUNTS**

It is rare to find people who have talents in multiple fields, even more exceptional are people who make it to the highest level in those fields. MATHCOUNTS alumnus John Urschel is one of those exceptional people and is perhaps the quintessential Mathlete. Urschel, a guard for the Baltimore Ravens, is also a mathematician. He received a Bachelors and Masters in Mathematics from Pennsylvania State University and is currently working toward his Ph.D. in Mathematics at the Massachusetts Institute of Technology.

In addition to dividing his time between the NFL and MIT, Urschel is an active advocate for STEM education, and mathematics in particular. In December, he was nominated by his Ravens teammates for the NFL Players Association’s Byron “Whizzer” White Award, which recognizes NFL players who give back to their communities. When asked to choose a charity to donate his $5,000 nomination award to, Urschel chose the MATHCOUNTS Foundation.

Urschel’s success and support for STEM education make him a powerful role model for all of our students. His story tells us that a love of math does not need to come at the expense of other passions.

“I was nominated by my teammates for the 2016 NFLPA Byron “Whizzer” White Award. My charity of choice is @MATHCOUNTS.”

“The initial 5k for the nomination will go to @MATHCOUNTS, as will the additional 100k if I win. Program had profound effect on me as a child.”

**MATHCOUNTS Alumni Scholarship**

**2016 Alumni Scholarship Winner**

The Alumni Scholarship was established in 2013 to recognize and support outstanding alumni whose time participating in MATHCOUNTS had a meaningful impact on their lives and helped influence their future endeavors. So far, more than 500 alumni have applied for the award and shared their inspiring stories of being Mathletes, volunteers, students and even MATHCOUNTS coaches and teachers. The winner of the 2016 scholarship was Jacob Wachspress, a former State Competitor and finalist for the 2015 Alumni Scholarship.

Jacob participated in MATHCOUNTS as a sixth-, seventh- and eighth-grade student and advanced to the Pennsylvania State Competition. His journey in mathematics continued beyond middle school, leading him to participate in—and later lead—the Lehigh Valley Team in the American Regions Mathematics League (ARML). As a team member and captain, Jacob led his ARML team to finish in the top 10 in the nation three years in a row.

What sets Jacob apart from many other students, beyond his math ability, is his passion for giving back. Throughout high school he volunteered weekly at the Boys and Girls Club of Trenton, where he tutored elementary school students. And most recently, he spent a year abroad working as a volunteer math teacher in Bolivia through the Princeton University Bridge Year Program. Jacob plans to continue working to help his community, saying “I know that the arc of my life will inevitably put me in positions to spread the incredible joy math can bring.” He will attend Princeton University in the fall and plans to major in math.

“It’s that moment. That moment when the perfect neuron fires and the connections rush through your brain and everything suddenly makes sense and you see the solution without even knowing why... the ‘click’ moment, when on a profoundly emotional level math becomes fun, cool, and even beautiful... The real lesson MATHCOUNTS taught me, which I have used and hope to use forever, is that this magical moment has immense power and can truly change one’s life for the better.” - Jacob Wachspress

**2016 Scholarship Award Finalists**

Jeremy Du, MD
Ina Flood, AK
Adam Graunke, AZ
Meghal Gupta, CA
Trisha Hariani, GA
Nithin Kannan, AZ
Emma Kerwin, MA
Sarah Koubek, NE
Michael Kural, CT
Hans Li, TX
Celine Liang, CA
Nancy Lu, PA
Tristan Pollner, CA
Laura Seaberg, MD
Kelsey Sucher, KY
Richmund Tan, CA
Megan Zhao, OH
Geoffrey Zheng, FL
Shravan Ravishankar, KY

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**Learning is an Incredible Journey, and I am Reminded of This Fact Every Year I Return to Be an Assistant Coach in the Middle School MATHCOUNTS Club. Not Only Helping These Students to Learn More about Math, I also Guide Them on a Path in Developing Problem Solving Skills that Pertain to a Variety of STEM Fields.**

- Megan Zhao, OH
I credit MATHCOUNTS and my middle school math team experience for opening my horizons to the world of intellectual curiosity, collaboration, integrity, and excellence, and this has ultimately fueled my desire to be able to produce compelling and groundbreaking research in the health industry.

- Richmund Tan, CA

The 2016 Raytheon MATHCOUNTS National Competition took place at the Renaissance Washington, DC Downtown Hotel—the 22nd time the event has happened in our nation’s capital. A total of 224 Mathletes earned the right to compete, representing all 50 states, the District of Columbia, Puerto Rico, Guam, the Virgin Islands, the Department of Defense and the State Department.

After taking the Written Competition on Sunday, May 8, the top 12 scoring students advanced to the Countdown Round on Monday, May 9, which determined the winner. After a thrilling final match-up, Edward Wan, a seventh grader from Bellevue, Washington, won the title of National Champion and the $20,000 Donald G. Weinert College Scholarship. Wan also was the only national competitor to achieve a perfect score on the 2016 Written Competition.

Adding to the excitement of the Countdown Round, the team from Texas set two new MATHCOUNTS national-level records. The Texas team—with Mathletes Andrew Cai, Luke Robitaille, Benjamin Wright and Justin Yu—was the first to have all four team members qualify for the Countdown Round, and was also the first team ever to have two sixth graders (Cai and Robitaille) qualify for the Countdown Round.

2016 RAYTHEON MATHCOUNTS NATIONAL COMPETITION

2016 National Champion and Written Competition Champion
Edward Wan, WA

Countdown Round Runner-Up and Written Competition Runner-Up
Luke Robitaille, TX

Countdown Round Semifinalists
Jason Liu, NV
Ben Kang, VA

Countdown Round Quarterfinalists
Benjamin Wright, TX
Brian Liu, NJ
Alex Xu, MI
Andrew Cai, TX

Countdown Round Participants
Alex Wei, WA
Justin Yu, TX
Eric Wei, NY
Wentinn Liao, CA

1st Place Team – Texas
Andrew Cai, Luke Robitaille, Benjamin Wright, Justin Yu; Isil Nal, Coach

2nd Place Team – California
Nevin Liang, Wentinn Liao, Brent Liu, Ishika Shah; P.J. Yim, Coach

3rd Place Team – Washington
George Lan, Axel Li, Edward Wan, Alex Wei, Bin Lan, Coach

Three-Time National Competitors
Divyesh Gurnani, VI
James Hawkes, ME
Edward Hu, MS
Kelvin Kang, AR
Sruhti Panthasarathi, OH
Ragulan Sivakumar, VT
Eric Wei, NY
Allen Wu, ND

NATIONAL COMPETITION WINNERS

MATHCOUNTS COMPETITION SERIES

The MATHCOUNTS Competition Series was created in 1983 to provide engaging, challenging extracurricular math activities for students. In 33 years the program has grown, currently reaching more than 100,000 students nationwide annually. Designed to help students develop their math and critical thinking skills, the Competition Series helps prepare today’s students to become tomorrow’s leaders and problem solvers.

Students began working in the fall with teachers and volunteers serving as coaches. After using the 2015-2016 MATHCOUNTS School Handbook—provided for free to all U.S. middle schools—and attending team practices and meetings, students competed in school competitions beginning in December 2015. Top students represented their school at over 500 chapter competitions in February 2016, with the top chapter competitors advancing to state competitions taking place in March. The top four students from each state competition received an all-expenses-paid trip to the 2016 Raytheon MATHCOUNTS National Competition in May.
MATHCOUNTS helped and hope to spend MATHCOUNTS Foundation what I love most Mathlete days I self-conscious, me to discover my life doing.

- Kelsey Sucher, KY

2015-2016 Annual Report

Before my Mathlete Days I was shy, self-conscious, and unaware of my passion for math. MATHCOUNTS helped me to discover what I love most and hope to spend my life doing.

The National Math Club was created in 2007 to give students a way to engage in math in a fun, social, non-competitive setting. Club leaders can register throughout the year beginning in the fall and receive a free box of hand-on materials, activity ideas and prizes for their students. Sponsored this year by the Northrop Grumman Foundation, the National Math Club was an invaluable classroom and extracurricular resource in more than 2,800 schools and organizations nationwide.

Active clubs can qualify for additional prizes and recognition. Silver Level Status, which recognizes a high level of student participation, was awarded to 480 clubs this year. Silver Level clubs received a trophy, student certificates and entry into drawings for $350 gift cards. The highest accolade a club can receive in the National Math Club is Gold Level Status, which recognizes clubs whose students complete a challenging, multi-step, collaborative project. A total of 187 Gold Level clubs received a trophy, banner, student certificates and entry into drawings for $500 gift cards. One Gold Level club, Hawthorne Middle School in Pocatello, Idaho, won this year’s Grand Prize—a $500 gift card plus an all-expenses-paid trip for four students and the club leader to attend the 2016 Raytheon MATHCOUNTS National Competition.

THE NATIONAL MATH CLUB

GRAND PRIZE WINNERS

Hawthorne Middle School in Pocatello, ID

Pictured above: Naomi Campbell, Drake Johnson, Max Lefever, Grace Sistrunk, Michael McFadden, Club Leader

GOLD LEVEL DRAWING WINNERS

The Bement School in Leverette, MA

Peequannock Valley Middle School in Pompton Plains, NJ

Turtle River Montessori in Juno Beach, FL

SILVER LEVEL DRAWING WINNERS

AvoAPlus Math Club in Cupertino, CA

Clearwater Fundamental Middle School in Clearwater, FL

Emory Math Circle in Atlanta, GA

Forrestdale Middle School in Rumson, NJ

Hopewell Elementary School in Oxford, PA

James Demon Middle School in San Francisco, CA

The Math Video Challenge gives students a unique opportunity to use technology and creativity to complete a fun and challenging math project. In addition to building math skills, the program requires students to cultivate skills necessary for the 21st century, such as communication, collaboration and use of technology—skills not typically associated with math projects.

Starting in the fall and winter, student videographers worked in teams of four to select a handbook problem to solve from the 2015-2016 Math Video Challenge Playbook. In addition to explaining the solution, students were challenged to craft an interesting story that showed the real-world application of the math used in the problem. After a general public voting period, the top 100 videos with the most votes were judged by a panel of math, technology, communications and education experts. Twenty semifinalist videos, and then later four finalists, were selected in the spring.

The 16 students who created the finalist videos received an all-expenses-paid trip to the 2016 Raytheon MATHCOUNTS National Competition, where they presented their videos to the 224 Mathletes competing in the finals of the Competition Series. These 224 Mathletes then voted to decide the First Place Video. This year, the GUS3 team from Georgia took top honors for their video, “#MarbleChallenge.” Each GUS3 team member won a $1,000 college scholarship.

FIRST PLACE VIDEO

“#MarbleChallenge” by GUS3 of Georgia

Aniyah Brown, Jadon Edwards, MacKenzy Jordan, Kennedy Spencer; Dr. Camille Jones, Team Advisor

“#MarbleChallenge” is a musical that tells the story of Jadon and Kennedy, two students who decide to try out a new game called the #MarbleChallenge, after seeing a GLU3Tube video starring Internet sensations Kittenth24 and GalaxyGalore. Which player will come up with the game-winning strategy using logic & Math?

MATH VIDEO CHALLENGE FINALISTS

Back in the Good Old Days” by The Mathmatic 4 of Ohio

Katie Kastner, Shannon Robinson, Anaya Spencer, Joye VanHorn; Stacy AusDuffy, Team Advisor

“Back in the Good Old Days” tells the story of four elderly women reminiscing about their lifelong friendship, and who remember one silly, ridiculous trip to the movie theatre back when they were young. Shot as a silent film, the video shows how the young women liguided out a seating arrangement at the movies.

The Greatest Pizzas” by Maple Lake Homeschool Movie Club of Pennsylvania

Laurie Graham, Bruce Haines, Eleanor Haines, Andrew Rucks, Jennifer Grabow, Team Advisor

“The Greatest Pizzas,” featuring unique special effects and handmade props, tells the story of a pizza chef who also happens to be a MATHCOUNTS enthusiast. After 150 students win a math contest he created, the chef has to make a pizza large enough to be equally shared by all of the contest winners. How will he figure the size of a slice?

“Laurie’s Coins” by The Creative Team Name of Illinois

Amelia Jensen, Ela Kuremas, Lauren Pokonosky, Sydney Williams, Jeanne Sabatier, Team Advisor

“Laurie’s Coins” uses witty jokes and silly puns to tell the story of a girl who buys lemonsade each morning on her way to school from a neighborhood lemonade stand. After a week, she needs to figure out how many coins she has left in her change purse. How will she use algebra and problem-solving skills to figure it out?

“Laurie’s Coins” uses witty jokes and silly puns to tell the story of a girl who buys lemonsade each morning on her way to school from a neighborhood lemonade stand. After a week, she needs to figure out how many coins she has left in her change purse. How will she use algebra and problem-solving skills to figure it out?
Now, I plan to attend Georgia Tech in the fall, and I have MATHCOUNTS to thank for introducing me to it through the state competition.

- Trisha Hariani, GA

2015-2016 ORGANIZATION DONORS

NATIONAL SPONSORS
Raytheon Company
Northrop Grumman Foundation
U.S. Department of Defense
National Society of Professional Engineers
CNA Foundation
Phillips 66
Texas Instruments Incorporated
3Mgies
Art of Problem Solving
NextThought

EXECUTIVE SPONSOR
General Motors Foundation

OFFICIAL SPONSORS
Bentley Systems Incorporated
Brookhill Institute of Mathematics
The National Council of Examiners for Engineering and Surveying

PATRON SPONSORS
The 2A Foundation
NFL Players Association

FINANCIALS

REVENUE

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EXPENSES

PROGRAM SERVICES

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SUPPORT SERVICES

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CHANGE IN NET ASSETS

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| Members of the winning Math Video Challenge team present their video at the 2016 Raytheon MATHCOUNTS National Competition.

Credit: Rich Kessler Photography

2015-2016 Annual Report
MATHCOUNTS taught me to embrace the intellectual challenge of trying to solve a problem. It is a matter of permutations in math or of possessive beauty behind mathematics while being passionate about math. I decided to help lead my local chapter’s competition, hoping to inspire others who were passionate about math.

- Geoffrey Zhang, FL
My experience with MATHCOUNTS gave me the confidence to pursue my dream of becoming an aerospace engineer.

- Carter Huber, SD

2015-2016 Board and State Chapter Coordinators

2015-2016 Annual Report

MATHCOUNTS Foundation

My experience with MATHCOUNTS gave me the confidence to pursue my dream of becoming an aerospace engineer.

- Carter Huber, SD