

## **ANNUAL REPORT**

### **2015-2016 SCHOOL YEAR**

**LEA Name:** DC Preparatory Academy

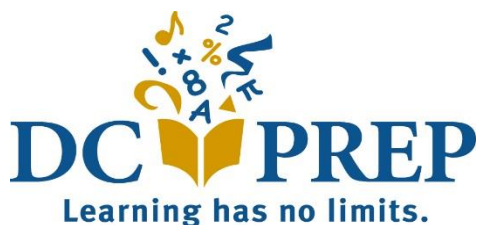
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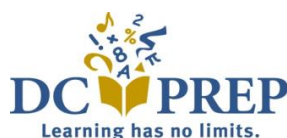
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Founding Board Chair



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## I. SCHOOL DESCRIPTION

### MISSION

Our mission is to provide preschool-middle school students in Washington, DC with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend college-preparatory high schools and to develop the skills, knowledge, and character necessary for further academic achievement, professional success, and civic leadership.

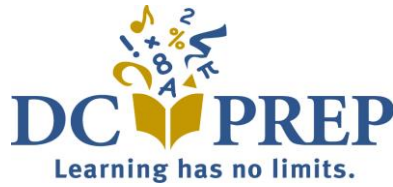
We are accomplishing this mission by:

- Creating excellent schools in underserved communities;
- Providing an outstanding education that emphasizes rigorous academics and social skill development;
- Ensuring that our graduates have the knowledge, skills, and attitudes for success in top-tier high schools, college, and career; and,
- Working with other education leaders to improve public education in DC.

### OUR HISTORY AND FUTURE

DC Prep is a network of public charter schools (also known as a Charter Management Organization, or CMO), serving preschool-8<sup>th</sup> grade students, committed to improving public education in the nation's capital and helping to turn one of the lowest-performing public school districts in the nation, into one of the best. Since 2003, our talented teachers and school leaders, culture of high expectations, rigorous academic program, and emphasis on social skill development have been producing exceptional results for students. DC Prep is bridging the education divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. Our schools are open-enrollment and tuition-free for DC residents.

DC Prep's first school opened in 2003 with 100 students in 4<sup>th</sup> and 5<sup>th</sup> grade. As of SY15-16, DC Prep serves over 1,500 students in preschool – 8<sup>th</sup> grade across five campuses – **Edgewood Middle Campus** (EMC, opened in 2003 and serves 4<sup>th</sup>-8<sup>th</sup> grade), **Edgewood Elementary Campus** (EEC, opened in 2007 and serves preschool-3<sup>rd</sup> grade), **Benning Elementary Campus** (BEC, opened in 2008 and serves preschool-3<sup>rd</sup> grade), **Benning Middle Campus** (BMC, opened in 2013, serves 4<sup>th</sup>-6<sup>th</sup> grade; campus will "grow up" a grade each year through 8<sup>th</sup> grade) and **Anacostia Elementary Campus** (AEC, opened in 2015, serves preschool and pre-k; campus will "grow up" a grade each year through 3<sup>rd</sup> grade). At full scale, DC Prep will enroll 3,500 students across ten campuses in the city's most traditionally under-resourced neighborhoods.



## OUR VISION AND CORE VALUES

### Our Vision

*Every child will be prepared academically and socially for a successful future.*

### Our Values

- **Results for students, first and foremost.** Every action and every decision is examined through this lens. If we follow this path, will it lead our students to a great destination? If we make this choice, will it give them a brighter future?
- **Good minds and good hearts — inextricably linked.** We believe that character counts. We teach it and we model it. We maintain integrity in all matters and are genuine in all interactions. We treat our students, their families, and each other with honesty, kindness, and respect.
- **Excellence, always.** We strive to do our very best, to give the most we can. We are committed to excellence in every task, no matter how large or small. We know that we will not always hit the mark, but we will always aim high. We hold ourselves accountable for our failures as well as our successes.
- **Reflection and refinement — every day.** We are continuous questioners, always seeking to improve. Is what we are doing working? Is there a better way? We never rest on our laurels.
- **Optimistic determination.** We know this is hard work, but we are confident that we can achieve the goals we have for our students and for our organization. We believe in persistence, daily effort, and strive to be purposeful and strategic. Every day we are inspired by our students, their potential, and our responsibility to them.
- **Generosity and humor.** We trust and support each other. We believe in having fun, celebrating often, and laughing a lot.



### OUR COMMITMENT TO DIVERSITY

*At DC Prep, we value diversity.*

**We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.** We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way. We place a special focus on hiring a variety of role models, including those with backgrounds similar to the students we serve. We believe that their perspectives are critical to student growth and achievement and instrumental in fulfilling our vision and mission.

## SCHOOL PROGRAM: *THE DC PREP WAY*

At DC Prep, our vision is that every child will be prepared academically and socially for a successful future. This belief drives the work that we do each day in our classrooms from preschool through 8<sup>th</sup> grade. We understand and appreciate that delivering an excellent educational experience for our Preppies is hard work that takes constant *reflection and refinement*. We are committed to that ongoing improvement as we answer the challenge of Common Core in a way that empowers students and engages more of their voices, questions, and feedback in the classroom. We strive to have this vision for our classrooms directly connect to our social-emotional skills framework, school policies, and consequence system. We acknowledge that structure is important, but an emphasis on compliance should never overshadow the true purpose of learning in a classroom.

DC Prep has always understood the inextricable link between academic rigor and school culture. There is no excellence in a classroom without a strong culture. However, a strong classroom culture is useless without excellent teaching. It is our commitment as an organization to ensure excellent instruction provided in a strong school culture to each Preppie. We have believed from our founding that the dual focus on rigorous academic programming and non-curricular skills – what we call *Prep Skills* – could deliver the very best for our Preppies. Just as our academic programming has evolved, so, too, has our non-curricular programming to ensure that we continue to deliver on our mission.

Five key beliefs provide the foundation for DC Prep’s culture vision. They are the starting place from which we make refinements to our program, always holding ourselves accountable to our commitments to our Preppies, staff and families.

1. We believe in **non-curricular skill** development that supports academic engagement and social-emotional development within the school community. The focus on non-curricular skills supports a child’s natural development by providing opportunities to apply and practice targeted skills that are transferable across content and context in an increasingly rigorous way.

Our vision is that as they grow, our Preppies will develop confidence in their abilities to do hard work and solve problems – inside and outside of the classroom. The development of these non-curricular skills is a life-long endeavor. As a school, our role is to provide opportunities for consistent application and practice with feedback on the skills as students prepare for the rigors of high school, college, and beyond. We are continually looking for concrete ways to articulate what progression looks like for each skill.

- The five new Prep Skills are the connective tissue from preschool through 8<sup>th</sup> grade for our Preppies. Though content and expectations will change as students grow, the Prep Skills remain consistent but scaffolded in their rigor over the years.
- We approach the teaching and support of Prep Skill development through planned teaching, effective praise, redirection, feedback and reflection.
- The Prep Skills are:
  1. **SPEAKING TO AND LISTENING TO OTHERS:** The ability to effectively communicate thoughts and ideas through written and spoken discourse with peers and colleagues is a skill that Preppies will use during school and beyond.  
*“Language, is how we think. It's how we process information and remember. It's our operating system. Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech – talk – is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!”*
  2. **PERSEVERING ON TASKS AND PROJECTS:** Perseverance can be described as an ability to accomplish long-term or higher-order goals in the face of challenges and setbacks. School and life will present challenges that will require psychological resources, such as academic mindsets, effortful control, and strategies and tactics to address, grapple, and overcome. Telling a child to “tough it out, or to use grit” is useless if they do not have a set of skills to support working through the challenges.
  3. **CONTRIBUTING TO GROUP ACTIVITIES:** Playing and working cooperatively is arguably the skill where all other skills are applied and practiced. Discussing, planning, and working toward a goal together is a skill that will serve Preppies in countless ways. In working with others, they learn difference and empathy and are pushed to consider thinking that helps them learn and grow.
  4. **ADVOCATING FOR ONESELF:** The ability to stand up for your rights both verbally and in writing has many connections to the *Speaking to and Listening to Others* skill. However, through our lens of race and equity, we understand that this skill takes on even greater significance. The knowledge and support that your opinion matters and your voice will be heard allows a Preppie to understand his/her own power and significance. It aligns to freedom of speech in our democracy. It does not mean you always get your way, or that things always go your way, or that there are not consequences based on the manner of your advocacy, but the right to speak truth to power in a way that will be heard and responded to is at the core of empowerment.
  5. **USING EMOTIONAL MANAGEMENT STRATEGIES:** Much like perseverance, emotional management is about understanding specific strategies and approaches that can be used in moments of frustration and stress. It is about the ability to anticipate the circumstances that create emotional frustration and mitigating or avoiding those with planning, preparation, and routine.

2. Our students, teachers, and families want to learn and work in, and send their children to, a place that is both **emotionally and physically safe**. We are committed to providing this for our school community through both positive behavioral intervention and supports and consistent, tiered consequences. We know that this safety can only occur where students, families, and teachers have strong relationships.
  - It all begins with a nurturing and responsive teacher and classroom. We work to foster relationships between our students, families, and staff so that Preppies understand that DC Prep is a part of the community of adults who care about them and their progress. We love our Preppies and we want them to do their very best each day. We make all of our decisions with the best interest of our Preppies in mind. When we find that our intentions do not match our impact, we refine.
  - We will keep, create, and use rules, policies, and systems that encourage interaction based on relationships and purpose, and use our overt power only when necessary.
  - We will dedicate time and resources to the planned teaching, practice, and reflection on school rules and expectations, and re-teach when necessary to ensure that Preppies participate in the creation of a strong school culture.
  - We will support the planned teaching of routines that structure the day and provide consistency for Preppies and staff. Additionally, our routines provide strong models for Preppies to develop their own self-management and time-management habits.
  - We use a set of developmentally-tiered consequence systems to reinforce community expectations and make certain that students understand when their choices or actions fall outside those expectations. Our hope is for Preppies to learn and grow from the consequences of their actions. We utilize both structural (i.e., detention or suspension) and logical (i.e., do it again, re-teach, restorative consequences, etc.) consequences.
3. We admit all students and families and **believe in supporting them to meet the academic, non-curricular, and community expectations at DC Prep**.
  - We believe that our students are on a life-long journey of building habits that will support their future success; we are committed to providing supports for all expectations beginning in preschool, continuing through 8<sup>th</sup> grade graduation and beyond through our PrepNext alumni program that provides support through high school and college.
  - We utilize incentives, rewards, rituals, and celebrations that promote and acknowledge excellence and growth as a positive outcome of the hard work that our Preppies engage in each day.
  - We believe that students with disabilities deserve the same opportunity to achieve a successful future. We uphold this vision by engaging them in rigorous academic content and holding them to the same high behavioral expectations as their non-disabled peers, while always taking into account the protections provided by IDEIA.
  - We believe in using data to identify students in need of supports, both big and small, and systematically providing those supports through our grade level team structure and the student support process.



4. We believe that we cannot do this work without **learning from and working with our parents and the larger community** that support the success of our Preppies.
  - We know that building relationships with our Preppies' parents is an essential form of support that yields invaluable information and enables the development of joint planning to best support each Preppie on his/her journey.
  - We respect that family participation can come in many forms and we attempt to provide both formal and informal ways to connect as a school community and share information.
  - We respect and honor the feedback that our parents give us each year and work to continuously improve the DC Prep experience with them and in service to their children (our Preppies!).
  - We understand that being a parent is hard work. We will attempt to effectively communicate school expectations and work with families in support of their Preppie to meet those expectations.
  - We understand that there may be moments of frustration with DC Prep and we will always listen to feedback provided in a respectful manner to our staff.
    - Administrators and teachers should always interact with parents respectfully and in a productive manner.
    - Parents should always interact with teachers respectfully and in a productive manner.
    - As with all relationships, when there is disagreement, we will work hard as a team to restore those relationships with a focus on best outcomes for our Preppies.
5. **We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.** We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way.

DC Prep's model provides the blueprint for action at all campuses. It is not, however, a static document. The principles and practices described in the model have evolved over time and we will continue to deepen and refine them as we strive for ever-increasing levels of academic and personal success for our students (in keeping with our Core Value of *Reflection and refinement*).

## **CORE PRINCIPLES AND PRACTICES: COMMON ACROSS CAMPUSES**

The following are key elements of *The DC Prep Way* that are consistent across all campuses and age groups.

### **Student Attendance, Punctuality, Uniform**

Students are expected to come to school on time, every day, in full uniform. These expectations are presented thoroughly to parents and to students along with the detailed steps that school staff will take when students do not comply with these expectations. The Family Handbook (printed copies of which are generally available at each campus front desk; an electronic version of which is available online at [www.dcprep.org](http://www.dcprep.org)), presents incentives and consequences that encourage students to meet these requirements as well as a copy of the Attendance Policy.

### **Greetings**

Every student receives a welcoming greeting from a faculty or staff member upon arrival to school each morning. Students are also greeted upon arrival at each new classroom.

All telephone calls to the campuses are answered in a warm and respectful manner, and with a purposeful and energetic greeting. Upon entering the building, visitors are greeted with an individualized, professional, and friendly welcome from the Operations Assistants at each campus front desk. Each classroom has a student greeter who welcomes visitors with a firm handshake, good eye contact, and a “Loud and Proud” introduction to the lesson underway.

### **Hallways and Common Areas**

The school entrance area emphasizes the mission and vision of DC Prep. Hallways and common areas are in good condition, clean, and litter-free. Bulletins boards are current and engage the viewer in DC Prep’s high standards. All adults are focused on the students, the work, and the mission, and there is a sense of strong, engaged, student-centered leadership in the cafeteria, hallways, and common areas at key times. Adult interaction with students in the common hallways is positive, effective, and efficient.

Students are silent and purposeful when in the hallways. They walk in lines quietly, without requiring much redirection, and know where they are going. Students alone in the hallways have passes and are purposeful in their activity. DC Preppies in 3<sup>rd</sup> through 8<sup>th</sup> grade have their steady dedicated reading (SDR) books with them at all times, including at all transitions.

### **Classroom Setup**

The classroom is student-centered, organized, and litter-free. The set-up and decorations welcome and engage both students and visitors, and there is outstanding, current, standards-based student work adorning the walls. All activities are linked to the posted Objective.

## **Classroom Culture**

All students are engaged in learning for every minute of the class, and are in learner's position when appropriate for the instructional method being used. Classroom culture is respectful, and positive student contributions are recognized and rewarded.

Assignments and conversations create learning opportunities that encourage and facilitate student success, and require *all* students to interpret information and draw conclusions.

Prep Skills language and strategies are evident and classroom routines are followed right away by all students without a lot of explanation or redirection from the teacher. Disruptions to learning are not permitted and are addressed immediately with the least invasive form of correction. Transitions are quick and seamless, rarely taking more than 10-20 seconds. If required, teachers follow DC Prep policy in issuing consequences to students.



## II. SCHOOL PERFORMANCE

### PERFORMANCE AND PROGRESS – MISSION

As noted previously, DC Prep’s academic program reflects the practices that are associated with high-performing charter schools throughout the country: more time on task; standards-based instruction; rigorous curriculum; meaningful assessments and tailored interventions; horizon-broadening activities; and a strong high school placement and alumni support program.

DC Prep has a demonstrated track record of student achievement and is *the highest-performing network of public charter schools citywide for five years running (2012-2016)*, including in the first two years of PARCC testing. Overall, compared to their peers across the city, DC Prep students demonstrated very solid performance in both ELA and Math as the chart below shows.

2016 WASHINGTON, DC AND DC PREP PARCC RESULTS				
	<i>Combined % Scoring <b>4+ ELA</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring <b>4+ Math</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring <b>3+ ELA</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring <b>3+ Math</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>
<i>Citywide Average %</i>	28%	27%	52%	51%
<b><i>DC Prep %</i></b>	<b>48%</b>	<b>54%</b>	<b>74%</b>	<b>82%</b>

For additional 2016 PARCC results, visit [http://www.dcprep.org/Our\\_Program/Results](http://www.dcprep.org/Our_Program/Results).

Furthermore, SY15-16 interim assessment results at each DC Prep elementary campus show the efficacy of our educational model:

- **EEC**
  - On the NWEA MAP assessment, 58% and 79% of EEC students were able to meet the PMF growth target on reading and math, respectively.
  - EEC continues to strengthen its Early Childhood performance, as measured by CLASS. This campus approached the target points in each of the CLASS domains by earning a score of 5.7 on emotional support (target 6), 5.6 on classroom organization (target 6) and 3.79 on instructional support (target 4).
  - In addition to strong observational scores on the CLASS assessment early childhood students at EEC are demonstrating that they have a strong foundation in both vocabulary and math skills with 98% of students meeting the PCSB’s PPVT target and 99.3% meeting the PCSB’s TEMA target.

- **BEC**
  - BEC also continues to strengthen its Early Childhood performance, as measured by CLASS. This campus approached the target points in each of the CLASS domains by earning a score of 5.5 on emotional support (target 6), 5.5 on classroom organization (target 6) and 2.5 on instructional support (target 4).
  - In addition to strong observational scores on the CLASS assessment Early Childhood students at BEC are demonstrating that they have a strong foundation in both vocabulary and math skills with 98.6% of students meeting the PCSB's PPVT target and 99.3% meeting the PCSB's TEMA target.
- **AEC**
  - In AEC's inaugural year the campus established a solid foundation for future growth: The school had the highest scores of *all* of DC Prep's campuses on two of the three CLASS domains. The school scored a 5.9 in emotional support and 6.1 on classroom organization. AEC Preppies also earned very strong scores in instructional support with a score of 3.6.
  - In addition to strong observational scores on the CLASS assessment early childhood students at AEC are demonstrating that they have a strong foundation in both vocabulary and math skills with 99% of students meeting the PCSB's PPVT and TEMA targets.

Furthermore, consistent with our mission, *all* students in DC Prep's first ten graduating classes (n=340) have been accepted by a college-prep high school. And, the majority have been offered admission to selective independent, parochial, and public magnet schools earning over \$7M in scholarship support. A partial list of the high schools to which DC Prep students have been accepted is presented on the following page.

## HIGH SCHOOL ACCEPTANCES

Archbishop Carroll	McKinley Technology High School
Benjamin Banneker	Mercersburg Academy (PA)
Bishop McNamara	National Cathedral School
Bullis School	National Collegiate Academy PCS
Edmund Burke	The Nora School
Capital City PCS	Oldfields School (MD)
Cesar Chavez PCS	Phillips Academy Andover (MA)
Choate Rosemary Hall (CT)	Phillips Exeter Academy (NH)
Christchurch School (VA)	Potomac School
DeMatha Catholic High School	Proctor Academy (NH)
Don Bosco Cristo Rey	St. Albans School
Duke Ellington School for the Arts	St. Andrew's (DE)
Edmund Burke	St. Anselm's Abbey School
E.L. Haynes PCS	St. Margaret's (VA)
Elizabeth Seton High School	St. Timothy's School
The Field School	Sandy Springs Friends School
Foxcroft	School Without Walls
Georgetown Prep	Sidwell Friends School
Georgetown Visitation	Solebury School (PA)
Gonzaga College High School	Stone Ridge School of the Sacred Heart
The Hill School	Strath Haven (PA)
Holton-Arms School	Stuart Hall School (VA)
The Hun School	Thurgood Marshall PCS
Kent's Hill School (ME)	Washington Latin PCS
KIPP College Prep	Western Reserve Academy (OH)
Landon School	Wilson High School Academies
Maret School	Woodberry Forest (VA)

## **PERFORMANCE AND PROGRESS – GOALS & EXPECTATIONS**

We are also proud of the progress we have made toward meeting the goals and academic achievement expectations set forth in our charter. ***Our charter included six such goals - all of which we met in SY15-16:***

- Goal #1:** The school's leadership, faculty, and staff are highly effective and work together in a constructive and sustainable fashion.
- Goal #2:** Students abide by DC Prep's code of conduct, demonstrating good habits, character, and leadership.
- Goal #3:** Students graduate with an 8<sup>th</sup> grade level of academic competency or better.
- Goal #4:** Students enroll in academically challenging, college-preparatory high schools.
- Goal #5:** The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.
- Goal #6:** DC Prep alumni graduate from academically-challenging high schools and attend college.

DC Prep's progress toward each of these six goals during the 2015-16 school year is detailed below.

**Goal #1 – The school's leadership, faculty, and staff are highly effective and work together in a constructive and sustainable fashion. (Met: ✓)**

DC Prep measures progress towards this goal using three indicators: Classroom achievement correlated to teachers, teacher retention, and an Organizational Health Survey. Each of these indicators is discussed below.

Classroom Achievement Correlated to Teachers

DC Prep awards annual performance bonuses to teachers based on their students' classroom achievement. Using a classroom achievement rubric, which considers a class's student growth on internal assessment scores (or on the state assessment, if the students take it), a teacher receives a score from 0 to 4. However, given the inaugural transition to PARCC in SY14-15, DC Prep teachers received a performance bonus based on school-wide achievement scores in SY15-16. DC Prep will resume with calculating classroom achievement scores with SY15-16 data in November 2016.

Teacher Retention

To support that the school's faculty work together in a *sustainable* fashion, DC Prep tracks the retention rate of teachers invited back to teach who choose to return to the organization. Campus-by-campus, the teacher retention rate in 2015-16 is as follows:

Campus	Teacher Retention SY15-16
BMC	73%
BEC	71%
AEC	74%
EEC	77%
EMC	70%

Organizational Health Survey

DC Prep administers an Organizational Health Survey to teachers to evaluate teacher satisfaction and alignment with the organization's mission. In this survey, teachers are asked whether they agree or disagree with several statements regarding a number of organizational indicators, including professional development, student support, school leadership, and Core Values. Through this survey, DC Prep measures the "health" of these indicators on a scale from 0 to 100%. On the 2015-16 mid-year Organizational Health Survey, approximately 73% of DC Prep teachers agreed that the organization was living up to its Core Values. In addition, on the same survey, teachers resoundingly agreed on the following:

- My principal sets goals and priorities and provides strategic direction for our campus (91%);
- My principal values and creates culture based on great teaching (89%); and
- My principal inspires students and staff to further our school's mission (85%).

**Goal #2 – Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership. (Met: ✓)**

DC Prep uses a number of metrics to measure progress toward this goal, including student attendance, punctuality, discipline rates, and student demonstration of the organization’s Core Values. Each of these indicators is discussed below.

#### Student Attendance & Punctuality

The charts below show organization-wide student attendance and punctuality rates for SY15-16.

School Name	Framework 1	In-Seat Attendance (%)
DC Prep PCS - Anacostia Elementary	Overall	89.3
DC Prep PCS - Benning Elementary	Overall	93.1
DC Prep PCS - Benning Middle	Overall	92.5
DC Prep PCS - Edgewood Elementary	Overall	94.8
DC Prep PCS - Edgewood Middle	Overall	95.2

PUNCTUALITY		
CAMPUS	SY14-15 (Aug-June)	SY15-16 (YTD)
Edgewood Middle	91.4%	91.2%
Benning Middle	91.5%	90.1%
Edgewood Elementary	91.3%	92.1%
Benning Elementary	90.5%	88.0%
Anacostia Elementary	n/a	86.4%
<b>DC Prep – TOTAL</b>	<b>91.1%</b>	<b>89.7%</b>



### Student Discipline Rates

Please see the campus-specific Data Reports for each school's suspension rate, expulsion rate, and instructional time lost to discipline.

### Student Demonstration of Core Values

While DC Prep did not host any Qualitative Site Reviews (QSR) during the 2015-16 school year, it did host QSR visits in 2012-13 as part of its ten-year charter review (and will begin hosting QSRs in SY16-17 for the eventual 15-year charter review process). Below is an excerpt from DC Prep's Charter Review Report in which the PCSB review teams describe what they saw on their site visits:

*During DC Prep PCS' Qualitative Site Reviews conducted in 2012-13, the PCSB review team found much evidence that its students demonstrated the school's core values. A selection of this evidence from DC Prep PCS' three campuses is below.*

- *At DC Prep PCS – Benning Elementary, the team observed that “commitment to character education is reinforced throughout the school. Elementary students readily refer to the school motto, ‘Do the RIGHT Thing’ (Respectful, Intelligent, Genuine, Hard-working, and Team-oriented), and it is displayed in classrooms and on walls in hallways.”*
- *Also at DC Prep PCS – Benning Elementary, the team observed that “teachers and students demonstrate appropriate social and communication skills. The mutual respect between students and adults was observed by the review team throughout the site review visit.”*
- *At DC Prep PCS – Edgewood Elementary, the same adherence to the ‘Do the RIGHT Thing’ program was observed. “DC Prep’s code of conduct is evident in every aspect of student life at the school...in the observed classrooms, students were well behaved and adhered to classroom rules and procedures. The routines were consistent in classes and students were self-directed, assuming leadership roles in the learning environment such as collecting papers, passing out materials, and being line leaders.”*
- *At DC Prep PCS – Edgewood Middle, “teachers and administrators consistently emphasized the importance of character education...and the QSR team saw these principles clearly demonstrated throughout the school.”*

### **Goal #3 – Students graduate with an 8<sup>th</sup> grade level of academic competency or better.**

(Met: ✓)

*Please see results from the PERFORMANCE AND PROGRESS – MISSION section, above.*

**Goal #4 – Students enroll in academically-challenging, college-preparatory high schools. (Met: ✓)**

Every member of DC Prep’s tenth graduating Class of 2016 was accepted into a college-preparatory high school. A partial list of the high schools to which DC Prep students have been accepted was presented earlier in this Annual Report. Additional information on the Class of 2016 can be found online, at [http://www.dcprep.org/News/DC\\_Prep\\_Celebrates\\_the\\_Class\\_of\\_2016](http://www.dcprep.org/News/DC_Prep_Celebrates_the_Class_of_2016).

**Goal #5 – The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city. (Met: ✓)**

DC Prep has assisted in the success of many other DC charter schools, as well as non-charter public schools, through continual sharing of best practices. This includes hosting tours and visitors across DC Prep campuses, as well as enabling our team members to participate in speaking engagements in the education sector. In SY15-16, DC Prep was awarded a dissemination grant by OSSE to partner with IDEA PCS – sharing tools and best practices for IDEA staff in data collection and coaching methods. A selection of some methods by which DC Prep has improved education in DC in the 2015-16 school year is detailed in the table on the following page.

**Goal #6 – DC Prep alumni graduate from academically challenging high schools and attend college. (Met: ✓)**

DC Prep’s PrepNext alumni support program works with DC Prep graduates all the way to and through college. Starting as high school freshmen, DC Prep’s alumni receive ongoing academic support to ensure that they are prepared for acceptance and matriculation at competitive colleges and universities. This support comes in the form of regular school visits, tutoring sessions, goal-setting, family meetings, standardized testing classes, college application support, and a variety of other special opportunities to enhance student success at the high school level. With the assistance of DC Prep’s PrepNext counselors, 96% of all alumni have earned their high school diplomas, compared to 61% in DCPS. And, our high school alumni Class of 2016 had a 100% college acceptance rate – 83% of whom were admitted to four-year institutions, and 17% to two-year institutions. Finally, for those classes prior to 2016, 74% matriculated to college, 78% of whom are persisting.

<b>GOAL #5 PROGRESS: 2015-16 SCHOOL YEAR</b>	
<b>Organization(s)/ Individual(s) that DC Prep PCS Partnered with in SY15-16</b>	<b><i>Description/ Overview of Engagement</i></b>
OSSE Dissemination Grant (in partnership with IDEA PCS)	<i>DC Prep was awarded a grant from OSSE to disseminate best practices in data management and faculty coaching. The team spent time modeling effective coaching, hosted workshops and tours of campuses, and also shared exemplar videos of in-class coaching and created handbooks outlining our methodology for ease in replication at IDEA PCS.</i>
Raise DC	<i>DC Prep's PrepNext alumni support program won a grant from Raise DC for effective uses of data in tracking graduates. The team went to a workshop and shared best practices in a variety of panels, both locally and nationally. For more information, visit</i> <a href="http://www.dcprep.org/News/DC_Preps_PrepNext_Alumni_Support_Program_Wins_Raise_DC_Data_Spotlight_Award">http://www.dcprep.org/News/DC_Preps_PrepNext_Alumni_Support_Program_Wins_Raise_DC_Data_Spotlight_Award</a>
OSSE	<i>DC Prep hosted Superintendent Kang for a school visit in SY15-16.</i>
Leading Educators	<i>DC Prep hosted a group from Leading Educators in SY15-16.</i>
Building Excellent Schools (BES)	<i>DC Prep has an ongoing relationship with BES and typically hosts visitors during each school year.</i>
Achievement Network (ANet)	<i>DC Prep is a long-time ANet member and hosts visitors and tours to showcase our best practices each school year.</i>
DC Public Schools (DCPS)	<i>DC Prep hosted a group of DCPS administrators and data teams who toured campuses and met with our President and Chief Academic Officer.</i>
Center for American Progress (CAP)	<i>DC Prep hosted a group from CAP's education policy team, who toured our facilities and learned more about our data-driven educational model.</i>
Nationwide Charter Schools	<i>In SY15-16, as in every academic year, DC Prep hosted staff members from traditional and public charter schools nationwide – including Hiawatha Academies (based in MN) and Republic Schools (based in MS and TN), among others.</i>

## LESSONS LEARNED AND ACTIONS TAKEN

Data is in DC Prep's DNA and informs every aspect of our work. Informed by 360-degree observation and analysis of student results, DC Prep collects data on students in a variety of ways to drive ever-increasing levels of student achievement. Historically, the main dashboard for that consisted of LUMOS – a customized data tool that provides teachers with real-time information on students' academic progress on formative and summative assessments, as well as data on adherence to the school's codes of conduct and discipline, attendance, and punctuality. The tool allowed teachers and leaders at each DC Prep campus to cross-analyze trends in order to better plan for student-specific solutions.

However, consistent with DC Prep's commitment to ongoing *reflection and refinement*, teams found that an updated data collection system was needed looking ahead to SY16-17. Although LUMOS was adept at providing a data profile on individual students and disaggregating that data by subgroup, class, and grade level, teams were finding that reports generated in the system were somewhat static given that the reports/type of data LUMOS captured could not be modified.

After careful analysis, DC Prep determined that the best approach was to migrate to a new, more dynamic data collection system – Schoolzilla – in time for the launch of SY16-17. The platform migration occurred over the summer months, and now, through Schoolzilla, teams are able to build new student reports as well as to change *existing* reports.

- *For example: DC Prep's ELA and Math curriculum in SY16-17 focuses on a small number of formative assessments throughout each unit. Through the new Schoolzilla platform, teams can build customized reports to provide information to teachers and leaders about how Preppies are doing on those specific formative assessments.*

DC Prep is excited about the potential of the new Schoolzilla platform to continue to enable teams to track and analyze student growth in dynamic ways that will, ultimately, inform (re)teaching methods in service of driving student achievement. Although the migration was daunting, **a key lesson learned in the process is that team needs will change over time, and it is imperative that DC Prep has a data system that allows campuses to adapt to those changing needs.**

## UNIQUE ACCOMPLISHMENTS

*For the fifth consecutive year, DC Prep is the highest-performing network of public charter schools in the nation's capital*, based on results from the 2016 PARCC assessment. Network-wide, approximately 74% and 82% of DC Prep 3<sup>rd</sup> through 8<sup>th</sup> grade students scored at a PARCC performance level of 3+ in ELA and Math, respectively. Below are select proof points showing the efficacy of our educational model from the 2016 PARCC results.

2016 WASHINGTON, DC PARCC RESULTS				
	Combined % Scoring 4+ ELA (3 <sup>rd</sup> -8 <sup>th</sup> )	Combined % Scoring 4+ Math (3 <sup>rd</sup> -8 <sup>th</sup> )	Combined % Scoring 3+ ELA (3 <sup>rd</sup> -8 <sup>th</sup> )	Combined % Scoring 3+ Math (3 <sup>rd</sup> -8 <sup>th</sup> )
Citywide Average %	28%	27%	52%	51%
DC Prep %	48%	54%	74%	82%

- Our performance in serving low-income students continues to be strong: DC Prep as an LEA (or organization) has the highest combined ELA and Math proficiency (level 4+) for the economically disadvantaged subgroup citywide.
- EMC and EEC have the highest ELA and Math combined proficiency in Ward 5.
- All campuses showed growth in at least one subject area, with the middle campuses showing strong growth in ELA and elementary campuses showing strong growth in Math.

While we have a lot of hard work ahead to ramp up the rigor for PARCC, our goal remains to provide the very best education possible to students in Washington, DC. For additional information on DC Prep's 2016 PARCC results, visit [http://www.dcrep.org/News/2016\\_PARCC\\_Assessment\\_Results](http://www.dcrep.org/News/2016_PARCC_Assessment_Results).

Additional highlights from the 2015-16 school year include:

- In SY15-16, DC Prep successfully underwent a rigorous process to achieve accreditation status from AdvancED.
- In Fall 2015, DC Prep opened its fifth campus in Ward 8, Anacostia Elementary Campus. The school successfully launched with preschool and pre-k Preppies and will "grow up" a grade each year thereafter through 3<sup>rd</sup> grade. The campus was led by Founding Resident Principal and DC Prep veteran, Maria-Teresa Duvall.
- DC Prep was featured in a WTOP story for a first-of-its kind partnership with Children's Hospital to give families in need greater access to clinical care in a supportive school setting. For more information, visit <http://wtop.com/health/2016/05/in-d-c-region-a-renewed-focus-on-mental-health-for-kids-and-teens/>.
- Every member of EMC's 2016 graduating class was accepted into a college-preparatory high school.

- DC Prep's Founder and CEO, Emily Lawson, as well as a parent, Erika Harrell, were selected to join the DC Mayor's Education Task Force. For more information, visit [https://www.washingtonpost.com/local/education/dc-school-leaders-parents-on-task-force-to-improve-planning-with-charters/2015/12/16/5de43a10-a41a-11e5-9c4e-be37f66848bb\\_story.html](https://www.washingtonpost.com/local/education/dc-school-leaders-parents-on-task-force-to-improve-planning-with-charters/2015/12/16/5de43a10-a41a-11e5-9c4e-be37f66848bb_story.html).
- In Spring 2016, the Education Equality Index – the first national comparative measure of the achievement gap featuring school, city, and state-level data in the nation's 100 largest cities – identified seven DC charter schools with small or nonexistent achievement gaps. DC Prep's Edgewood Elementary, Edgewood Middle, and Benning Elementary campuses were among the seven. For more information on the Education Equality Index study, visit [http://www.dcprep.org/News/DC\\_Prep\\_Recognized\\_for\\_its\\_Success\\_in\\_Closing\\_the\\_Achievement\\_Gap](http://www.dcprep.org/News/DC_Prep_Recognized_for_its_Success_in_Closing_the_Achievement_Gap).
- In fall 2015, PrepNext received a RAISE DC Data Spotlight Award for its internally developed High School and Post-Secondary Dashboards. The award is a special recognition for non-profits that are using data in innovative and high-impact ways.
- The newly-constructed BMC site was awarded Leadership in Energy and Environmental Design (LEED) status in SY15-16.

## MONETARY AND IN-KIND DONATIONS: CASH RECEIVED FY16

### **\$500-\$999**

Rory Ackerly  
 Milagros Arrisueno  
 Albert Beveridge  
 Joel Bonder  
 Raymond Brophy  
 Susan Burke  
 Shannon Burkhardt  
 James Carroll  
 Ginny Chew  
 Charles Coggeshall  
 Paul Collins  
 William Conway  
 George Cooper  
 Paul Escobosa  
 Jennifer Gaynor  
 David Gries  
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 Elizabeth Huffman  
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 Amy Knight  
 Page Kranbuhl  
 Pier LaFarge  
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 Liz Levin  
 Jerry Levine  
 Stephen Long  
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 Hubert O'Bannon  
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 Denise Prince  
 Erin Ritz  
 Douglas Rouse  
 Georgina Sanger  
 Nina Schou  
 Martha Searby  
 Paul Sheridan  
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 Frank Swain  
 Harrison Wellford  
 Bailey Williams  
 Elizabeth Williams  
 Edwin Williamson  
 Sophie Willis  
 Alexandra Wilson  
 Susan Zentay  
 The Lemon Foundation  
 Barbara Notz Hines Foundation

### **\$1,000-\$4,999**

Patty Abramson  
 George Allen  
 Gerald Austen  
 James Bankoff  
 Michael Banks  
 Patricia Barmeyer  
 Peter Black  
 David Bowker  
 Stephen Boyd  
 Joseph Bracewell  
 Steven Bralove  
 Annie Burnquist  
 John Chapoton  
 Katherine Coleman  
 William Cooper  
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 Henry Diamond  
 Halley Dodge  
 Ryan Drant  
 Michela English  
 Norman Farquhar  
 Jake Farver  
 Reed Fawell  
 Russell Firestone  
 Lee Folger  
 John Franklin  
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 Nicholas Gent  
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 David Godschalk  
 Debbie Goldberg  
 Jonathan Gould  
 JonathanGraham  
 Ahmad Hajj  
 Matthew Haldeman  
 Ridgway Hall, Jr.  
 Margaret Haney  
 Gates Hawn  
 Matthew Jaeger  
 Brian Jones  
 Peter Kaplan  
 Teddy Kaplan  
 Andrew King  
 Peter Lockwood  
 George Lund  
 Tamera Luzzatto  
 Claire McCarthy  
 Jack McKay  
 Dick Meltzer  
 Jason Michel  
 George Packard  
 Stuart Pergament  
 David Perlin  
 John Polis

Eric Price  
 James Riepe  
 Robert Rosenfeld  
 Lewis Rumford  
 Bob Schieffer  
 Kearney Shanahan  
 Christina Silberman  
 Robert Smith  
 Edward Stettinius  
 Brendan Sullivan  
 Jennifer Tonkel  
 Maria Weber  
 Adam Weers  
 Kendall Wilson  
 Joanne Wilson  
 Maureen Witter  
 Law Office of Lauren E Baum  
 Studio Twenty Seven  
 Architecture  
 Raise DC  
 M&T Bank  
 Law Office of Lauren E. Baum,  
 PC  
 EdOps  
 Alliance Insurance Services, Inc.  
 Federal Valet Car Parking, Inc.  
 Action for Healthy Kids, Inc.

### **\$5,000-\$24,999**

Tom Amis  
 Anonymous  
 Alex Boyle  
 Collette Bruce  
 Ronald Crawford  
 Susan Gage  
 Patrick Gross  
 Elissa Leonard  
 Allan McKelvie  
 Bridget Nikodem  
 Lawrence Nussdorf  
 Carol Pensky  
 Whayne Quin  
 Josh Rales  
 John Rockefeller  
 James Rooney  
 Quinn Rounsaville  
 Isaac Stein  
 Keith Taylor  
 Steve Urbanczyk  
 Valerie Wayne  
 The Louisa Copeland Duemling  
 Charitable Lead Trust  
 Carlyle Group  
 Bank of America  
*(continued on next page)*

**\$5,000-\$24,999**

*(continued from previous page)*

The Community Foundation for  
the National Capital Region  
Raise DC  
Building Hope  
Flamboyant Foundation Inc.

**\$25,000-\$99,999**

LeRoy Eakin  
Thomas Gardner  
Michael Glosserman  
Stephen Goldberg  
Peter Kovler  
Eugene Lawson  
Phil Perkins  
Robert Phay  
CityBridge Foundation  
Bainum Family Foundation  
The Jockey Hollow Foundation  
The Boone Family Foundation  
Capital One Bank  
Share Fund

**\$100,000-\$300,000**

John Beaty  
The Clark Charitable Foundation  
Robert and Christina Silberman  
Charitable Trust  
Michael Galvin  
CityBridge Foundation



### DATA REPORT – BENNING ELEMENTARY CAMPUS (BEC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Benning Elementary Campus
Adult Ages Served	N/A
Total Audited Enrollment	444
PK3	78
PK4	72
KG	74
Grade 1	74
Grade 2	71
Grade 3	75
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	14.60%
Student Expulsion Rate	0%
Instructional Time Lost to Suspension	0.30%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	34%
Number of Teachers	50
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

### DATA REPORT – BENNING MIDDLE CAMPUS (BMC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Benning Middle Campus
Adult Ages Served	N/A
Total Audited Enrollment	223
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	83
Grade 5	71
Grade 6	69
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	28.30%
Student Expulsion Rate	0.00%
Instructional Time Lost to Suspension	0.70%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	26%
Number of Teachers	27
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

## DATA REPORT – EDGEWOOD ELEMENTARY CAMPUS (EEC)

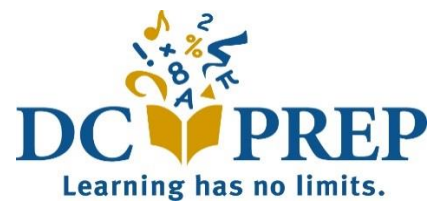
LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Edgewood Elementary Campus
Adult Ages Served	N/A
Total Audited Enrollment	441
PK3	78
PK4	73
KG	77
Grade 1	73
Grade 2	72
Grade 3	68
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	8.80%
Student Expulsion Rate	0.00%
Instructional Time Lost to Suspension	0.20%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	23%
Number of Teachers	48
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

### DATA REPORT – EDGEWOOD MIDDLE CAMPUS (EMC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Edgewood Middle Campus
Adult Ages Served	N/A
Total Audited Enrollment	310
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	80
Grade 5	70
Grade 6	64
Grade 7	53
Grade 8	43
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	23.90%
Student Expulsion Rate	0.30%
Instructional Time Lost to Suspension	0.40%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	29%
Number of Teachers	35
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

## DATA REPORT – ANACOSTIA ELEMENTARY CAMPUS (AEC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Anacostia Elementary Campus
Adult Ages Served	N/A
Total Audited Enrollment	141
PK3	76
PK4	65
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	0%
Student Expulsion Rate	0%
Instructional Time Lost to Suspension	0%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	26%
Number of Teachers	19
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State



## APPENDICES

## SY15-16 BOARD OF DIRECTORS

**\*Le Roy ("Terry") Eakin III, Founding Board Chair:** Chairman of EYA, former Chair of the D.C. Public Charter School Resource Center

*Board Term: July 2014 to June 2017*

**\*Jenny Abramson:** Founder and Managing Partner, Rethink Impact

*Board Term: January 2013 to December 2021*

**\*Katherine Boone, Board Secretary:** Director of Boone Family Foundation

*Board Term: July 2013 to June 2019*

**\*Tearsa Coates:** Parent of two DC Prep students

*Board Term: July 2016 to June 2025*

**\*Charis Drant:** Lawyer and Philanthropist

*Board Term: 2016 to June 2025*

**\*Michela English:** President and CEO of Fight For Children

*Board Term: July 2013 to June 2019*

**Patrick W. Gross:** Chairman of the Lovell Group and Founder of American Management Systems

*Board Term: July 2012 to June 2018*

**\*Brian Jones:** President, Strayer University

*Board Term: July 2013 to June 2020*

**\*Judy Lansing Kovler:** Psychotherapist in private practice

*Board Term: May 2012 to April 2021*

**\*Maura Marino:** CEO, Education Forward DC

*Board Term: July 2013 to June 2019*

**Arthur McKee, Ph.D:** Director of Research, CityBridge Foundation

*Board Term: July 2013 to June 2019*

**\*Frennie Nixon:** Parent of DC Prep student

*Board Term: January 2015 to December 2023*

**\*Carol Pensky:** Co-Founder of the Women's Leadership Forum of the Democratic National Committee

*Board Term: July 2013 to June 2019*

**\*Eric Price, Vice Chair and Treasurer:** Executive Vice President, AFL-CIO Housing Investment Trust

*Board Term: July 2013 to June 2019*

**Valerie Wayne:** Philanthropist and former special education teacher

*Board Term: July 2014 to June 2017*

*\*DC resident*

## SY15-16 STAFF ROSTER

Name	Campus(es)	Title	Qualifications	Dates of Employment
Abubakri, Sadiya	BEC	1st Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
Adams, Emily	EMC	4th Grade Intervention Teacher	Highly Qualified	Full Year
Adams, Oliver	EEC / EMC	Safety and Facilities Associate	HQ Not Applicable	9/3/15 - 6/14/15
Alleyne, Terica	AEC	Founding Assistant Principal	HQ Not Applicable	Full Year
Alvarez, Sandy	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Antunez de Mayolo, Adriana	EMC	5th Grade Reading and Writing Teacher and Grade Level Leader	Highly Qualified	Full Year
Aurori, Ryan C.	Home Office	Director of Finance and Real Estate	HQ Not Applicable	Full Year
Baick, Andrea	BMC	6th Grade Science Teacher and Science Department Chair	Highly Qualified	Full Year
Barrett, Samuel	EMC	Art Teacher	Highly Qualified	Full Year
Becker, John	EMC	4th Grade Math Teacher	Highly Qualified	Full Year
Berwick, Elizabeth	Home Office	Chief of Staff	HQ Not Applicable	Full Year
Best, Bryant	Home Office	Data and Enrollment Associate	HQ Not Applicable	8/1/15 - 11/16/15
Blueitt, Kalyn	BEC	Operations Manager	HQ Not Applicable	Full Year
Bogan, Aja	BEC / BMC	Cluster Operations Assistant	HQ Not Applicable	3/8/16 - 6/30/16
Bogrand, Nicole	EEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Boland, Kathleen	BEC	Kindergarten Teacher	Highly Qualified	Full Year
Boleda, Alexis	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Bologna, Jessica	BMC	5th Grade Science Teacher	Highly Qualified	Full Year
Brandy, Edisha	EEC	Operations Manager	HQ Not Applicable	9/28/15 - 6/30/16
Bridgewater, Phylcia	EEC	Preschool Teacher and Grade Level Leader	HQ Not Applicable	Full Year
Brock, Nichole	EMC	5th Grade Math Teacher	Highly Qualified	Full Year
Brogan, Katie	BMC	4th Grade Math Teacher and Math Department Chair	Highly Qualified	Full Year
Brooks, Michael	EEC / EMC	Safety and Facilities Associate	HQ Not Applicable	Full Year
Brown, Devin	BEC	1st Grade Special Education Teacher	Highly Qualified	1/5/16 - 6/30/16
Bryan, Nicole	Home Office	Senior Director of Elementary Programming	HQ Not Applicable	Full Year
Bryant, Amber	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year



Name	Campus(es)	Title	Qualifications	Dates of Employment
Bryant, Danielle	EEC	PrepEX! Program Leader	HQ Not Applicable	Full Year
Buckley, Karen	BEC	Reading Intervention Teacher	Highly Qualified	Full Year
Bustard, Sarah	EMC	Student Support Coordinator	HQ Not Applicable	Full Year
Butler, Asja	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Campbell, Erica	BEC	Kindergarten Teacher	Highly Qualified	Full Year
Carothers, Matthew	Home Office	Talent Recruiter	HQ Not Applicable	Full Year
Carrigan, Ashley	BEC	Academic Intervention Fellow	HQ Not Applicable	4/25/16 - 6/30/16
Cayemite, Jennifer	BEC	Kindergarten/1st Grade Science Teacher	Highly Qualified	Full Year
Chatzinoff, Jill	BEC	ELL/Intervention Teacher	Highly Qualified	Full Year
Christian, Sheneil	EEC	Early Childhood Support Coordinator	HQ Not Applicable	Full Year
Cimbak, Philip	EMC	Dean of Student Support	HQ Not Applicable	Full Year
Clark, Caitlin	BEC	3rd Grade Literacy Teacher	Highly Qualified	Full Year
Collins, Fabianne	EMC	Junior Academy Math Special Education Teacher	Highly Qualified	Full Year
Conroy, Shana	BMC	4th Grade Science Teacher	Highly Qualified	Full Year
Conway, Andrea	EEC	1st Grade Literacy Teacher	Highly Qualified	Full Year
Corliss, Kristen	BMC	6th Grade Special Education Teacher	Highly Qualified	Full Year
Cowgill, Jarrett	BMC	Physical Education and Intervention Teacher	HQ Not Applicable	Full Year
Crain, Daniel	BEC	2nd/3rd Grade Math Special Education Teacher	Highly Qualified	Full Year
Cullum, Degarrius	BEC	Kindergarten Teacher and Dean of Student Support In-Training	Highly Qualified	Full Year
Cummings, Sherilyn	BEC	2nd Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
Custer, Jacob	Home Office	Director of Recruitment	HQ Not Applicable	Full Year
Cutlip, Milisa	EMC	5th Grade Science Teacher	Highly Qualified	Full Year
Dauffenbach-Tabb, Hilary	Home Office	Director of Analysis, Data, and Enrollment	HQ Not Applicable	Full Year
Davidow, Casey	BEC	2nd Grade Literacy Teacher	Highly Qualified	Full Year
Davies, Victoria	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Davis, Aryn	BMC	5th Grade Literacy Teacher	Highly Qualified	Full Year
Davol, Emily	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Desai, Neema	BEC	Assistant Principal of Culture	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Dieringer, Colleen	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Duvall, Maria-Teresa	AEC	Founding Resident Principal	HQ Not Applicable	Full Year
Easley, Janee	BEC	1st Grade Math Teacher	Highly Qualified	Full Year
Edmonds, Shaunte	EEC	Principal	HQ Not Applicable	Full Year
Ehrlich, Lital	EEC	2nd/3rd Grade Science Teacher	Highly Qualified	Full Year
Eisenberg, Simon	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Ekus, Maya	Home Office	Speech and Language Pathologist	HQ Not Applicable	Full Year
Ellard, Mary Kathryn	BEC	1st Grade Special Education Teacher	Highly Qualified	8/1/15 - 11/20/15
Ellis, Kimberly	EEC	1st Grade Special Education/Intervention Teacher	Highly Qualified	Full Year
Englander, Daniel	Home Office	Senior Director of Data, Technology, and Enrollment	HQ Not Applicable	Full Year
Fahsel, Kyle	BMC	5th Grade Literacy Teacher	Highly Qualified	Full Year
Feith, Dafna	EMC	4th Grade Math Teacher	Highly Qualified	Full Year
Figuera, Elizabeth	BMC	4th Grade Literacy Teacher	Highly Qualified	Full Year
Flynn, Erin	EEC	2nd Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Gantt, Lakisha	EEC	Preschool Teacher and Preschool Planning Committee Member	HQ Not Applicable	Full Year
Garcia, Cristino	EEC / EMC	Facilities Engineer	HQ Not Applicable	Full Year
Garness, Kati	EEC	2nd Grade Literacy Teacher	Highly Qualified	Full Year
George, Hannah	BEC	Early Childhood Special Education Teacher	HQ Not Applicable	Full Year
Gerber, Alissa	BMC	4th/5th Grade Math Special Education Teacher	Highly Qualified	Full Year
Goode, Joshua	BMC	Assistant Principal of Culture	HQ Not Applicable	Full Year
Goodman, Alyssa	Home Office	Director of Human Resources	HQ Not Applicable	9/14/15 - 6/30/16
Gorman, Amber	Home Office	Director of Marketing and Communications	HQ Not Applicable	Full Year
Gory, Ariel	BEC	Art Teacher	Highly Qualified	8/1/15 - 3/4/16
Gould Perrott, Crystal	EMC	6th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Grant, Kiera	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Grant, Richard	BMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Granville, Samantha	AEC	Founding Early Childhood Instructional Coach	HQ Not Applicable	Full Year
Grella, Jennifer	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Grinnals, Lauren	BEC	Early Childhood Teacher	HQ Not Applicable	8/12/15 - 6/8/16
Guerrero, Matthew	BMC	Special Education Coordinator	Highly Qualified	Full Year
Hall, Tanai	EMC	4th Grade Science Teacher	Highly Qualified	Full Year
Hanmer, Deborah	Home Office	Senior Director of Student Support	HQ Not Applicable	Full Year
Harbaugh, Emma	BMC	6th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Hardy, Erica	BEC	1st Grade Literacy Teacher	Highly Qualified	Full Year
Harrell, Charity	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Harrington, Abby	BMC	Dean of Student Support	HQ Not Applicable	Full Year
Hayes, Avise	EEC	Assistant Principal of Culture	HQ Not Applicable	Full Year
Helms, Amy	EEC	Assistant Principal of Academics	HQ Not Applicable	Full Year
Henderson, Jamel	AEC	Founding Operations Assistant	HQ Not Applicable	Full Year
Henderson, Rhonda	AEC	Founding Operations Manager	HQ Not Applicable	Full Year
Hendricks, Angel-Dama	EEC	Dean of Student Support	HQ Not Applicable	Full Year
Hernandez, Jamie	BEC	Assistant Principal of Academics	HQ Not Applicable	Full Year
Herrmann, Jessica	BEC	Literacy Department Chair	HQ Not Applicable	Full Year
Hess, Michelle	Home Office	Director of Special Education	HQ Not Applicable	Full Year
Hickey, Lydia	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Hinds, Marie	EEC	Music Teacher	Highly Qualified	Full Year
Hinrichs, Caitlin	BEC	Kindergarten Teacher	Highly Qualified	Full Year
Hood, Immani	BEC	Music Teacher	Highly Qualified	8/12/15 - 10/30/15
Hoover, Christopher	EEC	1st Grade Math Teacher	Highly Qualified	Full Year
Hughes, MaryKate	Home Office	Senior Director of Curriculum and Instruction	HQ Not Applicable	Full Year
Hyland, Hollis	EMC	6th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Iqbal, Tara	EMC	Resident Principal	HQ Not Applicable	Full Year
Jackson, Nicole	AEC	Founding Special Education/Intervention Teacher	Highly Qualified	Full Year
Jacobson, Shelley	EEC	Senior Manager of Operations and Extended Learning	HQ Not Applicable	8/1/15 - 9/22/15
Jager, Thomas	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Jeffries, Emily	BEC	Special Education Coordinator	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Jeppson, Ibby	Home Office	Chief Development Officer	HQ Not Applicable	Full Year
Jin, Jenny	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Johannsen, Emily	Home Office	Director of Operations	HQ Not Applicable	Full Year
John, Nicole	EMC	4th Grade ELA Teacher and Grade Level Leader	Highly Qualified	Full Year
Johnson, Connie	BEC / BMC	Food Service Associate	HQ Not Applicable	Full Year
Jones, Crystal	EEC	Campus Operations Assistant	HQ Not Applicable	Full Year
Joselow, Micah	BMC	5th Grade Math Teacher	Highly Qualified	Full Year
Joseph, Danielle	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Kalema, Maliza	Home Office	PrepNext Counselor	HQ Not Applicable	Full Year
Keith, Jr., Anthony Ricardo	Home Office	Associate Director for Post-Secondary Success	HQ Not Applicable	8/17/15 - 6/24/16
Keller, Shelley	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Kelly, James	Home Office	Director of PrepNext	HQ Not Applicable	Full Year
Kelsey, Gregory	Home Office	Talent Recruiter	HQ Not Applicable	Full Year
Kerstetter, Jordan	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Key, Andrea	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Khafra, Fatouzara	Home Office	Technology Associate	HQ Not Applicable	5/16/16 - 6/30/16
Khafra, Kuntcheramen	EMC	4th Grade ELA Teacher	Highly Qualified	Full Year
Kim, Samuel	EMC	Junior Academy Special Education Teacher	Highly Qualified	Full Year
Kimble, Leah	EEC	Preschool Teacher	HQ Not Applicable	Full Year
King, Molly	EEC	Prekindergarten Teacher and Grade Level Leader	HQ Not Applicable	Full Year
Kiplinger, Eliza	EMC	4th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Kipperman, Daniel	EMC	Physical Education and Health Teacher	HQ Not Applicable	Full Year
Klein, Victoria	BMC	4th Grade Literacy Teacher	Highly Qualified	Full Year
Knight-Justice, Shamar	EEC	3rd Grade Math Teacher	Highly Qualified	Full Year
Kobilka, Ashley	BEC	Kindergarten Teacher and Grade Level Leader	Highly Qualified	Full Year
Krauser, Valerie	BEC	1st/2nd Grade Math Teacher	Highly Qualified	Full Year
Kravis, Laura	EMC	6th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Krummert, Matthew	EEC	ELL/Intervention Teacher	Highly Qualified	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Kuzma, Katherine	EEC	Elementary Science Department Chair	Highly Qualified	Full Year
Laguna, Chanel	EMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Lashley, Allison	EMC	8th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Lawson, Emily	Home Office	Founder and CEO	HQ Not Applicable	Full Year
Lee, Maurice	BMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Leopold, Monique	Home Office	School Psychologist	HQ Not Applicable	Full Year
LePore, Emma	EEC	2nd Grade Literacy Teacher	Highly Qualified	Full Year
Levetzow, Hannah	AEC	Founding Music Teacher	Highly Qualified	Full Year
Lewis, Brittany	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Liburd, Calvet	EMC	Operations Manager	HQ Not Applicable	Full Year
Lockett, Cassaundra	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Locklin, Kayla	EEC	Prekindergarten Teacher and Prekindergarten Planning Committee Member	HQ Not Applicable	Full Year
Lucas, Kia	EMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Lytle, Ashlei	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Maestas, Laura	Home Office	Chief Talent Officer	HQ Not Applicable	4/11/16 - 6/30/16
Maloney-Keagle, Virginia	BEC	3rd Grade Literacy Teacher	Highly Qualified	Full Year
Mance, Priestly	BEC / BMC	Facilities Engineer	HQ Not Applicable	Full Year
Mann, Rebecca	EMC	Curriculum Writer	Highly Qualified	8/1/15 - 5/9/16
Marshall, Malcolm	BMC	6th Grade Social Studies Teacher	Highly Qualified	8/1/15 - 5/20/16
Mason, Kanita	EEC	1st Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
McCarthy, Colleen	BEC	Preschool Teacher	HQ Not Applicable	Full Year
McClam, Rachel	EMC	Assistant Principal of Academics	HQ Not Applicable	Full Year
McDermott, Paige	EEC	2nd/3rd Grade Math Special Education Teacher	Highly Qualified	Full Year
McDermott, William	EMC	7th/8th Grade Social Studies Teacher	Highly Qualified	Full Year
McGahee, Linton	Home Office	Technology Associate	HQ Not Applicable	8/1/15 - 4/15/16
McGrew, Sarah	EEC	Student Support Coordinator	HQ Not Applicable	Full Year
McMahon, Kelly	EEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Moeller, Julie	EMC	Director of High School Placement	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Montgomery, DaVaughn	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Moon, Heleena	EMC	4th/5th Grade Math Special Education Teacher	Highly Qualified	Full Year
Morant, Winter	EEC / EMC	Cluster Operations Assistant	HQ Not Applicable	Full Year
Mufarrige, Natalie	Home Office	Data and Enrollment Associate	HQ Not Applicable	Full Year
Muller, Kelly	AEC	Founding Preschool or Prekindergarten Teacher	HQ Not Applicable	Full Year
Murphy, Heather	EEC	Kindergarten Teacher and Grade Level Leader	Highly Qualified	Full Year
Murphy, Keron	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Murray, Khalia	AEC	Founding Early Childhood Teacher	HQ Not Applicable	Full Year
Myers, Richard	EMC	6th Grade Math Teacher	Highly Qualified	Full Year
Nadolny, Heather	Home Office	Technology Associate	HQ Not Applicable	Full Year
Nelson, Jr., Gary	EMC	5th Grade Math Teacher	Highly Qualified	Full Year
Nelson, Samuel	EEC	Reading Intervention Teacher	Highly Qualified	Full Year
Nicholas, James	EMC	6th Grade Social Studies Teacher	Highly Qualified	Full Year
Novak, Samantha	BEC	Preschool Teacher and Early Childhood Planning Committee Member	HQ Not Applicable	Full Year
Nwosu, Catherine	Home Office	Director of Extended Learning	HQ Not Applicable	Full Year
O'Flaherty, Tara	Home Office	Senior Director of Leadership Support	HQ Not Applicable	Full Year
Ornellas, Reese	EEC	Literacy Department Chair	Highly Qualified	Full Year
Orzechowski, Lauren	EMC	8th Grade English Teacher	Highly Qualified	Full Year
Overland, Katherine	BEC	2nd/3rd Grade Special Education Teacher and 3rd Grade Level Leader	Highly Qualified	Full Year
Palmer, Danielle	Home Office	School Psychologist	HQ Not Applicable	Full Year
Pergament, Cassie	EMC	Senior Principal	HQ Not Applicable	Full Year
Peters-Moore, Monique	AEC	Founding <i>PrepEX!</i> Program Leader	HQ Not Applicable	Full Year
Petty, Jonathon	EMC	6th/7th Grade Science Teacher	Highly Qualified	11/16/15 - 6/30/16
Petty, Nicole	BMC	6th Grade Math Teacher	Highly Qualified	Full Year
Pillion, Elizabeth	BEC	Prekindergarten Teacher and Grade Level Leader and Early Childhood Planning Committee Member	HQ Not Applicable	Full Year
Pipkin, Dyami	EMC	Senior Academy English Special Education Teacher	Highly Qualified	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Porter, Natalie	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Portlock, Lily	EEC	2nd/3rd Grade Literacy Special Education Teacher and 3rd Grade Level Leader	Highly Qualified	Full Year
Price, Alicia	BEC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Prince, Louise	BEC	Kindergarten Teacher	HQ Not Applicable	Full Year
Raghothama, Rachana	BMC	5th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Ragland, Lucy	BEC	PrepEX! Program Leader	HQ Not Applicable	5/11/16 - 6/30/16
Rainey, Erin	EEC	Early Childhood Intervention and Special Education Teacher	HQ Not Applicable	Full Year
Ray, Ciara	EMC	6th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Ray, Devin	BMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Reed, Heidi	Home Office	Curriculum Writer	HQ Not Applicable	Full Year
Ressler, Laura	EEC	Special Education Coordinator	HQ Not Applicable	Full Year
Rich, Melissa	EEC	Math Department Chair	HQ Not Applicable	Full Year
Riley, Lynette	BEC / BMC	Cluster Operations Assistant	HQ Not Applicable	8/17/15 - 2/2/16
Rorty, Emily	BEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Rosenberg, Meredith	BMC	Assistant Principal of Academics	Highly Qualified	Full Year
Ross, Maura	BEC	Resident Principal	HQ Not Applicable	Full Year
Rost, Dana	EEC	Assistant Principal of Academics	HQ Not Applicable	Full Year
Rountree, Jermar	BEC	Physical Education Teacher	HQ Not Applicable	8/1/15 - 6/8/16
Rouse, Kathleen	Home Office	Chief Operating Officer	HQ Not Applicable	8/1/15 - 5/6/16
Rousselot, Hannah	BEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Ruiz Garcia, Cinthia	BMC	Operations Manager	HQ Not Applicable	Full Year
Salisbury, Jill	Home Office	Associate Director for College Counseling	HQ Not Applicable	Full Year
Salters, Brandon	EEC	Physical Education Teacher	HQ Not Applicable	Full Year
Salzberg, Anna	EMC	7th Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
Schaeffer, Camilla	EEC	Art Teacher	Highly Qualified	Full Year
Schnakenberg, Nicole	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Schoppert, Shay	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Schroeder, Hailey	BMC	4th Grade Reading and Writing Teacher	Highly Qualified	11/30/15 - 6/30/16

Name	Campus(es)	Title	Qualifications	Dates of Employment
Scott, Wendy	Home Office	Chief Financial Officer	HQ Not Applicable	Full Year
Severn, Katie	Home Office	President and Chief Academic Officer	HQ Not Applicable	Full Year
Shaw, Stephanie	EEC	1st/2nd Grade Literacy Teacher	Highly Qualified	Full Year
Sheppard, Tatiana	BEC	2nd Grade Math Teacher	Highly Qualified	Full Year
Silber, Emily	EEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Silva, Amanda	EMC	Special Education ELA Teacher and English Department Chair	Highly Qualified	Full Year
Sims, Eleanor	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Skipper, Derrick	AEC	Founding Intervention Teacher	Highly Qualified	8/19/15 - 6/30/16
Small, Nicole	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Smith, Adeline	BMC	6th Grade Literacy Teacher	Highly Qualified	Full Year
Smith, Bram	BEC	Campus Operations Assistant	HQ Not Applicable	1/27/16 - 6/30/16
Smith, Kendria	BEC	Campus Operations Assistant	HQ Not Applicable	8/1/15 - 1/8/16
Smith, Teneshia	BMC	5th Grade ELA Special Education Teacher	Highly Qualified	Full Year
Smith, Yanique	AEC	Academic Intervention Fellow	HQ Not Applicable	9/3/15- 6/30/16
Spradlin, Rebecca	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Stamper, Patricia	BEC	Academic Intervention Fellow	HQ Not Applicable	11/3/15 - 2/3/16
Staton, Jodie	BEC	<i>PrepEX!</i> Program Leader	HQ Not Applicable	8/1/15 - 5/10/16
Stephens, Dawn	EMC	Campus Operations Assistant	HQ Not Applicable	Full Year
Strader, Kent	BEC	Math Department Chair	HQ Not Applicable	Full Year
Stragar-Rice, Colin	BEC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Strunk, Cristina	EMC	5th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Stuart, Matthew	EMC	7th Grade ELA Teacher	Highly Qualified	Full Year
Sturner, Lauren	BMC	4th Grade Literacy Teacher and ELA Department Chair	Highly Qualified	Full Year
Suber, Kelley	EEC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Swain, Emily	EMC	8th Grade Science Teacher	Highly Qualified	Full Year
Tavarez, Sindy	Home Office	Associate Director of Enrollment	HQ Not Applicable	Full Year
Taylor, Grace-Ann	BEC	Early Childhood Support Coordinator	Highly Qualified	Full Year
Taylor, Morgan	EMC	Academic Intervention Fellow	HQ Not Applicable	1/19/16 - 6/30/16



Name	Campus(es)	Title	Qualifications	Dates of Employment
Terrill, Katherine	EMC	Special Education Coordinator and Special Education Department Chair	HQ Not Applicable	Full Year
Tesfaye, Ruth	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Thomas, AnnMarie	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Thomas, James	AEC	Founding Physical Education Teacher	Highly Qualified	Full Year
Thomas, Peter	BMC	6th Grade Literacy Teacher	Highly Qualified	Full Year
Thompson, Harold	BEC / BMC	Safety and Facilities Associate	HQ Not Applicable	Full Year
Tibbs, Jessica	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Toeller, Amber	BEC / BMC	Student Support Coordinator	HQ Not Applicable	Full Year
Tomlinson, Kimberly	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Townsley, Ryan	BEC	2nd/3rd Grade Science Teacher	Highly Qualified	Full Year
Troncoso Ramirez, Jorge Ricardo	Home Office	Director of Information Technology	HQ Not Applicable	Full Year
Tyson, Ashley	BEC	Dean of Student Support	HQ Not Applicable	8/1/15 - 1/5/16
Ugwu-oju, Kelly	EMC	7th Grade Math Teacher	Highly Qualified	Full Year
Ulu, Bertha Clarice	Home Office	Special Assistant to the CEO	HQ Not Applicable	Full Year
Wadsworth, Haywood	BMC	6th Grade Literacy Teacher	Highly Qualified	Full Year
Waldron, Erin	BMC	Principal	HQ Not Applicable	Full Year
Walker, Marjorie	EEC	Kindergarten/1st Grade Science Teacher	Highly Qualified	Full Year
Wang, Kenneth	Home Office	Director of Data and Accountability	HQ Not Applicable	Full Year
Ward, Brandon	EEC	2nd/3rd Grade Math Teacher	Highly Qualified	Full Year
Warren, Ronica	BEC	Student Support Aide	HQ Not Applicable	Full Year
Watts Burr, Alisha	EMC	Senior Academy Math Special Education Teacher	HQ Not Applicable	Full Year
Weeden, Raymond	BEC	Principal	HQ Not Applicable	Full Year
West, Tracy	BMC	Campus Operations Assistant	HQ Not Applicable	Full Year
Whelan, Evelyn	BEC	3rd Grade Math Teacher	Highly Qualified	Full Year
Wideman, Catherine	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Williams, Andrew	EMC	Academic Intervention Fellow	HQ Not Applicable	9/22/15 - 6/30/16
Williams, Cameron	BMC	6th Grade Special Education Teacher	Highly Qualified	Full Year
Wimbish, Aaron	BEC / BMC	Safety and Facilities Associate	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Winters, Kayla	BMC	4th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Womble, Frances	AEC	Founding Preschool or Prekindergarten Teacher	HQ Not Applicable	Full Year
Zeimetz, Shannon	Home Office	External Relations Associate	HQ Not Applicable	Full Year
Zogby, Mary-Margaret	EEC	3rd Grade Literacy Teacher	Highly Qualified	Full Year

# SY15-16 UNAUDITED YEAR-END FINANCIAL STATEMENT

## DC Preparatory Academy - SY15-16 Unaudited Year-end Financial Statement PCSB Income Statement

July 2015 through June 2016

	Year to Date		
	Actual	Budget	Variance
<b>REVENUE</b>			
01. Per Pupil Charter Payments	21,107,702	20,458,732	648,970
02. Per Pupil Facilities Allowance	4,873,440	4,772,813	100,627
03. Federal Entitlements	983,635	986,299	(2,664)
04. Other Government Funding/Grants	2,332,350	2,003,549	328,802
05. Private Grants and Donations	2,225,998	4,727,899	(2,501,901)
06. Activity Fees	199,971	188,624	11,348
07. Other Income (please describe in footnote)	46,658	37,756	8,902
<b>TOTAL REVENUES</b>	<b>31,769,755</b>	<b>33,175,672</b>	<b>(1,405,917)</b>
<b>OPERATING EXPENSE</b>			
<i>Personnel Salaries and Benefits</i>			
08. Principal/Executive Salary	2,279,229	2,454,581	175,351
09. Teachers Salaries	9,814,613	10,311,202	496,590
10. Teacher Aides/Assistance Salaries	-	-	-
11. Other Education Professionals Salaries	-	-	-
12. Business/Operations Salaries	1,675,384	1,785,326	109,942
13. Clerical Salaries	317,160	362,266	45,106
14. Custodial Salaries	116,984	110,679	(6,304)
15. Other Staff Salaries	3,510,689	3,864,637	353,948
16. Employee Benefits	3,748,575	3,912,861	164,286
17. Contracted Staff	339,972	143,176	(196,795)
18. Staff Development Expense	151,304	152,695	1,391
<b>Subtotal: Personnel Expense</b>	<b>21,953,909</b>	<b>23,097,424</b>	<b>1,143,514</b>
<i>Direct Student Expense</i>			
17. Textbooks	90,086	87,500	(2,586)
18. Student Supplies and Materials	263,305	219,950	(43,355)
19. Library and Media Center Materials	17,807	31,813	14,006
20. Student Assessment Materials	190,517	160,677	(29,840)
21. Contracted Student Services	454,492	211,051	(243,440)
22. Miscellaneous Student Expense **	105,130	157,647	52,517
<b>Subtotal: Direct Student Expense</b>	<b>1,121,337</b>	<b>868,638</b>	<b>(252,698)</b>
<i>Occupancy Expenses</i>			
23. Rent	434,463	447,150	12,687
24. Building Maintenance and Repairs	131,977	296,327	164,350
25. Utilities	442,000	432,020	(9,980)
26. Janitorial Supplies	2,959	54,018	51,059
27. Contracted Building Services	868,272	543,201	(325,070)
<b>Subtotal: Occupancy Expenses</b>	<b>1,879,671</b>	<b>1,772,717</b>	<b>(106,954)</b>
<i>Office Expenses</i>			
28. Office Supplies and Materials	191,182	201,116	9,934
29. Office Equipment Rental and Maintenance	128,279	128,851	572
30. Telephone/Telecommunications	149,669	137,535	(12,134)
31. Legal, Accounting and Payroll Services	458,340	336,853	(121,487)
32. Printing and Copying	44,784	47,063	2,279
33. Postage and Shipping	15,321	14,945	(376)
34. Other	14,099	4,993	(9,106)
<b>Subtotal: Office Expenses</b>	<b>1,001,675</b>	<b>871,356</b>	<b>(130,319)</b>
<i>General Expenses</i>			
35. Insurance	102,888	85,000	(17,888)
36. Transportation	140,909	167,350	26,441
37. Food Service	875,967	824,704	(51,263)
38. Administration Fee (to PCSB)	283,740	284,478	738
39. Management Fee	-	-	-
40. Other General Expense	1,328,535	1,019,470	(309,065)
41. Unforeseen Expenses	-	200,000	200,000
<b>Subtotal: General Expenses</b>	<b>2,732,038</b>	<b>2,581,001</b>	<b>(151,037)</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>28,688,630</b>	<b>29,191,136</b>	<b>502,506</b>
<b>NET OPERATING INCOME</b>	<b>3,081,125</b>	<b>3,984,536</b>	<b>(903,411)</b>
42. Depreciation Expense	2,035,319	2,073,590	38,271
43. Interest Payments	1,311,272	1,379,355	68,082
<b>NET INCOME</b>	<b>(265,466)</b>	<b>531,591</b>	<b>(797,057)</b>

\*Other Income includes  
unrealized gains (losses) on  
interest rate swaps hedging DCP's  
variable rate bonds, paid meal  
sales, school store sales,  
interest/dividends, realized gains  
(losses), and miscellaneous  
income

\*\*Misc. Student Expense is  
primarily student alumni support,  
student scholarships, and student  
recruiting

**PCSB Format Balance Sheet****DC Preparatory Academy**

As of June 30, 2016

**ASSETS****Current Assets**

Checking/Savings	10,427,781
Accounts Receivable	2,330,528
Other Current Assets	1,244,454
<b>Total Current Assets</b>	<b>14,002,764</b>

**Fixed Assets (Net)**

Operating Fixed Assets	657,957
Facilities	44,520,404
<b>Total Fixed Assets</b>	<b>45,178,361</b>

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<b>TOTAL ASSETS</b>	<b>59,181,125</b>
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**LIABILITIES****Current Liabilities**

Short-Term Debt	470,000
Other Current Liabilities	2,283,627
<b>Total Current Liabilities</b>	<b>2,753,627</b>

<b>Long-term liabilities</b>	<b>42,815,161</b>
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<b>TOTAL LIABILITIES</b>	<b>45,568,787</b>
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**NET ASSETS**

Beginning net assets	13,878,582
Net income for the year	(266,244)
<b>TOTAL NET ASSETS</b>	<b>13,612,338</b>

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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>59,181,125</b>
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# SY16-17 APPROVED BUDGET

## D.C. Preparatory Academy (DC Prep)

### FY17 Budget

PCSB-Formatted Financials

Income Statement		SY16-17
<b>Revenue</b>		
01. Per Pupil Charter Payments		23,122,811
02. Per Pupil Facilities Allowance		5,282,684
03. Federal Entitlements		1,062,011
04. Other Government Funding/Grants		2,250,985
05. Private Grants and Donations		2,897,667
06. Activity Fees		197,934
07. Other Income (please describe in footnote)		64,021
<b>Total Revenue</b>		<b>34,878,113</b>
<b>Operating Expense</b>		
Personnel Salaries and Benefits		
08. Principal/Executive Salary		2,668,783
09. Teachers Salaries		11,498,816
10. Teacher Aides/Assistance Salaries		94,558
11. Other Education Professionals Salaries		-
12. Business/Operations Salaries		1,962,660
13. Clerical Salaries		480,373
14. Custodial Salaries		115,571
15. Other Staff Salaries		4,298,947
16. Employee Benefits		4,124,364
17. Contracted Staff		183,935
18. Staff Development Expense		232,884
<b>Total Personnel Salaries and Benefits</b>		<b>25,660,891</b>
Direct Student Expense		
19. Textbooks		95,000
20. Student Supplies and Materials		247,680
21. Library and Media Center Materials		29,993
22. Student Assessment Materials		179,126
23. Contracted Student Services		403,960
24. Miscellaneous Student Expense **		155,147
<b>Total Direct Student Expense</b>		<b>1,110,906</b>
Occupancy Expenses		
25. Rent		519,863
26. Building Maintenance and Repairs		384,434
27. Utilities		446,333
28. Janitorial Supplies		41,796
29. Contracted Building Services		782,642
<b>Total Occupancy Expenses</b>		<b>2,175,069</b>
Office Expenses		
30. Office Supplies and Materials		202,843
31. Office Equipment Rental and Maintenance		190,500
32. Telephone/Telecommunications		145,261
33. Legal, Accounting and Payroll Services		494,422
34. Printing and Copying		33,073
35. Postage and Shipping		17,878
36. Other		507,549
<b>Total Office Expenses</b>		<b>1,591,525</b>
General Expenses		
37. Insurance		117,190
38. Transportation		233,805
39. Food Service		941,249
40. Administration Fee (to PCSB)		319,804
41. Management Fee		-
42. Other General Expense		648,636
43. Unforeseen Expenses		200,000
<b>Total General Expenses</b>		<b>2,460,685</b>
<b>Total Ordinary Expenses</b>		<b>32,999,076</b>
<b>Interest, Depreciation</b>		
44. Depreciation Expense		2,089,659
45. Interest Payments		1,374,861
<b>Total Interest, Depreciation</b>		<b>3,464,520</b>
<b>Total Expenses</b>		<b>36,463,596</b>
<b>Net Income</b>		<b>(1,585,484)</b>
<b>Adjustments To Cash Flow</b>		
Net Income		(1,585,484)
Operating Activities		779,816
Investing Activities		(14,760,519)
Financing Activities		16,115,753
<b>Net Cash Flow</b>		<b>549,567</b>

Other income includes paid meal sales, school store sales, parent/student fundraising, and other miscellaneous revenue.

\*\*Miscellaneous student expense includes student recruiting, student alumni support, and other student expenses.