



EXCEL ACADEMY

Washington's First Public Charter School for Girls

Annual Report 2015-2016

Submitted by: PAMELA G. MONTGOMERY
Chair, Board of Trustees

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I. School Description

A. Mission Statement

Our Mission

Excel Academy Public Charter School will provide pre-school through eighth grade girls a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college and to develop the skills and confidence they need to make healthy, positive lifestyle choices.

Our Vision

Excel Academy's founders and staff believe that with strong support and training, all students can learn and achieve at high levels. Excel Academy offers a unique single-sex educational model in the elementary school years for female students in the District. Based on an early educational intervention model that offers preschool for three-year-olds to promote school readiness, Excel implements a curriculum proven to build student achievement in reading, writing, math, and to teach ethics, personal responsibility, and healthy choices. We use early and frequent assessments to gauge students' progress and identify academic needs for classrooms and individual students, and respond to the data such assessments provide with immediacy. We hire highly skilled teachers, participate in ongoing professional development, and create and maintain a community of respect and collaboration with our staff and parents. We embrace students' parents and guardians as essential partners in their student's education, and we will reach out to families and the wider community to support Excel Academy's girls.

In 2015-2016, Excel Academy served girls in pre-school (age 3) through seventh grade and will add eighth grade in the 2016-2017 school year. Excel Academy combined their previous two campuses into one campus during the 2015-2016 school year.



B. School Program

1. Curriculum Design and Instructional Approach

As the first all-girls public charter school in the District, we are committed to providing the best educational experience for girls in Washington D.C. Strategically located in Ward 8, we firmly believe that an outstanding education will prepare our scholars to effectively compete, achieve and succeed in the larger society. We are a “no excuses” charter school, meaning we believe there are “no excuses” for accepting anything other than excellence, both from our scholars and our staff.

Excel’s focus on girls is based on a body of research that includes that of Dr. Rosemary C. Salomone who writes in *Same, Different, Equal: Rethinking Single-Sex Schooling*: “All-girls settings provide a certain comfort level that helps girls develop greater self-confidence and broader interests, especially as they approach adolescence.” She further indicates that single-sex schools and classes promote less-gender-polarized attitudes toward certain subjects – math and science in the case of girls. In conjunction with a rigorous academic program, Excel integrates character education and enrichment activities, including the arts, nutrition, and physical education into the school day and year.

The 2015-2016 school year marks the second year of Excel Academy’s transition to the Common Core Standards as adopted by the District of Columbia. We believe that the Common Core Standards are well aligned to our mission of academic achievement and ensure college and career readiness for our students. We supplement the Common Core Standards with DC Standards in science, social studies, art, music, health, and physical education.

With the adoption of a new English Language Arts curriculum – Journeys for Kindergarten through 5th grade and Collections for 6th and 7th grades - we believe that we have established a solid academic foundation that will promote student growth and success in reading.

Excel is committed to looking forward by critically assessing our curriculum and teaching methods. We believe that this reflective process that is steeped in data deep dives has allowed us to create an exceptional program that provides the solid academic foundation that is essential for our scholars.

Students advance based on mastery of the curriculum and progress is measured continuously using standardized assessments, rubrics, and curriculum checklists. Students are grouped and regrouped as they progress through the curriculum. Developing and applying early literacy and numeracy skills in a highly structured setting in the preschool through 7th grade years is a critical component of our academic program to ensure strong foundational skills in the core subjects: reading, language, writing, mathematics, science, and social studies.

Following extensive reviews of educational research, we believe that a high quality, single sex school for girls facilitates academic and personal development. Given the proper support, all children can develop a love of learning and meet high academic and personal standards. Minority girls living in high poverty neighborhoods stand to benefit from a learning environment that fosters courage, respect, integrity, scholarship, and perseverance. With a strong academic foundation and essential life skills, Excel Academy's students are poised to break the chains of underachievement and free themselves and their future children from poverty-limited lives. Our curriculum design and instructional approach is geared to significantly impact the intergenerational patterns of poverty in our students and the larger community we serve.

2. Parent Involvement Efforts

Excel Academy recognizes parents' involvement in their child's education is crucial. Parents attended Orientation and Back to School nights for introduction to school staff, culture, curriculum, and partnership.

Over the past three years, Excel Academy PK-3rd grade have partnered with the Flamboyant Foundation to deepen family engagement at our school. Through our partnership with Flamboyant, 74% of Pk-3rd grade scholars received a home visit from their teacher. Additionally, Excel has seen family participation in academic conferences skyrocket: family participation in individual and group conferences this year averaged 76%. Teachers received ongoing professional development in family engagement and led families in academic workshops so that they can monitor and support their children's learning.

Additionally, at the end of each quarterly advisory period in PreKindergarten 3 through 7th grades, parents met with their children's teachers for individual conferences concerning each student's progress over the past quarter and to set goals for the next quarter.

Excel Academy emphasizes parents' active role in their daughters' education and encouraged open communication with teachers and staff. Parents receive progress reports midway through the advisory regarding students' academic and behavioral performance. Students return these reports, signed by a parent or guardian, to their teachers. Parents receive school information via school newsletters and flyers, weekly homeroom newsletters, student progress reports at the midway point in the advisory, automated phone recordings, and timely and frequent webpage and social media updates.

Our Board is an active and involved segment of our community and the two parent members on our Board provide valuable input from a parent's perspective. Additionally, Ms. Deborah Lockhart, the CEO and Head of Schools, hosted a series of dinners for grade level parents to discuss the vision for Excel's academic growth as well the growth extracurricular opportunities. Parents were also encouraged to voice their concerns and suggestions for strengthening a welcoming environment for all.

II. School Performance

A. Performance and Progress

1. Mission Related Progress

Excel Academy's mission is to provide pre-school through eighth grade girls a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college and to develop the skills and confidence they need to make healthy, positive lifestyle choices.

We provide:

A Rigorous Single Gender Model

Excel Academy's unique single-sex environment is supported by extensive research and rooted in high academic achievement and learning for every student that permits staff to focus teaching strategies directed on the learning needs and styles of girls.

An Early Educational Intervention Program

Starting with students who are three years old, Excel Academy offers an instructional program that promotes school readiness in literacy, math, and social development.

More Time on Task

Students at Excel Academy are in academically rigorous learning environments for longer school days and for an extended year. A relentless focus on the details allows students and teachers to spend more time on task.

A Standards Based Curriculum

With a major change in curriculum for the 2015-2016 school year, we believe that we will see significant gains in student growth in reading and math. Major changes include the adoption of *Journeys* for ELA in grades K-5th and *Collections* for grades 6th and 7th, and the implementation of Envision Math for 2nd and 4-7th grades, and Eureka Math for 3rd grade.

Early and Frequent Assessments

Excel Academy teachers know the power of assessing student progress and using data to track student performance. We identify students' academic needs early and adjust teaching strategies accordingly. This system of assessment allows us to respond with targeted intervention and immediacy.

A Team of Highly Skilled Teachers

The Excel Team receives ongoing professional development to build skills and create and maintain a community of respect and collaboration with our staff and parents.

A School Wide Character Development Program

Excel Academy continues to focus on our character education program based on the core values: Integrity, Discipline, Enjoyment, Achievement, Leadership, and Sisterhood (IDEALS). The IDEALS are reinforced throughout the day, beginning with the morning meeting and continuing with school-wide behavior expectations. We devote time each day to explicit teaching and modeling of our IDEALS.

We also implemented the Positive Behavior Intervention Strategies (PBIS) program at the start of the 2015-2016 school year. Teachers received training from our Lead Dean on how to build character and good citizenship in our scholars through positive interventions that placed the emphasis on positive interventions that recognize and reward desired behaviors.

Co-curricular Education

Excel Academy provides a wide and inclusive pairing of co-curricular offerings that complement and support the educational, social, and emotional growth of our scholars. These offerings included Music, Art, Physical Education and Health, Drama, Dance, and Technology. During the 2015-2016 school year, we were able to expand our co-curriculars by offering Spanish to our elementary scholars and technology class to all middle school scholars.

Special Education

Excel Academy's special education program is committed to meeting the goals and objectives of every child's IEP and ensures that every child receives the appropriate services. Most services are provided in an inclusive setting through collaboration between general and special education teachers. Additional related services, including speech/language therapy, physical therapy, and occupational therapy, are all provided by contracted therapists as specified in the IEP.

Wellness Initiative

Weekly Physical Education is focused on activities that enhance body awareness, strength and endurance as well as balance and coordination. All scholars participate in the CATCH Nutrition program, learning to identify healthy, whole foods and creating healthy lifestyle habits.

Community Engagement and Partnerships

We embrace students' parents and guardians as essential partners in the education of their children. We engage families and the wider community to support Excel's scholars. Our rich partnership with local organizations committed to advancing the mission of girls' education provides learning opportunities in and outside of the classroom. The following are some of the organizations who partnered with Excel:

"Stone Ridge School of the Sacred Heart" Partnership:

This year we continued with our participation in the Stone Ridge Students' Social Action Group. This brought scholars from both schools together twice monthly in our

classrooms, establishing long-term relationships with our students and partnering with our teachers.



participated in 5 games against other area schools. Our scholars compiled a successful record of 4-1 while also participating in an end of the year jamboree.

“The National Cathedral School” Partnership:

NCS generously hosted monthly book drives. NCS scholars brought age-appropriate books for our scholars that were theirs to keep.

The Garden Program

Our campus garden was part of our school-wide nutrition program where students and faculty have hands-on experience with gardening, composting and sustainability. Through the garden program, scholars were educated on local sources for fresh, whole foods.

Before and After Care Program

School doors opened daily at 7:00 am for the Before Care program available to families for a nominal monthly fee. Scholars are provided with books, puzzles, mind games and other academically focused activities for independent or small group work. All Scholars had the

“Girls on the Run” Partnership:

Our scholars train twice per week after school for two 5k races—one in the fall and one in the spring. This spring, five Excel scholars ran in the Girls on the Run Spring 5k on May 15th at Anacostia Park.

“DC United” Partnership:

For the fifth year, DC United and the United Soccer Club provided soccer skills clinics for 2nd – 7th grade scholars after school in the fall and spring. This year 25 Excel PCS Scholars participated in the DC Score DC United Soccer League. The Scholars learned soccer fundamentals from Coach Emmanuel Gbajobi and



opportunity to eat a nutritious breakfast, free of charge.

Excel Academy After School Clubs and Activities are designed to extend the school day and provide scholars enrichment opportunities. Led by teachers, after school staff, and community professionals, creative programming encourages scholars to explore passions and interests outside of the classroom. Girls who participate in After School Clubs and Activities form bonds and allegiances with like-minded sister scholars in shared experiences that help develop teamwork and sisterhood. Structured into three sessions throughout the school year, scholars have the opportunity to participate in a variety of clubs and activities, giving them a chance to spend their time across a wide continuum of program offerings or focus more intensively on a particular area of interest. Activities are available in athletics, performing arts, academic enrichment, and civic responsibility. Supper is served at no cost to all scholars enrolled in After School Clubs and Activities.

During the 2015-2016 school year, we were able to greatly expand our afterschool and extracurricular offerings to better align with the needs and interests of our middle school students. Girls on the Run, Step Club, Girl Scouts, and Soccer were offered in addition to homework help, outdoor play, and a variety of enrichment activities that included vocal and instrumental music, art, health, and physical fitness. All of these programs allowed us to increase opportunities to develop healthy body image, positive team building traits, and good sportsmanship.



2. Charter Goals – Progress and Review

At the conclusion of SY 2012-2013, Excel Academy completed our five-year charter review and subsequently had our charter unconditionally renewed. The review process was an important opportunity to evaluate and reflect on the school's goals and academic achievement expectations. Excel's 10-year charter review will be completed in the 2017-2018 school year. We continue our process of constant review and realignment of our goals and activities to meet the Performance Management Framework (PMF).

Adoption of the Performance Management Framework (PMF)

Excel Academy is an active member of the Early Childhood, Elementary, and Middle School PMF Task Forces. In preparation for planned adoption, we were able to informally emphasize the PMF over our original charter goals within our school culture. By educating the Excel faculty on our projected performance within the PMF model, we have seen the PMF emerge as the centerpiece of all internal data presentations. This has allowed us to streamline our accountability systems by aligning our charter goals with the PMF.

The overall quality of Excel Academy for the PMF is measured in three ways:

- DC Public Charter School Board's (DCPCSB) PMF for grades Pre-kindergarten 3 and Pre-kindergarten 4 is factored on CLASS (Classroom Assessment Scoring System) which is an observation instrument and is comprised of the following segments that scores in three categories: (1) emotional support, (2) classroom organization, and (3) instructional support.
- The second factor is the GOLD assessment. It is viewed only for the following three areas: literacy, math, and social/emotional.
- DCPCSB Performance Management Framework (PMF) for 3rd grade and above is based on PARCC scores.

3. Academic Results

As our 2014-2015 District of Columbia PARCC assessment scores were not released before the due date of the 2014-2015 Annual Report, they are included in this year's report as a means of comparison with the 2015-2016 scores cited below. Please note when reviewing the scores below that we added Grade 7 this past year.

Schoolwide PARCC Results Comparison Between Years 2014-15 and 2015-2016:

Two Years PARCC Comparison Schoolwide	Level 5 %	Level 5 #	Level 4 %	Level 4 #	Level 3 %	Level 3 #	Level 2 %	Level 2 #	Level 1 %	Level 1 #	Total Test Takers
2014-15 PARCC ELA	0.0%	0	23.3%	49	31.0%	65	29%	61	29.0%	35	210
2014-15 PARCC Math	0.0%	0	5.2%	11	19.9%	42	38.9%	82	38.9%	76	211
2015-16 PARCC ELA	1.5%	4	23.0%	60	29.1%	76	25.7%	67	20.7%	54	261
2015-16 PARCC Math	0.4%	1	14.2%	37	25.7%	67	37.9%	99	21.8%	57	261

Results Analysis: When comparing year to year schoolwide, we increased our PARCC scores for Level 5 by 1.5% for ELA and by 0.4% for Math. For Level 4 our ELA decreased by 0.3% but Math significantly increased by 9%.

Schoolwide PARCC Proficiency Comparison Between Years 2014-15 and 2015-2016:

Two Years PARCC Comparison Schoolwide	% Proficient
2014-15 PARCC ELA	23.3%
2014-15 PARCC Math	5.2%
2015-16 PARCC ELA	24.5%
2015-16 PARCC Math	14.5%

Results Analysis: When comparing year to year schoolwide, we increased our PARCC proficiency by 1.2% for ELA and by 9.3% for Math.

PARCC ELA Results By Grade Comparison Between Years 2014-15 and 2015-2016:

Two Years PARCC ELA Comparison By Grade	Level 5 %	Level 5 #	Level 4 %	Level 4 #	Level 3 %	Level 3 #	Level 2 %	Level 2 #	Level 1 %	Level 1 #	Total Test Takers
2014-15 ELA Grade 3	0.0%	0	25.7%	19	23.0%	17	23.0%	17	28.4%	21	74
2014-15 ELA Grade 4	0.0%	0	18.4%	9	49.0%	24	26.5%	13	6.1%	3	49
2014-15 ELA Grade 5	0.0%	0	7.5%	3	27.5%	11	42.5%	17	22.5%	9	40
2014-15 ELA Grade 6	0.0%	0	38.3%	18	27.7%	13	29.8%	14	4.3%	2	47
2015-16 ELA Grade 3	1.3%	1	29.5%	23	30.8%	24	14.1%	11	24.4%	19	78
2015-16 ELA Grade 4	1.6%	1	21.3%	13	32.8%	20	27.9%	17	16.4%	10	61
2015-16 ELA Grade 5	0.0%	0	18.0%	9	20.0%	10	40.0%	20	22.0%	11	50
2015-16 ELA Grade 6	0.0%	0	16.7%	6	22.2%	8	38.9%	14	22.2%	8	36
2015-16 ELA Grade 7	5.6%	2	25.0%	9	38.9%	14	13.9%	5	16.7%	6	36

Results Analysis: When comparing year to year by grade for Level 5 ELA, we increased our PARCC scores by 1.6% and 1.3% in Grades 4 and 3 respectively. Grade 7 earned a 5.6% score this past year. The other grades remained flat. For Level 4 ELA all grades except Grade 6 increased by a range of 2.9% to 10.5%. Grade 6 declined by 21.6%.

PARCC Math Results By Grade Comparison Between Years 2014-15 and 2015-2016:

Two Years PARCC Math Comparison By Grade	Level 5 %	Level 5 #	Level 4 %	Level 4 #	Level 3 %	Level 3 #	Level 2 %	Level 2 #	Level 1 %	Level 1 #	Total Test Takers
2014-15 Math Grade 3	0.0%	0	4.1%	3	9.5%	7	43.2%	32	43.2%	32	74
2014-15 Math Grade 4	0.0%	0	0.0%	0	22.4%	11	42.9%	21	34.7%	17	49
2014-15 Math Grade 5	0.0%	0	0.0%	0	19.5%	8	36.6%	15	43.9%	18	41
2014-15 Math Grade 6	0.0%	0	17.0%	8	34.0%	16	29.8%	14	19.1%	9	47
2015-16 Math Grade 3	1.3%	1	28.2%	22	38.5%	30	26.9%	21	5.1%	4	78
2015-16 Math Grade 4	0.0%	0	8.2%	5	18.0%	11	47.5%	29	26.2%	16	61
2015-16 Math Grade 5	0.0%	0	6.0%	3	18.0%	9	46.0%	23	30.0%	15	50
2015-16 Math Grade 6	0.0%	0	0.0%	0	16.7%	6	41.7%	15	41.7%	15	36
2015-16 Math Grade 7	0.0%	0	19.4%	7	30.6%	11	30.6%	11	19.4%	7	36

Results Analysis: When comparing year to year by grade for Level 5 Math, our PARCC scores increased by 1.3% in Grade 3. The other grades remained flat. For Level 4 ELA all grades except Grade 6 increased by a range of 6% to 24.1%. Grade 6 declined by 17%.

Schoolwide PMF Results for CLASS, GOLD, and NWEA for School Year 2015-16:

2015-16 CLASS	Grades	Rate (Observation Rating Provided by OSSE)	# of Students
Emotional Support	PreK3 - PreK 4	5.5	n/a
Classroom Organization	PreK3 - PreK 4	5.5	n/a
Instructional Support	PreK3 - PreK 4	2.4	n/a

2015-16 TS GOLD	Grades	Rate (% Meeting /Exceeding Expectations)	# of Students
ELA	PreK3 - PreK 4	97.1	171
Math	PreK3 - PreK 4	94.7	171
Socio-Emotional	PreK3 - PreK 4	88.9	171

2015-16 NWEA MPG	Grades	Rate (Median Growth Percentile over School Year)	# of Students
ELA	Kindergarten - 2nd	29	259
Math	Kindergarten - 2nd	28	259

Note: It is our understanding that the official PMF results will not be released by the PCSB until December 2016.

B. Lessons Learned and Actions Taken

We are in the second year of the transition to the PARCC assessment and have updated our programming accordingly. For Reading skills, this included fifty minutes a day for both small group and whole group reading instruction and a refocused reading instruction to include primarily nonfiction texts, integrate reading and writing, and promote deeper analysis. For Math, this included a double-layered math curriculum to support foundational instruction using Envision and Eureka.

We were able to continue utilizing the following curricula and assessments: Envision Math, Eureka Math, Journeys Reading (Grades K-6th), Collections Reading (Grade 7th), STEP reading assessment, and NWEA computer-based MAP assessment. For example, we utilized the STEP Literacy Assessment tool with scholars who are new to Excel. With this tool, we saw up to two years of growth in scholars who were reading below grade level when they joined us at the beginning of the year.

We focused on continued integration of blended learning concepts through the use of iPads, iPod Touches, and laptops to support Common Core instruction. Math stations have been enhanced with programs like LearnZillion, Zearn, and Symphony, while Socrative supports quizzes and in-class student response. Programs like Newsela support grade level-appropriate reading. Also, Imagination Station was utilized.

For our Middle School scholars, a technology class in our new technology lab was implemented into their class schedules. Using personalized computer-based curricula empowers our middle school students to make more choices within their academic program. Additionally, students were instructed in computer skills as they took the computer-based assessment for PARCC for the first time.

To increase the above reported PARCC and PMF scores in School Year 2016-17, Excel will focus on the following:

- Continuing to raise proficiency in Math and Reading.
- Increasing our rate of proficiency in Special Education.
- Eliminating tardies to maximize instructional time and solidify a culture of achievement.
- Retaining our students so they can enjoy the benefits of a cumulative Excel Academy education as our data has shown that students who remain at Excel for at least three years have a higher proficiency rate.

The end of the 2014-15 school year also brought about changes to Excel's leadership team. The Board of Trustees embarked on a school wide restructuring to better position Excel Academy for continued growth. This process has led to the departure of our former CEO/Head of School, Ms. LaVonne Taliaferro-Bunch, and the hiring of a new principal, Mrs. Nicole Walker. Due to family concerns, Mrs. Walker resigned her position in the fall of

2015. To offer stability in leadership to the school, Deborah Lockhart, our board chairperson, assumed the position of CEO/Head of School. After conducting a nationwide search, Ms. Dana Bogle was hired as our new school principal for School Year 2016-17. She will work with the CEO and other school leaders to further the development and growth of Excel Academy as a citywide leader in girls' education.

As we welcome our new and re-enrolled scholars this fall, our new leadership is working with faculty and staff to ensure that the 2016-17 school year will deliver rigorous academics, character education, and transformative enrichment activities for every one of our early childhood, elementary, and middle school scholars.

C. Unique Accomplishments

Music

The music ensembles of Excel Academy had a busy year of after-school rehearsals and performances during the 2015/2016 school year. Our Excel Choir was invited to perform for the General Service Administration's Women's History Month Celebration in March, to rave reviews. The Choir and Violin Ensemble performed for the Charles Sumner School Museum and Archives' Spring Open House. Additionally, the Choir and Violin Ensemble performed for Gabonese educators in partnership with the Meridian International Center. All Excel scholars performed in the 2015 Winter Concerts. After receiving a grant to purchase 10 violins, all 3rd grade scholars were given group violin instruction for the first time at Excel. In June 2015, our Violin Ensemble performed for the United State of Women Project.

Flamboyant

Over the past three years, Excel's Grades PK-3rd have partnered with the Flamboyant Foundation to deepen family engagement at our school. Through our partnership with Flamboyant, 74% of PK-3rd grade scholars received a home visit from their teacher. Additionally, Excel has seen family participation in academic conferences skyrocket: family participation in individual and group conferences this year averaged 76%.

D. List of Donors (\$500.00 and above)

Date	Donor Name	Amount
04/07/2016	Annette G. Jackson	\$ 500.00
01/25/2016	National Cathedral School	\$ 2,106.61
03/04/2016	StarStruk Kustom Designs	\$ 1,000.00
06/22/2016	Georgetown Presbyterian Church	\$ 5,000.00
06/22/2016	PECF-National Cathedral School	\$ 1,085.80

III. Data Component

Question #	Source	Data Point	Results
1	PCSB	LEA Name	Excel Academy PCS
2	PCSB	Campus Name	Excel Academy PCS (One Campus)
3	School	Ages served	3 - 13
4.a	PCSB	All Grades	731
4.b	PCSB	PK3	73
4.c	PCSB	PK4	106
4.d	PCSB	KG	104
4.e	PCSB	1	102
4.f	PCSB	2	72
4.g	PCSB	3	80
4.h	PCSB	4	67
4.i	PCSB	5	51
4.j	PCSB	6	40
4.k	PCSB	7	36
4.l	PCSB	8	N/A
4.m	PCSB	9	N/A
4.n	PCSB	10	N/A
4.o	PCSB	11	N/A
4.p	PCSB	12	N/A
4.q	PCSB	PG	N/A
4.r	PCSB	Ungraded	N/A
5	School	Total number of instructional days	192
6	PCSB	Suspension Rate	12.2%
7	PCSB	Expulsion Rate	0.1%
8	PCSB	Instructional Time Lost to Discipline	.21
9	PCSB	Promotion rate	99.6%
	PCSB	Average Daily Attendance	88.37%
10	PCSB	Mid-Year Withdrawals Rate	Per OSSE, data will be validated after Annual Report submission date
11	PCSB	Mid-Year Entries	Per OSSE, data will be validated after Annual Report submission date
12	School	Teacher Attrition Rate	2%
13	School	Number of Teachers	52
14	School	Teacher Salary	Average (Weighted): \$59,099 Minimum: \$50,000 Maximum: \$80,000
15	School	Square footage for entire building	89,000 square feet

16	School	Square footage for entire classroom space	23,000 square foot estimate
17	School	Cafeteria	Yes
18	School	Theater/Performing Arts Space	Yes
19	School	Art Room	Yes
20	School	Library	Professional Development Library and Classroom Libraries
21	School	Music Room	Yes
22	School	Playground	Yes
23	School	Gym	Barry Farms Recreational Center
24	School	Playing field large enough to hold outdoor sports competitions	Barry Farms Recreational Center
25	School	Integrated/Infused Arts Program	No
26	School	Classical Education School	No
27	School	College Prep Program	No
28	School	Expeditionary Learning Program	No
29	School	Evening Program	No
30	School	Extended Academic Time	Yes
31	School	GED Program	No
32	School	Language Immersion Program	No
33	School	Math, Science, Technology Focus	No
34	School	Montessori Program	No
35	School	Online/Blended Learning Program	No
36	School	Public Policy/Law Program	No
37	School	Reggio Emilia Program	No
38	School	Residential Program	No
39	School	Special Education Focus	No
40	School	Stand-Alone Preschool	No
41	School	World Culture Focus	No
42	School	Dual Enrollment	No
43	School	Career/Technical Program	No
44	School	Credit Recovery Courses Offered	No
45	School	Advanced Placement	No
46	School	International Baccalaureate Program	No

Appendices

A. Staff Roster for 2015-2016

Last Name	First Name	Position	Grade
Anderson	Danielle	Teacher's Assistant	Kindergarten
Andrews	Melvin	Drama Teacher	
Arrington	Shekha	After School Program Coordinator	
Asterilla	Glenda	Curriculum & Assessment Coordinator	
Austin	Nila	SPED Teacher	SPED
Bain	David	Teacher	3rd Grade
Baker	Kelly	Social Worker	
Bashir	Ethan	Middle School Assistant Principal	
Bergstein	Joshua	Teachnology Teacher	MS
Blackwell	Lauren	Teacher's Assistant	PreK3
Blake	Erica	Teacher's Assistant	Kindergarten
Bouknight	Kevin	SPED Teacher	SPED
Bundy	James	Facilities Associate	
Burks	India	After School Teacher	
Cannon	Sherla	Teacher's Assistant	PreK3
Chase	Danielle	Teacher's Assistant	1st Grade
Chimurenga	Assata	SPED Teacher	SPED
Clark	Darnetta	Afterschool Teacher	
Coachman	Davon	Teacher's Assistant	1st Grade
Codnor-Crooks	Avril	Teacher	1st Grade
Coley	Crystal	Teacher's Assistant	Kindergarten
Collie	Maxine	Assistant Dean	
Cowans	Betty	SPED Teacher	SPED
Cross	Alison	Teacher	5th Grade
Curtis	Shaquita	Teacher's Assistant	PreK3
Dale	Tyrell	MS PE Teacher	MS
Darby	Leland	Teacher	PreK3
Dwyre	Gregory	Teacher	6th/7th Grade
Evancho	Matthew	Music Teacher	
Faison	Donneka	Teacher's Assistant	2nd Grade
Fletcher	Simone	Teacher's Assistant	Kindergarten
Foreman	LaQuita	Teacher's Assistant	PreK4
Foster	Monique	Teacher	PreK4
Freeman	Roberta	Facilities Associate	
Glee	Sidney	Director of Advancement	
Hansen	John	CFO	
Hardy	Charles	Communications Manager	
Harrington	Jada	Teacher's Assistant	PreK4

Harris	Gregory	MS PE Teacher	MS
Haywood	Jennifer	Instructional Coach	
Hill Johnson	Evelyn	SPED Coordinator	
Hilliard	Lauren	Dean of Students	
Hinkey	Kimberly	Teacher	5th Grade
Jackson	Shea	Teacher	PreK3
James	Richelle	PE Teacher	
Janifer	Erica	Family Engagement Coordinator	
Jenkins	Jasmine	Teacher	PreK4
Johnson	Megan	Teacher's Assistant	Prek3
Johnson	Philicia	Teacher	1st Grade
Johnson	Shawnteese	Facilities Associate	
Jones	Lashanda	Behavior Support	
Jones	Paula	Spanish Teacher	
King	Mary	After School Teacher	
Lawson	Antoinette	Afterschool Teacher	
Latimore	RaShaun	Teacher	Kindergarten
Lockhart	Deborah	CEO	
Lozano	Jane	Assistant Principal	
Lynott	Haley	Teacher	PreK3
Makle	Annette	Assistant to Registrar	
Manning	Alana	Teacher	PreK3
Marsh	Stacy	Teacher's Assistant	3rd Grade
Mason	Tucker	Teacher	PreK3
McCollum	Brittany	Teacher's Assistant	3rd Grade
McPhatter	Chrischanne	Teacher's Assistant	PreK4
Meadows	Brianna	Teacher's Assistant	2nd Grade
Menefee	Raymel	Early Childhood Assistant Principal	
Mohtes-Chan	Sarah	Teacher	1st Grade
Moody	Donnell	Assistant to Registrar	
Moody	Darnella	Registrar	
Morris	Phoebe	Teacher	4th Grade
Moskowitz	Esme	Teacher	PreK4
Murphy	Megan	Teacher	1st Grade
Nelms, Raynor	Wendy	Facilities Associate	
Nobles	Vanity	Teacher	Kindergarten
Okunji	Uzoamaka	SPED Teacher	SPED
Oliver	Ra'Neta	Teacher's Assistant	6th/7th Grade
Parker	Unique	Teacher's Assistant	PreK4
Perez	Eunice	Teacher's Assistant	PreK4
Permut	Brian	Teacher	Kindergarten
Pernell	Chynita	District and Federal Grants manager	
Phillips	Shaun	Teacher	6th/7th Grade
Porter	Maria	Office Manager	
Prince	Yvette	After School Teacher	
Proch	Kathryn	Operations Associate	
Rawlins	Lori	Teacher's Assistant	

Reaves	Racquel	Teacher	6th/7th Grade
Reed	Chattel	Teacher's Assistant	MS
Rich	Alexandrea	Social Worker	
Richardson	Raquel	Teacher	6th/7th Grade
Robinson	Douglas	Teacher's Assistant	1st Grade
Roman	Kaitlyn	Teacher	3rd Grade
Romero	Emily	Teacher	4th Grade
Russell	Stacy	Teacher's Assistant	PreK3
Sanchez	Elsa	Teacher	PreK4
Settles	Joreather	Teacher	PreK4
Seward	Kamille	Teacher	2nd Grade
Smith	Aisha	Teacher	3rd Grade
Smith	Antoinette	Teacher	4th Grade
Smith	Bram	1 on 1 aid	
Smith	Christopher	Facilities Associate	
Smith	Jesse	Teacher	Kindergarten
Spence	Danny	Facilities Associate	
Sullivan	Amanda	Teacher	3rd Grade
Sykes	Avis	SPED Teacher	SPED
Telson	Danielle	Teacher	PreK4
Townsell	Aasiya	Teacher	Kindergarten
Tyson	Tonja	Teacher's Assistant	2nd Grade
Vaughn	Sabrina	Teacher's Assistant	2nd Grade
Villagram	Tamonie	Teacher's Assistant	PreK4
Walden	Dionne	Attendance Assistant	
Warrington	Tara	Elementary Assistant Principal	
Watkins	Candrisse	Art Teacher	
Welch	Colin	Data Manager	
White	Kristal	Teacher's Assistant	Kindergarten
Whitehead	Alexandra	Instructional Coach	
Williams	Renee	Receptionist	
Williams	Riah	Teacher	2nd Grade
Williams	Vincent	Dance Instructor	
Wright	Aiyana	Teacher	Kindergarten
Zawadi	Adama	Teacher's Assistant	Kindergarten

Qualifications:

- 62% of Excel's entire staff has at minimum a Bachelor's degree.
- 62% of Excel's full time educators have at minimum a Bachelor's degree.
- 35% of Excel's full time educators have a Master's degree or higher.
- 1% of Excel's full time educators have a Doctorate.

B. Board Roster for 2015-16 School Year

BOARD MEMBER	POSITION	APPOINT- MENT DATE	EXPIRATION DATE	DC RESIDENT?
Pamela G. Montgomery	Chair	Nov. 2013	Annual Meeting 2016	No
Elizabeth Heider	Vice-Chair	April 2014	Annual Meeting 2017	No
Valerie Holt	Treasurer	2011	Annual Meeting 2017	Yes
Michael Beale	Secretary	July 2015	Annual Meeting 2018	Yes
Laura Caldwell	Board Member	April 2014	Annual Meeting 2017	No
David James Cumberbatch	Board Member	Oct. 2015	Annual Meeting 2018	Yes
Leonard Manning	Board Member	July 2015	Annual Meeting 2018	No
Deborah Bey	Board Member	Oct. 2015	Annual Meeting 2018	Yes
Loretta King	Board Member	Oct. 2015	Annual Meeting 2018	No
Sheri Mitchell	Board Member (Parent)	Oct. 2015	Annual Meeting 2018	Yes
Keisha Walton	Board Member	Oct. 2015	Annual Meeting 2018	Yes

B. Preliminary Year-End 2015-16 Financial Statements

Balance Sheet (Unaudited/Preliminary)

Excel Academy PCS

As of June 30, 2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	\$ 3,886,793
Accounts Receivable	\$ 467,340
Other Current Assets	\$ 85,328
Total Current Assets	\$ 4,439,461
Noncurrent Assets	
Operating Fixed Assets, Net	\$ 414,254
Facilities, Net	\$ 321,230
Total Noncurrent Assets	\$ 735,484
Total Assets	\$ 5,174,945
Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	\$ 69,431
Other Current Liabilities	\$ 987,749
Total Current Liabilities	\$ 1,057,180
Equity	
Unrestricted Net Assets	\$ 3,668,874
Temporarily Restricted Net Assets	\$ (441)
Net Income	\$ 449,333
Total Equity	\$ 4,117,765
Total Liabilities and Equity	\$ 5,174,945

Income and Cash Flow Statements (Unaudited/Preliminary)**Excel Academy PCS**

July 2015 through June 2016

	Annual
Income Statement	Actual
Revenue	
State and Local Revenue	\$ 12,081,145
Federal Revenue	\$ 1,292,206
Private Grants and Donations	\$ 54,519
Earned Fees	\$ 74,524
Donated Revenue	\$ 500
Total Revenue	\$ 13,502,895
Expenses	
Salaries	\$ 6,661,462
Benefits and Taxes	\$ 1,044,942
Contracted Staff	\$ 94,051
Staff-Related Costs	\$ 128,143
Rent	\$ 2,078,005
Occupancy Service	\$ 52,492
Direct Student Expense	\$ 1,289,157
Office & Business Expense	\$ 1,469,596
Donated Expense	\$ 500
Depreciation and Amortization	\$ 235,214
Total Expenses	\$ 13,053,562
Net Income	\$ 449,333

D. Approved 2016-2017 Budget

Budget SY 2016-17

Excel Academy PCS

(Approved By Board of Trustees April 19, 2016)

	Annual
Income Statement	Budget
Revenue	
State and Local Revenue	\$ 12,537,133
Federal Revenue	\$ 1,327,042
Private Grants and Donations	\$ 150,500
Earned Fees	\$ 104,700
Total Revenue	\$ 14,119,375
Expenses	
Salaries	\$ 7,613,575
Benefits and Taxes	\$ 1,102,576
Contracted Staff	\$ 58,149
Staff-Related Costs	\$ 67,975
Rent	\$ 2,130,700
Occupancy Service	\$ 38,000
Direct Student Expense	\$ 1,232,579
Office & Business Expense	\$ 1,478,942
Depreciation and Amortization	\$ 222,737
Total Expenses	\$ 13,945,233
Net Income	\$ 174,142