



# Somerset Prep DC Public Charter School

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## Annual Report SY2015-16

Board Chair, Jud Starr

Principal/CEO, Lauren Catalano



***Learn!***

***Live!***



***Lead!***



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# **Annual Report Narrative**



## **I. School Description**

### **A. Mission Statement**

Somerset Prep Academy is a middle/high school in Ward 8 of Washington DC. It is operated by Cambridge Preparatory DC, a non-profit organization dedicated to helping all children receive a high quality education. The school will serve up to 840 students in grades 6-12 by 2018. Somerset Prep Academy is designed to be a sustainable organization on public funding.

**Our Mission:** To prepare students to be successful in college; equip students with intellectual, emotional, social and ethical skills to maximize their unique individual potential; and form confident, self-directed, and responsible life-long learners who take an active role in improving the local and global community.

Utilizing rigorous standards and assessments to progress monitor and evaluate mastery of curricular program specifications, students will grow at a pace that addresses their individual learning styles and maximizes upon their individual potentials. Students will expand their capacity to think critically, thereby yielding pluralistic young adults who are better equipped to face the challenges and opportunities of 21st century globalization.

Our focus is:

**LEARN:** Prepare students for college;

**LIVE:** Equip students with intellectual, emotional, social, and ethical skills to maximize their individual potential;

**LEAD:** Form confident, self-directed, and responsible life-long learners who take an active role in improving the local and global community.

### **School Characteristics**

1. Technology Academy- an Academy that offers students an added emphasis in Interactive Media and Communications Technology.
2. Scholars' Academy – an Academy that offers a college acceleration and/or integration program, through which students may be awarded up to 30 college credits.
3. Extended Day Tutorial and Enrichment Program
4. 21<sup>st</sup> Century Classrooms
5. Athletic Programs



## **B. School Program**

### **1. Curriculum Design & Instructional Approach**

Somerset is completing the third year in Washington DC. The majority of students enrolled have been enrolled from low performing schools. Based upon the transcripts and data obtained from the parent schools, the majority of students needed intense classes in Reading and Math. Students will be identified by implementing a 2-stage screening process. The first stage, universal screening, is a brief assessment for all students conducted at the beginning of the school year. A second stage of screening is then conducted to more accurately predict which students are truly at risk for poor learning outcomes. This second stage involves additional, more in-depth testing using iReady and EduSoft, or short-term progress monitoring to confirm a student's at risk status. Progress monitoring data was used to determine when a student has or has not responded to instruction at any level of the prevention system. For a student who has not responded to the intervention, the increasing of the intervention will take place. This was accomplished by lengthening instructional time, increasing the frequency of instructional sessions, reducing the size of the instructional group, or adjusting the level of instruction. The intervention may also be increased by providing intervention support from a teacher with more experience and skill in teaching students with learning or behavioral difficulties. Some students were provided a Secondary prevention by the School. That may typically involve small-group instruction that relies on evidence-based interventions that specify the instructional procedures, duration and frequency of instruction. Somerset Prep Academy expects that all students enrolled will reach their maximum potential in the most challenging academic setting provided. The curriculum at the School provide students with the knowledge, tools and strategies to solve problems throughout their life. The School also recognizes that in order to achieve and maintain high academic standards, additional support for individual students will be necessary. Support in all areas for students not achieving high academic success. Strategies for support included continued parental/guardian involvement; extended school services; modified delivery of instruction; small group interaction; extensive professional development for implementing strategies for struggling readers and data-driven decision making. Somerset Prep Academy's philosophy is to provide additional services beyond the regular school curriculum and beyond the regular school day to ensure success to students in need. Classroom instructors use research-based curricula in all subjects. When a student is identified via screening as requiring additional intervention, evidence-based interventions of moderate intensity will be provided. These interventions are in addition to the core primary instruction and will typically involve small-group instruction to address specific identified problems. These evidenced-based interventions are well defined in terms of duration, frequency, and length of sessions. Students who show minimal response to secondary prevention move to tertiary prevention, where more intensive and individualized supports are provided. All instructional and behavioral interventions are selected with attention to their evidence of effectiveness.

## **Language Arts**

**Rationale/Research:** Explicit instruction in close reading develops key skills outlined in the Common Core State Standards. The heavily scaffold direct instruction in Common Core Support Coach focuses solely and intensely on reading comprehension, guiding students to read carefully while targeting their attention. Three whole-group readings conducted in a teacher-led setting cover critical reading strategies, build core literary and nonfiction reading skills, and develop essential vocabulary. Open-ended questions follow an independent review passage at the close of each chapter and assess chapter skills.

**Implementation:** Somerset implemented this program by targeting our student population that are below grade level or approaching grade level first. Once we have targeted those populations, we use small group instruction to instruct students using this intervention tool.

**Assessment:** Assessments include a balance of questions designed to measure the knowledge, skills, and understanding essential to achieving college and career readiness.

This program is a heavily scaffold direct instruction in Common Core in language arts and reading. This program focuses solely and intensely on reading comprehension, guiding students to read carefully while targeting their attention. LACCC provides additional reading comprehension and fluency practice and can be used to target specific benchmarks which each student needs to master.

## **Go Math! / Oncore Math**

**Rationale/Research:** This program provides teachers the resource to develop student education and growth plans for the purpose of increasing academic growth. It will help evaluate students' abilities in math skills for the purpose of assisting in the diagnosis of learning disorders, developing remediation plans, and/or evaluating student progress. Another obstacle which the students are faced with is the limited time for practice based on their individual needs. To provide students with more practice, all students will use Go Math! and Oncore Math. Go Math! and Oncore Math for Grades 6–10 will be used as a resource for transitioning to the Common Core State Standards. It provides interactive, real-world applications that help students deepen their understanding of crucial math concepts, while addressing the Common Core Curriculum and the Standards for Mathematical Practice. This program allows students to develop their critical thinking skills.

**Implementation:** Somerset implements this program during a small group and whole group settings. The small group is teacher-led and student-led, at times, and reinforces math concepts based on several math domains: geometry, algebra & algebraic thinking, numbers and operations, and measurement & data.

**Assessment & Outcomes:** Go Math! and Oncore Math provides scaffolding for students that struggle in math by actively engaging students in their math. Preparation for common assessments is found throughout the texts. Go Math! and Oncore Math will help the transition to the Common Core State Standards. This program provides an interactive learning through small group exercises helping students build confidence and improve their skills. This program provides a student resource center that combines lessons, exercises and quizzes with additional

learning resources to support and help motivate students to reach his or her full academic potential. Goals of the Go Math! and OnCore Programs are: Interactive learning experience engages the student, reinforce classroom learning, provide study aids & reference tools support the learning experience. Through the use of extensive data analysis Go Math! and OnCore Math helps the Math Specialist to develop and implement a target support system that includes pull out, push in, and before and after school tutoring for math. . The data collected from the Benchmark Assessment Test is desegregated by the teachers and coaches. Teachers and coaches place the data into a trend sheet based on each benchmark and use the trend sheet to determine the student's strengths and weaknesses. The trend sheet also provides the teacher with an instructional map to use as he or she is teaching lessons. The teachers use this trend sheet to form differentiated small groups based on student needs.

### **EduSoft / iReady**

#### **Rationale/Research:**

The Edusoft Assessment Management System is a standards-based assessment solution that makes it easy for districts to collect, analyze and act on student performance data to improve classroom instruction and student performance. Edusoft helps schools administer district benchmarks and classroom tests quickly and easily; delivers rapid results; improves the reliability of assessment programs; and connects assessment to instructional decisions.

Built for the Common Core, iReady Diagnostic & Instruction combines a valid and reliable growth measure and individualized instruction in a single online product. Implementation: Somerset has implemented this program into students' daily classroom routines. Post diagnostic, students log into iReady and complete tailored aligned lessons to the common core state standards.

**Assessment:** A cross-grade-level assessment pinpoints needs down to the sub-skill level and gives teachers an action plan. Progress monitoring is done monthly, to ensure students are comprehending concepts taught.

iReady is a diagnostic & Instruction program. Using the program helps us identify student's unique needs. Teachers use the data to form individual math and reading plans that target each student's needs. The adaptive diagnostic quickly identifies student strengths and weaknesses in reading and math.

- Reports are given in real time.
- Real time data can be used by the teachers to place students into interventions and individualized! Instructional programs.
- Progress monitoring allows staff to analyze student growth over time. Teachers and curriculum coaches are responsible for ensuring strategies are implemented.

The data collected from the Benchmark Assessment Test is desegregated by the teachers and coaches. Teachers and coaches place the data into a trend sheet based on each benchmark and use the trend sheet to determine the student's strengths and weaknesses. The trend sheet also provides the teacher with an instructional map to use as he or she is teaching lessons. The teachers use this trend sheet to form differentiated small groups based on student needs.

Teachers re-assess specific benchmarks by using the Mini-Benchmark Assessment test. Teachers create a new trend sheet after data is collected from each iReady assessment. Interventions are developed and implemented for all students. The assessment data can be used to give feedback to students during data chats. We can also use the data to keep parents informed of the student progress on a regular basis.

### **Technology**

We support the use of technology as a pedagogical tool, supporting student inquiry thus high student achievement. To implement this process our goal is to integrate the use of technology in all curricular areas. Laptops and Promethean Boards were added to meet the increase in student enrollment. Despite significant gains, learners from low-income communities and underserved minority groups still are less likely to have computers, internet access and have fewer people in their social circles with the skills to support technology- based learning at home. Since we have 100% free and reduced students, most of our students do not have the opportunity or access to computers.

### **Professional Development**

Professional development is the key to success! The plan, do, check, act, cycle of continuous growth/improvement is supported by the use of the Marzano's Observation Model. Teachers and principals have direct interaction with each other. This process includes pre and post conferences with the opportunity for educators to discuss the four domains in the model: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism. Using the data from each of the observations, interventions for better teaching strategies and improve learning for students can be implemented. During the school year, teachers will receive quarterly professional development in the four domains of the evaluation system: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism. Not only will the professional development be conducted on-site and off-site by qualified instructors, we will also use peer evaluations and have a professional library available to all educators.

The school is part of a high performing national network of charter schools (Somerset Inc.). The network periodically holds teacher PD events on-site and at out-of-town locations to build the capacity of the teachers in the network. Monthly professional development is scheduled along with Mentoring for new teachers.

#### **Presentations have included:**

- **1<sup>st</sup> Qtr. Professional Development**

Response to Intervention (RTI), Classroom Management using "CHAMPS," Reading Strategies Across the Curriculum, Lesson Planning, Differentiated Instruction, Cafeteria Procedures, Medical Procedures, Mandated Child Abuse Reporting, Sexual Harassment





in the Workplace, Classroom Management, “A Promise of Hope,” Co-Teaching: Collaboration between the Regular Ed Teacher and the Special Ed Teacher

- **2<sup>nd</sup> Qtr. Professional Development**

Marzanos Domains 1 & 2, Strategies for Small Group Engagement, Common Core Expectations & Curriculum, Differentiated Instruction, Engaging the Brain – Marcia Tate & Eric Jensen, Bullying: Putting an End to an Out of Control Situation, Grades K-12,

- **3rd Qtr. Professional Development**

Classroom Management in an Urban Setting, Parent Teacher communications, How poverty impacts learning, Positive Behavior Supports, Grades K-12: Get your behavior in line, Response to Intervention (RTI): A Major Overhaul in the Referring and Qualifying of Students for Special Education

- **4th Qtr. Professional Development**

The Differentiated Classroom, Urban Myths and Legends- How to be a successful teacher in an Urban Setting, Instructionally Intelligent Teaching Tips: Different Strategies for Different Learners, Setting up a Responsive, Differentiated Classroom- Grades 6-12

## **2. Parent Involvement Efforts**

Our parent/community coordinator works to engage the families of students in the student's education and school community. Our Parent Community Coordinator duties and responsibilities include: partner our school with outreach programs such as The ARC; to assist our parents and students with any needs such as school uniforms; attend community events such as "Back to School Weekend" and act as a representative at Ward 8 ANC meetings; assist our families with obtaining transportation for students by providing Metro cards; act as our liaison with community churches and businesses to form lasting partnerships that will support the students of Somerset DC. He also assist in new student orientation, and "Parent University." Our coordinator is available to answer questions about our school or our community. By meeting the needs of the "whole child" we believe a child will be better prepared for school, thus student academic performance will increase. Our coordinator will also is a key member of our mentoring team for students, such as "100 Black Men" and "My Sister's Keeper."

### **Providing assistance to parents: How does Somerset provide information on state standards and assessments?**

We have implemented the following strategies to increase parent and school communication:

- \* Employed a parent/community coordinator;
- \* Establish a weekly update for parents on the School's website;





\* Collect parent emails for emailing information;

\* Require teachers to maintain a parent communication log;

Establish a program to have teachers communicate positive comments about students to parents;

Purchased a phone communication system that dials parents with pre-recorded messages from the School, including absentee information;

Encourage teachers to establish their own websites with class information;

Hold parent conference night, at the mid-point of each quarter to allow parents face to face meeting time with teachers;

Use a web based grade book program to assist parents in monitoring student progress;

Establish a Parent, Teacher, And Student School Advisory Council.

Complete two Parent/Student Surveys per year to obtain feedback for improvement.

### **Materials and training: What types of materials and training does Somerset provide to help parents work with their children to improve student achievement?**

Parent training provides the skills that the parents need to manage their children beyond their primary years of education. The parent training program is effective because the parents are provided a similar methodology and structure as to what is already being implemented at the school. Parents also benefit from the on-site expertise of teachers who present at workshops and have the added benefit that they work with students each day. This enhances the training by providing individualization to the particular child and their parents. A key component of the parental partnership plan is the establishment of a parent training academy at the School. This academy will focus on the skills that parents will need to provide support for their children's learning and social and emotional development. In order to facilitate these parent workshops the school will utilize school staff experts and its partnerships with local area organizations. A member of the School's leadership team will deliver instruction at the Parent Academy. The training program will include the following workshops: \* Involved Parents: The Key to Success \* Parenting for Drug Prevention \* Preparing for Parent-Teacher Conferences \* Effective Parenting \* Families Building Better Readers \* Building Your Child's Cultural Literacy



### **Other reasonable support: How does Somerset support other reasonable parent requests for involvement?**

In addition to involving parents, it is equally important to recognize parents who take active roles and support the School on a continual basis. Our parent recognition program is established to recognize, on a monthly basis, parents who have given of their time to the School. The parent is highlighted in the monthly newsletter and receives a token of appreciation from the School. The

goals of the School Recognition Program are to empower parents to do the following: \* Become actively and positively involved in their child's educational process.\* Recognize the key elements that every parent needs to know in order to help their child as well as other children achieve academic success.\* Walk through the steps to build a strong, healthy relationship between parents, students, teachers, counselors and school administration.\* Use strategic steps to resolve discipline and other school related issues.\* Become strong, positive, knowledgeable advocates for their child at the school site.

Parental Involvement - As the research states, parental involvement is a key factor in academic success. Parents are invited to be engaged in their child's educational program. Parents are encouraged to complete up to 30 hours of service in support of their child's education and to solidify the home: school connection. This opportunity ensures the parent is familiar with the child's curriculum and also the academic expectations of the course. In addition, Somerset Prep Academy hosts one parent night each nine weeks to offer information and strategies for parents to use at home with their child. Some of the topics for parents may include: individual assessment data of the child; strategies to improve reading across all areas; recognizing difficulties the child's academic success.

**Understandable communication: How does the school ensure that communications to parents about the school, parent programs, meetings, and other activities are sent to parents in a format and language that the parents can understand?**

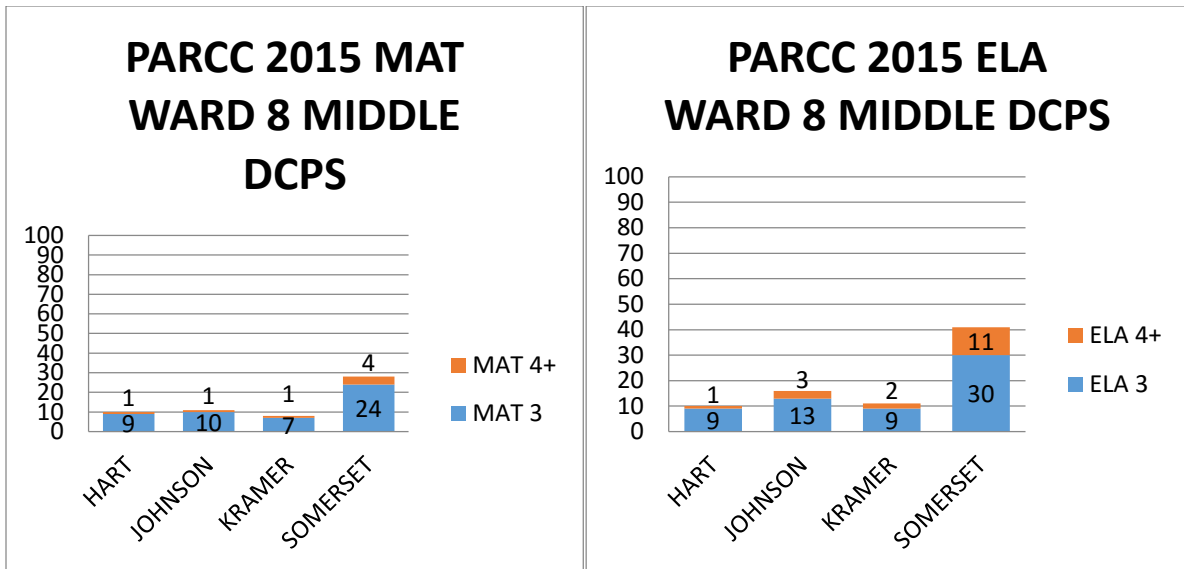
In order to give parents the opportunity to become involved, the School will: \* Hold at least one activity per quarter in which families can get involved. \* Put students' work on display to the community.\* Talk to parents about their goals and any concerns they may have with respect to their children's education. \* Provide a newsletter for parents, to keep them informed of what is going on in the school. In addition, produce that newsletter in the native language of the majority of non-English speaking parents to increase communication with all parents. \* Determine which activities parents can participate in during non-working hours as opposed to during the work day.



## **II. School Performance**

### **A. Performance and Progress**

The PARCC results released in the fall of 2015 showed that Somerset outperformed nearby DCPS middle schools such as Hart, Johnson, and Kramer Middle Schools as show in the chart below Reading and Math performance for SY 2014-2015.



This will put Somerset students within 5 points of the district overall average and above the African American subgroup average, in just three short years of operation.

Somerset's proficiency rates mirrored each other in reading and math from the March diagnostic. The March diagnostic measured students at a point of 70% into the school year, with one full quarter of instruction remaining. The results showed that 17% of students were proficient in reading and math, however, 20% of students performed just one level below proficiency in reading and 17% performed just one level below proficiency in math.

### **Reading**

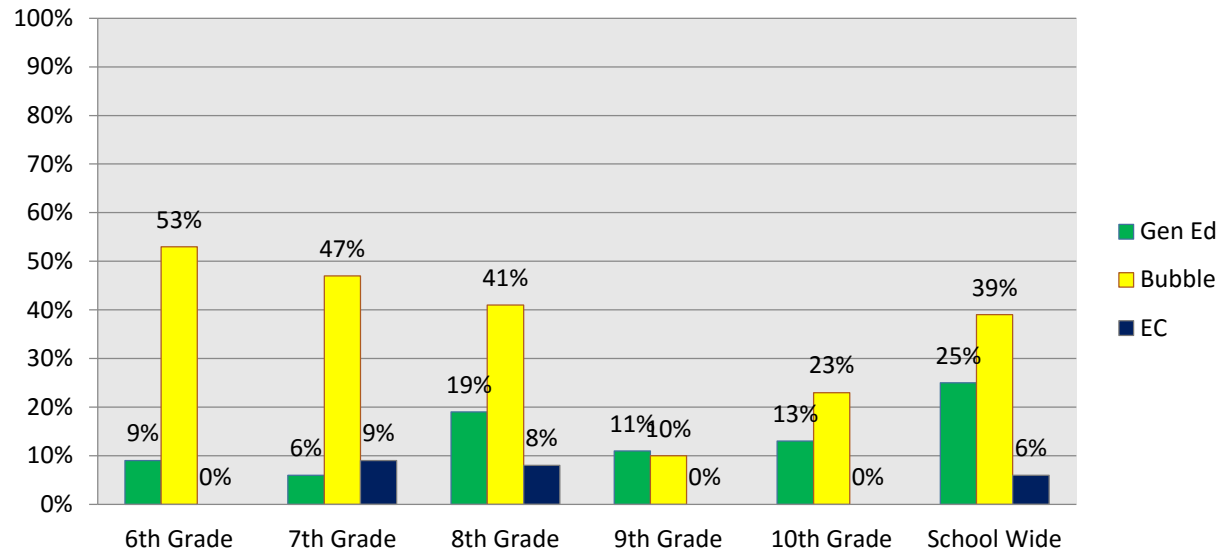
As measured by the EduSoft interim assessment in March of 2016, students demonstrated 41% proficiency in reading.

### **Math**

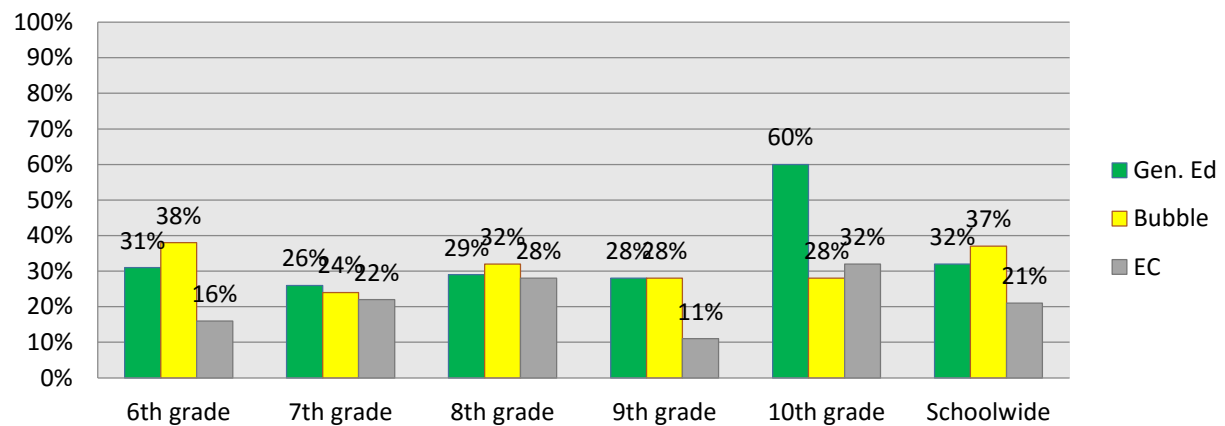
As measured by the EduSoft interim assessment in March of 2016, in math, students demonstrated 32% proficiency.

The proficiency rates will continue to increase as the school retain students. The gains that Somerset's students have made are impressive and reflective of the potential of the students and of the high quality teaching staff. Many sixth, seventh, eighth, and ninth graders came to Somerset from other schools with the reading and math skills of elementary school students. These students have made impressive gains in their first year while they continue to improve in their academics. All students took the EduSoft Benchmark Assessments the graphs below display the improved proficiency rates of Somerset students between September and April of the 2015-2016 school year.

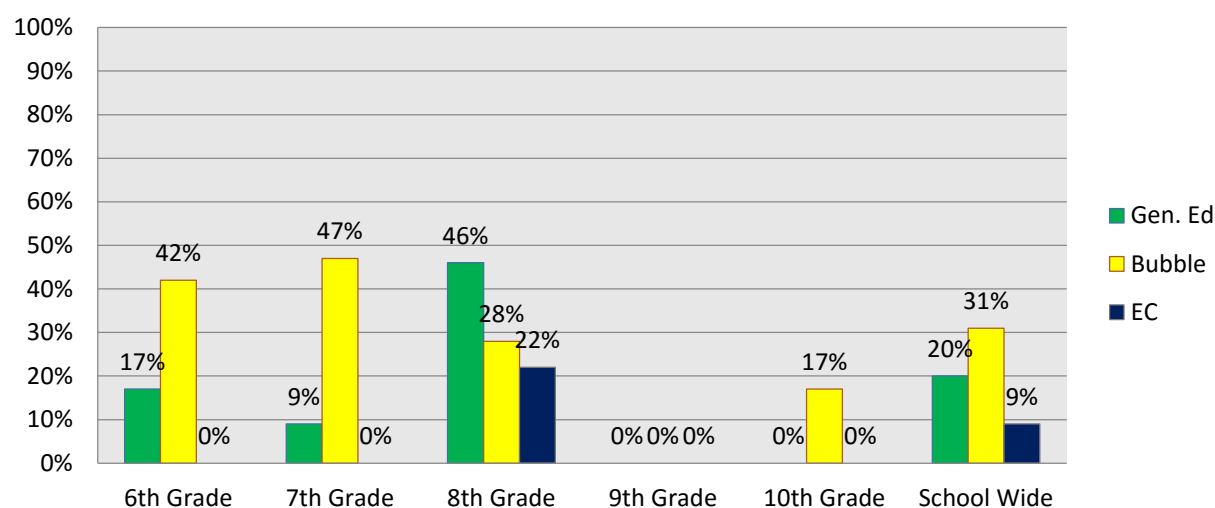
## Fall Benchmark ELA Proficiency



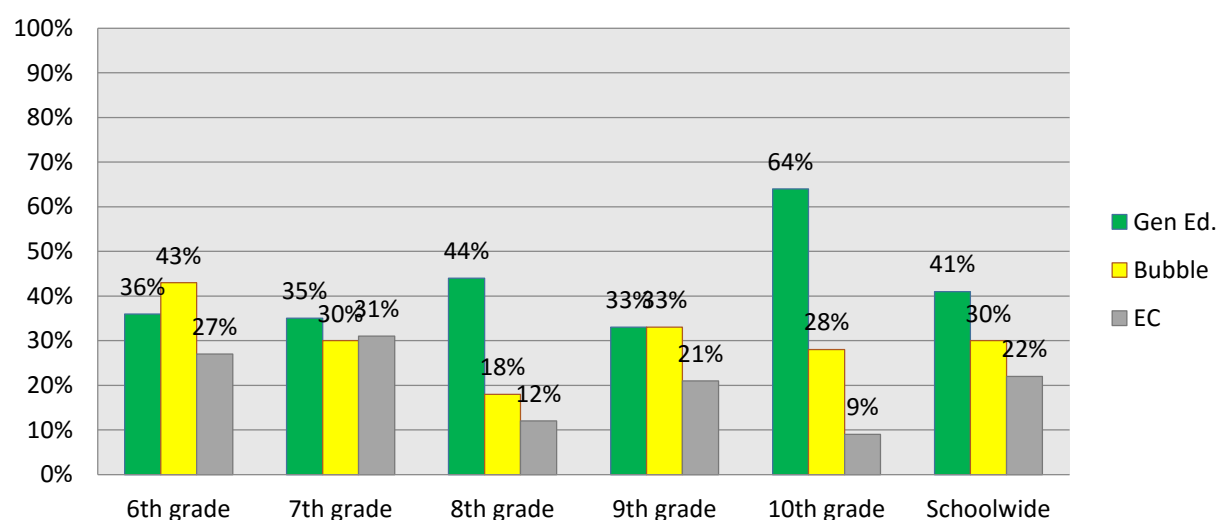
## Spring Benchmark Math Proficiency



## Fall Benchmark Math Proficiency



## Spring Benchmark ELA Proficiency



Overall, Somerset is making progress with students who came to the school in great need of remedial work. As demonstrated by students' improvement on standardized tests throughout the 2015-2016 school year, there is no doubt that high proficiency rates will develop as Somerset students acclimate to the heightened academic rigor.

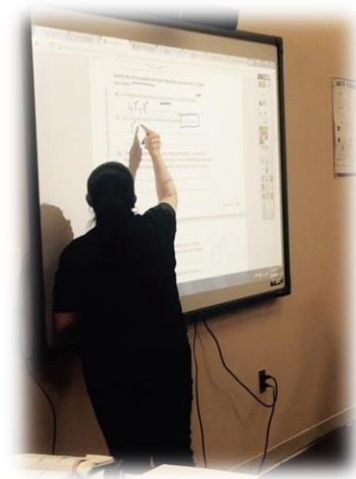
Parents and students are clearly happy with Somerset's progress, as over 85% of eligible students (excluding those who moved out of state) re-enrolled in the school for the 2016-2017 school year. Somerset will continue making progress with its students and in a few years should be one of the highest performing charter schools in the city.

The baseline levels of academic achievement established during the third academic year will be compared to academic achievement levels, when data is available, in order to assess rates of academic progress. Notwithstanding, in subsequent years, Somerset Prep Academy will compile other baseline assessments that serve to provide multiple indicators of academic performance.

Students will be given baseline and interim assessments to monitor their progress toward meeting the benchmarks and standards in each subject.

The baseline student academic achievement levels for the School were established using multiple measures of student's academic performance. Some of the assessments used in the second year of operation included:

- PARCC Assessment System
- Formative/Summative Assessments  
(e.g. iReady, EduSoft)
- Baseline Benchmark assessments, as applicable
- End of Course Exam results
- Standards-Based Teacher Made Assessment results
- Other standards-based exam results



## **B. Lessons Learned and Actions Taken**

### **Lessons Learned**

During the third school year, Somerset is not without challenges. The school is working closely with the Public Charter School Board to continually improve their program, including services to students with special needs, addressing suspension rates, and increased student performance on the PMF in the aggregate and growth scores. Given that many students enter the school many grades behind grade level, these types of issues are not unusual for middle and high schools. Somerset continues to add remediation strategies to address the needs of these students.

Through an extensive reflective period and change in leadership, Somerset has re-evaluated our education programming. In preparation for the 2016-2017 school year we have plans to shift our curriculum to Engage NY, Eureka Math, and Core Connections CPM in Mathematics. We have implemented a PBIS program, Hero, that will help promote positive behavior and foster a more positive school culture. Additionally, we have adopted a set of instructional and behavior techniques from Doug Lemov's Teach Like a Champion, these techniques are aligned with our mission and vision of providing our scholars with a rigorous, safe, and fun learning environment where they are free to take risks and collaborate with their peers. Our master schedule was also evaluated and modified for the coming school year, with a greater focus on the frequency of the



courses taken by our scholars rather than the duration, we feel that this will have a direct impact on their content retention which will ultimately boost student proficiency.

## **Background**

Somerset largely serves students who reside within the Ward 8 community. This year, 100% of Somerset students qualify for free lunch through the National School Lunch Program. Somerset serves free breakfast and lunch to all students daily and provides support to students with homelessness status by providing payment exemptions for field trips and the aftercare program. Of the 262 students enrolled in SY 15-16, 65 had special education needs (25.8%). Of those 65 students with special education needs, 25 were at Level 3 or 4. Somerset serves all students, especially those that are high-needs. To serve the students with special needs, Somerset has 1 special education coordinator, 4 special education teachers, 2 special education assistants, 1 occupational therapist, 1 speech therapist, and 2 social workers/behavioral specialists.

Somerset uses student data from the PARCC and other formative and summative assessments, to develop annual, measurable learning objectives in the core curricular areas and beyond. Targeted student learning and development needs are identified and compiled to determine both school-wide and/or grade or subject area learning targets as a means to plan for improvement. Standards that are not mastered will be identified, and appropriate measures for remediation are instituted (such as implementation of an intensive Reading and/or Intensive Mathematics course). Students in need of remediation as well as students with special learning needs, have access to supervised study time and tutoring after school (through Extended day tutorial services) as well as through Saturday school for “crunch-time” test prep (to remediate learning deficiencies and/or accelerate student’s progress). That is, students performing below grade level, at grade level, or above grade level, are offered similar opportunities in order to maximize their potential and advance their progress.

Somerset expects that all students enrolled will reach their maximum potential in the most challenging academic setting provided. The curriculum at the School provides students with the knowledge, tools and strategies to solve problems throughout their life. The School also recognizes that in order to achieve and maintain high academic standards, additional support for individual students will be necessary. Strategies for support include continued parental/guardian involvement; extended school services; modified delivery of instruction; small group interaction; extensive professional development for implementing strategies for struggling readers and data-driven decision making. Somerset’s philosophy is to provide additional services beyond the regular school curriculum and beyond the regular school day to ensure success to students in need.

## **Action Items to Improve Learning and Increase Proficiency**

- **Literacy Leadership Team** – A Literacy Leadership Team has been established to promote literacy throughout Somerset. A team of professionals across ALL core, non-core and non-curricular (activities/athletics), has been created to establish a culture of literacy throughout the building.

- Literacy Focus – An expert in reading, Reading Specialist, has been hired as an instructor at the School. The job of this professional, in addition to teaching reading, is to identify struggling readers and writers immediately prior to opening school. These students are placed in a remedial reading course for immediate support. In addition, ALL staff will be provided professional development in literacy strategies in order to incorporate and reinforce reading across all subject areas throughout the day.
- Extended Day Tutorial/Enrichment Services (Saturday School) – Students at Somerset are provided extended services after school and on Saturdays for immediate support. The more opportunities there are for students to remediate, the quicker and closer the student will be to working on grade level. After-school and Saturday tutorials use data to make curriculum and placement decisions for academic support. Instructors are paid hourly for tutorial services
- Implement a school wide RTI process - The RTI model at Somerset will focus on four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number interventions the School implements, each will be classified under one of the three levels of prevention: primary, secondary, or tertiary. This allows for a common understanding across the entire process.
- Implement Intensive Reading/Math Remediation - Somerset Prep Academy will use student data from the PARCC Assessment, and other standardized assessments, to develop annual measurable learning objectives in the core curricular areas and beyond. Targeted student learning and development needs will be identified and compiled to determine both school-wide and/or grade or subject area learning targets as a means to plan for improvement. Standards that are not mastered will be identified, and appropriate measures for remediation will be instituted (such as implementation of an intensive Reading and/or Intensive Mathematics course). Students in need of remediation as well as students with special learning needs, will have access to supervised study time and tutoring after school (through Extended day tutorial services) as well as through Saturday school for “crunch-time” test prep (to remediate learning deficiencies and/or accelerate student’s progress). That is, students performing below grade level, at grade level, or above grade level, will all be offered similar opportunities in order to maximize their potential and advance their progress.



### **Math Specialist**

The school plans to hire a Math Specialist who will work to build the math skills of struggling students. We plan to spend Title I funds to help cover this person's salary and benefits. Since we are a targeted assistance school, we have pro-rated the salary based on our estimated percent f/r students. . Our school has qualified for the Community Eligible

Option (100% free & reduced lunch) however we will prorate the salary based upon any change of the free and reduced student count. Math strategies will be emphasized on a daily basis, and across the curriculum. The Math Specialist position will be established for the purpose/s of improving students' success in Math by implementing approved curriculum; documenting teaching and student progress/activities/outcomes; developing lesson plans; modeling the necessary skills to perform assignments; providing a safe and positive learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. The Specialist will assist other teachers for the purpose of implementing math curriculum such as Encore Math.

### **Reading Specialist**

A Reading Specialist has been hired. The specialist will continue to work to build the reading skills of struggling students. We plan to spend Title I funds to help cover this person's salary and benefits. Since we are a targeted assistance school, we have pro-rated the salary based on our estimated percent f/r students. Our school has qualified for the Community Eligible Option (100% free lunch) however we will prorate the salary based upon any change of the free and reduced student count. Reading strategies will be emphasized on a daily basis, and across the curriculum. The Reading Specialist position will be established for the purpose/s of improving students' success in reading by implementing approved curriculum; documenting teaching and student progress/activities/outcomes; developing lesson plans; modeling the necessary skills to perform assignments; providing a safe and positive learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc. The Specialist will assist other teachers for the purpose of implementing reading curriculum such as Language Arts Common Core Comprehensive. Assessments include a balance of questions designed to measure the knowledge, skills, and understanding essential to achieving college and career readiness. This program is a heavily scaffold direct instruction in Common Core in language arts and reading. This program focuses solely and intensely on reading comprehension, guiding students to read carefully while targeting their attention. LACCC provides additional reading comprehension and fluency practice and can be used to target specific benchmarks which each student needs to master. Through the use of extensive data analysis. The Reading Specialist will develop and implement a target support system that includes pull out, push in, and before and after school tutoring for reading. The Specialist will collaborate with school personnel, parents, and various community agencies for the purpose of improving the quality of student outcomes, developing solutions and planning curriculum.

### **Increase Community Awareness**

In order to publicize the School and its program, a comprehensive advertising and promotional plan continues to be implemented. The plan includes the use print, broadcast and online media – including minority and community periodicals -- to disseminate information about the school's educational program. Promotional flyers and/or brochures are be distributed to, community centers, shelters, libraries, post offices and other locations of public access within the community. In order to best reach out to the community's diverse population, informational materials are available in multiple languages as needed.

### **Increase Partnerships**

Building community partnerships is an important component of supporting the students at Somerset Prep Academy PCS. Partnerships have been developed and will be sought as a collaboration of public, private, and non-profit sectors with the resources to support the School's innovations. Some collaborators and their respective contributions are detailed below:

- Schools with Similar Focus – The School will create partnerships with feeder schools for vertical curriculum planning, to ensure a smooth transition for students entering the Somerset Prep Academy curriculum.
- Local Colleges and or Universities - technical assistance when requested, negotiations for articulation agreements with the School, professional development and training, resource for formal project evaluation services.
- Local Workforce - provision of career-related services, including referrals, assessments, employment searches, job placement, and job retention training.
- Local businesses - provision of site visits, job shadowing, internships, employment, and fund-raising.

### **C. Unique Accomplishments**

#### **School Wide:**

- After-school tutoring was implemented for all students
- Athletic Program expanded to include Rugby
- Free Dental care was offered in both semesters



#### **Student Activities:**

- 22 middle and high school students were inducted into the National junior Honor Society
- After-school activities expanded to include Robotics and Sophisticated Ladies Mentoring Group.
- Somerset Prep's Distinguished Gentlemen celebrated the end of a great school year with a lunch aboard the Spirit of Washington Cruise

### **D. List of Donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.00.**

MCN Builders  
BK Transportation  
One Anonymous

# SY2015-16 STAFF ROSTER

## ANNUAL REPORT

| STAFF LAST NAME | STAFF FIRST NAME | RESPONSIBILITY                        | GRADE                  | QUALIFICATIONS                | DATES OF EMPLOYMENT |
|-----------------|------------------|---------------------------------------|------------------------|-------------------------------|---------------------|
| ABLES           | NEAL             | COMMUNITY LIASON                      | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2013 to PRESENT     |
| BEACH           | DAKOTA           | SELF CONTAINED TEACHER                | SCHOOL WIDE            | BACHELOR'S DEGREE / PRAXIS II | 2015 to 2016        |
| BELINFONTIE     | SYNCOTTIA        | REGISTRAR / DATA MANAGER              | 8TH-9TH                | HIGH SCHOOL DIPLOMA           | 2014 to PRESENT     |
| BENTSIL         | EDWARD           | TECHNOLOGY COORDINATOR                | SCHOOL WIDE            | MASTERS                       | 2015 to PRESENT     |
| BRIONES         | ERICKA           | SPANISH I/II / READ SPECIALIST        | 9TH-10TH / SCHOOL WIDE | BACHELOR'S DEGREE             | 2013 to 2015        |
| BROWN           | MARLON           | SOCIAL STUDIES                        | 6TH-7TH                | BACHELOR'S DEGREE             | 2014 to PRESENT     |
| BUTLER          | TERRANCE         | PE / ATHLETIC DIRECTOR                | SCHOOLWIDE             | BACHELORS DEGREE              | 2013 TO 2016        |
| BYNUM           | DEMETRIUS        | SECURITY                              | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2014 to 2015        |
| CABRERA         | SORYAYA          | ELA STRATEGIES                        | 7TH-8TH                | MASTERS                       | 2014 to PRESENT     |
| CANADA          | JASON            | PE FACILITATOR                        | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2015 to PRESENT     |
| CATALANO        | LAUREN           | ASSISTANT PRINCAPAL                   | SCHOOLWIDE             | MASTERS                       | 2013 TO PRESENT     |
| CATALANO        | KIMBERLY         | SECURITY                              | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to PRESENT     |
| CLAGGETTE       | CHANTZ           | BUILDING MAINTENANCE                  | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2014 to PRESENT     |
| CRAWFORD        | DEBORAHA         | FOOD SERVICE DIRECTOR                 | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2013 to PRESENT     |
| DAVIS           | COREY            | ISS COORDINATOR                       | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2014 to PRESENT     |
| ECHOLS          | ERIC             | SELF CONTAINED TEACHERS ASSISTANT     | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to PRESENT     |
| EDWARDS         | ERICA            | LANGUAGE ARTS                         | 6TH-7TH                | BACHELOR'S DEGREE             | 2013 to PRESENT     |
| EDWARDS         | KEMIA            | TECHNOLOGY FACILITATOR                | 6TH-7TH                | BACHEORS                      | 2013 to PRESENT     |
| EPPS            | RAYMOND          | STUDENT SUPPORT ASSISTANT             | SCHOOL WIDE            | HS DIPLOMA                    | 2013 to 2016        |
| FARMER          | SHANA            | SCIENCE                               | 6TH-7TH                | BACHELOR'S DEGREE             | 2014 to PRESENT     |
| FAULKNER        | CARMEN           | MATH                                  | 7TH-8TH                | BACHELOR'S                    | 2015 to 2016        |
| FISHER          | SHERRY           | SECURITY                              | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to PRESENT     |
| GARCIA          | PAULA            | EXPLORATORY                           | 9TH-10TH               | BACHELOR'S DEGREE             | 2015 to PRESENT     |
| GOODMAN         | GRETCHEN         | PROFESSIONAL DEVELOPMENT COORDINATOR  | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2014 to PRESENT     |
| GORE            | ANITIA           | SPED INCLUSION TEACHER                | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2013 to 2016        |
| GRATE           | MELANIE          | 6TH GRADE TEACHER                     | 6TH                    | MASTERS                       | 2015 to PRESENT     |
| GRAY            | TERRY            | SOCIAL STUDIES                        | 9TH-10TH               | BACHELOR'S DEGREE/ PRAXIS II  | 2015 to PRESENT     |
| GREEN           | MICHAEL          | MATH RESOURCE                         | 6TH                    | BACHELOR'S DEGREE             | 2015 to PRESENT     |
| GRIFFIN         | JAMES            | PRINCIPAL/ CEO                        | SCHOOLWIDE             | MASTERS                       | 2013 TO 2016        |
| GRIFFIN         | LAURA            | CHIEF OPERATIONS OFFICER/ HR DIRECTOR | SCHOOL WIDE            | ASSOCIATES                    | 2013 to 2016        |
| HAMILTON        | JAMES            | ENGLISH/LANGUAGE ARTS                 | 6TH-7TH                | BACHELOR'S DEGREE             | 2014 to PRESENT     |
| HINDS           | COQUILE          | READING                               | 6TH-7TH                | PRAXIS II                     | 2014 to 2015        |
| HOUSTON         | IRLENE           | SCIENCE                               | 8TH-9TH                | MASTERS/LICENSE               | 2015 to PRESENT     |
| HUFF            | LAVESHA          | SOCIAL WORKER/ BEHAVIOR SPECIALIST    | SCHOOL WIDE            | MASTERS                       | 2015 to PRESENT     |
| JOHNSON         | KENNETH          | MATH                                  | 7TH-8TH                | BACHELOR'S DEGREE             | 2015                |
| JONES           | JAVONNE          | PE                                    | 7TH-8TH                | BACHELOR'S DEGREE             | 2015 to PRESENT     |
| JONES-COOPER    | NIERRA           | MATH STRATEGIES                       | 7TH-8TH                | MASTERS / PRAXIS II           | 2015 to PRESENT     |
| LOGAN           | WILLIE           | BUILDING MAINTENANCE SUPERVISOR       | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2013 to PRESENT     |
| LOGAN           | MARCUS           | BUILDING MAINTENANCE                  | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2014 to PRESENT     |
| MAYSONET        | VANIA            | HR ASSISTANT/ OFFICE MANAGER          | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2014 to PRESENT     |
| MCCLELLAND      | SHEILA           | SPED INCLUSION TEACHER                | 6TH-7TH                | MASTERS/LICENSE               | 2015 to 2016        |
| MCFARLAND       | MAGELLA          | MATH                                  | 9TH-10TH               | MASTERS                       | 2015 to PRESENT     |
| MCMAHON         | SAMANTHA         | SOCIAL WORKER/ BEHAVIOR SPECIALIST    | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2015 to PRESENT     |
| MORRIS          | STEVEN           | SPED INCLUSION TEACHER                | SCHOOL WIDE            | MASTERS                       | 2013 to PRESENT     |
| MORRIS          | PATRICIA         | SOCIAL WORKER/ BEHAVIOR SPECIALIST    | SCHOOL WIDE            | MASTERS                       | 2015 to PRESENT     |
| MUNROE          | SHARON           | ELA STRATEGIES                        | 8TH-9TH                | PRAXIS II                     | 2014 to PRESENT     |
| PARKER          | DONALD           | EC COORDINATOR (SPED)                 | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2014 to PRESENT     |
| PINKARD-GREEN   | MICHELE          | ADMIN ASST TO DEAN OF STUDENTS        | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2014 to PRESENT     |
| PLEDGER         | TORRY            | FULL TIME SUBSTITUTE                  | SCHOOL WIDE            | MASTERS                       | 2014 to 2016        |
| RAMSEY          | JAMAAL           | BUILDING MAINTENANCE                  | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to PRESENT     |
| RANDOLPH        | KEONNA           | DEAN OF STUDENTS                      | SCHOOLWIDE             | HIGH SCHOOL DIPLOMA           | 2013 TO PRESENT     |
| RAS             | KRISTINE         | EC ADMIN ASSISTANT                    | SCHOOL WIDE            | ASSOCIATES                    | 2013 TO PRESENT     |
| RAVENELL        | JERRY            | ALC FACILITATOR                       | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2015 to 2016        |
| RICE            | YASMIN           | ENGLISH/LANGUAGE ARTS                 | 8TH-9TH                | PRAXIS II                     | 2014 to PRESENT     |
| RICH            | TIMOTHY          | SECURITY COORDINATOR                  | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to PRESENT     |
| SALLEY          | ALLEN            | ALC FACILITATOR                       | SCHOOL WIDE            | BACHELOR'S DEGREE             | 2014 to 2016        |
| SCHAEFER        | MICHAEL          | SPED INCLUSION TEACHER                | SCHOOL WIDE            | PRAXIS II                     | 2014 to 2016        |
| SEWELL          | DONNA            | TEACHER ASSISTANT / POOL SUB          | 6TH-7TH                | ASSOCIATES                    | 2013 to 2016        |
| SHARIFI         | MINA             | GUIDANCE                              | SCHOOL WIDE            | MASTERS                       | 2015 to PRESENT     |
| TROTTER         | LAMONT           | ASSISTANT PRINCIPAL                   | SCHOOL WIDE            | MASTERS                       | 2015 to 2016        |
| WEBB            | LATOYA           | MUSIC                                 | SCHOOL WIDE            | MASTERS                       | 2015 to PRESENT     |
| WILLIAMS        | GLORIA           | RECEPTION/ ADMIN ASSISTANT            | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to PRESENT     |
| YATES           | NATASHA          | TEACHER ASSISTANT                     | 6TH                    | HIGH SCHOOL DIPLOMA           | 2013 TO 2015        |
| YATES           | TA'SHAWN         | SELF CONTAINED TEACHERS ASSISTANT     | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2015 to 2016        |
| YOUNG           | ANTHONY          | BUILDING MAINTENANCE                  | SCHOOL WIDE            | HIGH SCHOOL DIPLOMA           | 2013 to PRESENT     |



### SY 2015-16 Annual Report Campus Data Report

| Source | Data Point                                    |
|--------|---|
| PCSB   | LEA Name: Somerset Preparatory Academy PCS    |
| PCSB   | Campus Name: Somerset Preparatory Academy PCS |
| PCSB   | Grades served: 6-11                           |
| PCSB   | Overall Audited Enrollment: 279               |

### Enrollment by grade level according to OSSE's Audited Enrollment Report

| Grade         | PK3 | PK4 | KG | 1  | 2  | 3  | 4           | 5     | 6     |
|---------------|-----|-----|----|----|----|----|-------------|-------|-------|
| Student Count | 0   | 0   | 0  | 0  | 0  | 0  | 0           | 0     | 56    |
| Grade         | 7   | 8   | 9  | 10 | 11 | 12 | Alternative | Adult | SPED* |
| Student Count | 77  | 74  | 45 | 27 | 0  | 0  | 0           | 0     | 0     |

\*Note:

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

### STUDENT DATA POINTS

|        |   |
|--------|---|
| School | <b>Total number of instructional days:</b><br>Number of instructional days, not including holidays or professional development days, for the majority of the school.<br>If your school has certain grades with different calendars, please note it. |
| PCSB   | <b>Suspension Rate:</b> 15.1%   |
| PCSB   | <b>Expulsion Rate:</b> 2.2%   |
| PCSB   | <b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.7%   |

|                                      |   |
|--------------------------------------|---|
| PCSB                                 | <b>Average Daily Attendance:</b><br>The SRA requires annual reports to include a school's average daily membership.<br><br>To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment;<br><br>(2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b> |
| PCSB                                 | <b>Midyear Withdrawals:</b> <i>Validated in mid-August</i>  |
| PCSB                                 | <b>Midyear Entries:</b> <i>Validated in mid-August</i>  |
| PCSB                                 | <b>Promotion Rate:</b> 100.0%   |
| PCSB<br>(SY14-15)                    | <b>College Acceptance Rates:</b> <i>Not applicable</i>  |
| PCSB<br>(SY14-15)                    | <b>College Admission Test Scores:</b> <i>Not applicable</i>   |
| PCSB<br>(SY14-15)                    | <b>Graduation Rates:</b> <i>Not applicable</i>  |
| <b>FACULTY AND STAFF DATA POINTS</b> |   |
| School                               | <b>Teacher Attrition Rate:</b> 7.6%   |
| School                               | <b>Number of Teachers:</b><br>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.   |
| School                               | <b>Teacher Salary</b><br>1. Average: \$60,459.00<br>2. Range -- Minimum: \$53,085.00                      Maximum: \$68,060.00  |

| <b>SOMERSET PREP DC PUBLIC CHARTER SCHOOL</b> |                    |                    |
|---|--------------------|--------------------|
| <b>FY16 Financials</b>                        |                    |                    |
|   |                    |                    |
|   |                    |                    |
|   | <b>Actual</b>      | <b>Budget</b>      |
| <b>Revenue</b>                                |                    |                    |
| State and Local Revenue                       | \$5,535,245.21     | \$5,752,856.08     |
| Federal Revenue                               | \$444,611.06       | \$585,368.20       |
| Private Grants and Donations                  | \$1,660.00         | \$0.00             |
| Earned Fees                                   | \$59,309.04        | \$9,499.86         |
| <b>Total Revenue</b>                          | <b>\$6,040,825</b> | <b>\$6,347,724</b> |
|   |                    |                    |
| <b>Expenses</b>                               |                    |                    |
| Salaries                                      | \$3,308,952        | \$3,151,087        |
| Benefits and Taxes                            | \$419,460          | \$475,537          |
| Contracted Staff                              | \$121,761          | \$52,900           |
| Staff-Related Costs                           | \$34,505           | \$0                |
| Rent  | \$784,436          | \$829,440          |
| Occupancy Service                             | \$31,632           | \$37,434           |
| Direct Student Expense                        | \$578,342          | \$763,109          |
| Office & Business Expense                     | \$448,872          | \$647,358          |
| Depreciation and Amortization                 | \$147,260          | \$109,273          |
| <b>Total Expenses</b>                         | <b>\$5,875,220</b> | <b>\$6,066,138</b> |
| <b>Net Income</b>                             | <b>\$165,605</b>   | <b>\$281,586</b>   |
|   |                    |                    |



## Balance Sheet

| <b>Assets</b>                 |                              | <b>Amount</b> |
|-------------------------------|------------------------------|---------------|
| Assets                        |                              |               |
| Current Assets                |                              |               |
|                               | Cash                         | 857,838       |
|                               | Accounts Receivable          | 148,907       |
|                               | Other Current Assets         | 43,174        |
|                               | Total Current Assets         | 1,049,918     |
| Noncurrent Assets             |                              |               |
|                               | Operating Fixed Assets, Net  | 237,360       |
|                               | Total Noncurrent Assets      | 237,360       |
|                               | Total Assets                 | 1,287,279     |
|                               |                              |               |
| <b>Liabilities and Equity</b> |                              | <b>Amount</b> |
| Liabilities and Equity        |                              |               |
| Current Liabilities           |                              |               |
|                               | Accounts Payable             | 144,320       |
|                               | Other Current Liabilities    | 268,101       |
|                               | Total Current Liabilities    | 412,421       |
| Equity                        |                              |               |
|                               | Unrestricted Net Assets      | 709,252       |
|                               | Net Income                   | 165,605       |
|                               | Total Equity                 | 874,857       |
|                               | Total Liabilities and Equity | 1,287,279     |

| SOMERSET PREP DC PUBLIC CHARTER SCHOOL |                  |         |
|--|------------------|---------|
| FY16 Contributions over \$500          |                  |         |
|  |                  |         |
| Index                                  | Contributor Name | Amount  |
| 1                                      | Building Hope    | \$1,000 |
|  |                  |         |
|  |                  |         |

| SOMERSET PREP DC PUBLIC CHARTER SCHOOL |  |                    |
|--|--|--------------------|
| FY17 Approved Budget                   |  |                    |
|  |  |                    |
| FY17 Budget                            |  |                    |
|  |  |                    |
| Revenue                                |  |                    |
|  | State and Local Revenue                | \$7,511,216        |
|  | Federal Revenue                        | \$404,136          |
|  | Private Revenue                        | \$34,299           |
| Total Revenue                          |  | <b>\$7,949,652</b> |
|  |  |                    |
| Operating Expense                      |  |                    |
|  | Staff-Related Expense                  | \$4,899,276        |
|  | Occupancy Expense                      | \$1,071,476        |
|  | Student Expense                        | \$617,761          |
|  | General & Admin                        | \$862,702          |
| Total Operating Expense                |  | <b>\$7,451,215</b> |
| Net Operating Income                   |  | <b>\$498,437</b>   |
| Interest, Depreciation                 |  |                    |
|  | Depreciation, Amortization, & Interest | \$166,805          |
| Total Expenses                         |  | <b>\$7,618,020</b> |
| Net Income                             |  | <b>\$331,632</b>   |
|  |  |                    |



## Board Member Contact List

| <u>Name</u>                  | <u>Preferred Contact Info</u>  | <u>Home address for PCSB</u> | <u>Date of Appointment</u> |
|------------------------------|--|------------------------------|----------------------------|
| Joe Bruno                    | <a href="mailto:joebruno456@aol.com">joebruno456@aol.com</a>                   | Florida                      | 2012                       |
| <i>Finance Committee</i>     | (202) 457-1990   |                              |                            |
| <i>Treasurer</i>             | Building Hope  |                              |                            |
|                              | 910 17 <sup>th</sup> Street, NW  |                              |                            |
|                              | Suite 1100   |                              |                            |
|                              | Washington, D.C. 20006   |                              |                            |
| Carlos Becerra               | <a href="mailto:cabecerra@mac.com">cabecerra@mac.com</a>                       | Washington, DC               | 2012                       |
| <i>Academic Committee</i>    | (305) 439-8158   |                              |                            |
|                              | 2222 Q St. #1, NW  |                              |                            |
|                              | Washington, D.C. 20008   |                              |                            |
| Darya Davis                  | daryaw2@yahoo.com  | Washington, DC               | 2015                       |
| <i>Parent Representative</i> | (202) 503-8819   |                              |                            |
|                              | 622 Darrington Street, S.E.  |                              |                            |
|                              | Washington, D.C. 20032   |                              |                            |
| Natalie Ethridge             | natalie.ethridge@gmail.com   | Virginia                     | 2014                       |
| <i>Secretary</i>             | (202) 441-9217   |                              |                            |
|                              | 2001 Clarendon Blvd #121   |                              |                            |
|                              | Arlington, VA 22201  |                              |                            |
| Dr. Richard Goldberg         | <a href="mailto:richard.goldberg@medstar.net">richard.goldberg@medstar.net</a> | Washington, DC               | 2012                       |
|                              | (202) 444-8645   |                              |                            |
|                              | Georgetown University Hospital   |                              |                            |
|                              | 3800 Reservoir Rd., NW   |                              |                            |
|                              | Washington, D.C. 20007   |                              |                            |
| Mark Medema                  | <a href="mailto:markmedema@gmail.com">markmedema@gmail.com</a>                 | Virginia                     | 2012                       |
| <i>Governance Committee</i>  | (312) 622-1203 m   |                              |                            |
|                              | 910 17 <sup>th</sup> Street, NW  |                              |                            |
|                              | Suite 1100   |                              |                            |
|                              | Washington, D.C. 20006   |                              |                            |

|                              |  |                |      |
|------------------------------|--|----------------|------|
|                              |  |                |      |
|                              |  |                |      |
|                              |  |                |      |
| Amber Northern               | <a href="mailto:anorthern@edexcellence.net">anorthern@edexcellence.net</a> | Virginia       | 2014 |
| <i>Academic Committee</i>    | (202) 223-1812   |                |      |
|                              | Thomas B. Fordham Institute  |                |      |
|                              | 1016 16 <sup>th</sup> Street NW  |                |      |
|                              | 8 <sup>th</sup> Floor  |                |      |
|                              | Washington, D.C. 20036   |                |      |
|                              |  |                |      |
| Lara Oerter                  | <a href="mailto:loerter@yahoo.com">loerter@yahoo.com</a>                   | Maryland       | 2014 |
| <i>Academic Committee</i>    | (202) 368-7868   |                |      |
|                              | The New Teacher Project  |                |      |
|                              | 5806 Madawaska Road  |                |      |
|                              | Bethesda, MD 20816   |                |      |
|                              |  |                |      |
| Joe Quander                  | <a href="mailto:joe.quander@gmail.com">joe.quander@gmail.com</a>           | Washington, DC | 2014 |
| <i>Parent Representative</i> | (202) 575-2097   |                |      |
|                              | 3708 Suitland Road SE  |                |      |
|                              | Washington, D.C. 20020   |                |      |
|                              |  |                |      |
| Jud Starr                    | <a href="mailto:jwstarr@venable.com">jwstarr@venable.com</a>               | Washington, DC | 2012 |
| <i>Board Chair</i>           | (202) 344-4886   |                |      |
|                              | Venable  |                |      |
|                              | 575 7 <sup>th</sup> St., NW  |                |      |
|                              | Washington, D.C. 20004   |                |      |
|                              |  |                |      |
| Danielle Walton              | <a href="mailto:danielle.walton@gmail.com">danielle.walton@gmail.com</a>   | Washington, DC | 2015 |
|                              | (301) 442-3068   |                |      |
|                              | 6725 Piney Branch Road NW  |                |      |
|                              | Washington, D.C. 20012   |                |      |
|                              |  |                |      |
|                              |  |                |      |