



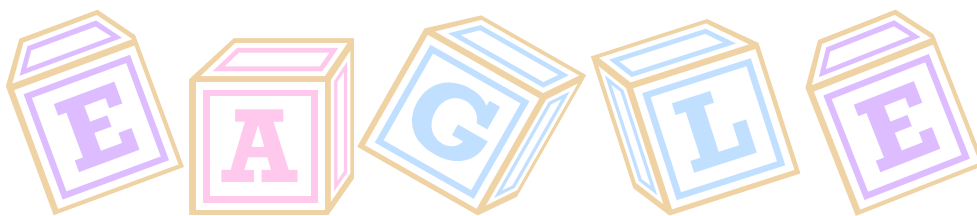
# EAGLE ACADEMY PCS

at

Congress Heights | Capitol Riverfront

## ANNUAL REPORT TO PCSB

### 2015-2016 School Year



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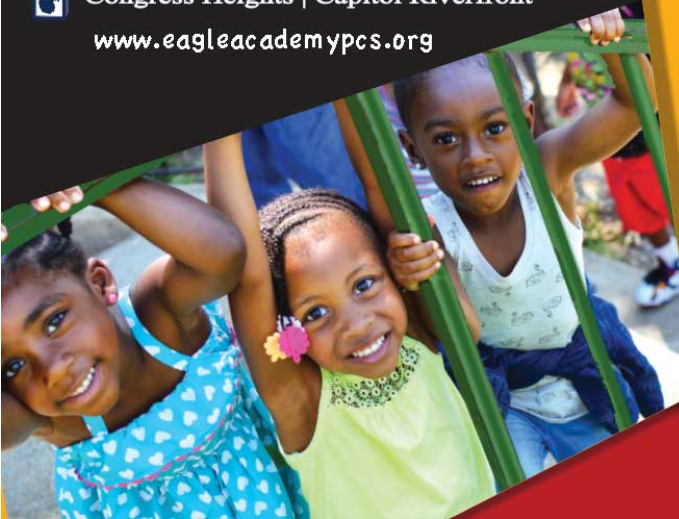


**EAGLE ACADEMY PCS**

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Congress Heights | Capitol Riverfront

[www.eagleacademypcs.org](http://www.eagleacademypcs.org)



Friendships That  
Last A Lifetime  
Develop Here at  
Eagle Academy

Starting Early,  
Soaring High

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## ANNUAL REPORT NARRATIVE

### I. School Description

#### A. *Mission Statement*

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

#### B. *School Program*

##### 1. Summary of Curriculum Design and Instructional Approach

Eagle Academy Public Charter School served 920 students in the 2015 - 2016 school year in its two campus locations in SE Washington, DC. The campuses are named after the neighborhoods they serve: Congress Heights and Capitol Riverfront. Established in 2003, Eagle Academy Public Charter School provides innovative academic programs for young children in grades PreK3 – 3<sup>rd</sup> grade. Eagle Academy student's school day starts with classes starting at 8:30 am and ending daily (M-F) at 3:30 pm. For the academic year 2015 – 2016, school began on August 24, 2015 and ended on June 18, 2016.

Eagle Academy was founded with the belief that all children should learn in a compassionate, nurturing environment. Our academic program is designed to give our students the support, tools, study habits and education necessary for the next phase of their academic pursuits. Our staff, comprised of diverse, caring, and accomplished professionals, implements our mission daily for our students. Eagle Academy prepares our students to function as future leaders and responsible citizens. We give them the tools necessary to support a successful education while at Eagle Academy, and as they transition to the next phase of their academic pursuits. Our leadership team believes all children can learn and succeed no matter their circumstances and socio-economic background. In order to create a robust and nurturing learning environment at Eagle Academy, we invest in our staff through coaching and professional development, and give them the necessary tools to provide our students with opportunities for continuous learning.

We understand our students' success stems from their love of learning and is assisted by their teachers' ability to gauge performance and their mastery of the curriculum. We invest in our teachers with instructional coaches, academic supports, professional development, research and state-of-the-art technology that allow them to maintain excellence in our classrooms as instructional leaders.

We invest a great deal of time and resources in our instructional staff and the results are promising for our future. During the 2015 – 2016 academic year Eagle Academy’s teachers participated in 16 days (128 hours) of professional development and in addition, each grade level completed several professional learning communities (PLC’s) to assist our instructional staff with the specific needs of our children at that grade level. Professional development training happens throughout the academic year and allows our instructional staff to gain needed insight and expertise in order to succeed in our classrooms.

This academic year, in addition to our professional development in collaboration with our instructional staff, we created “Telling Stories” a series of trainings to increase the effectiveness of relationship building with our parents. Teachers shared stories about their past educational experiences, attitudes of parents from previous teaching experiences, and how that shaped their views of the school. Afterward, they strategized about using personal past experiences to relate to today's parents at Eagle Academy.

The school’s mission and culture facilitate the implementation of best practices to sustain our high quality educational programs. The same commitment to quality ensures consistency of experience throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social-emotional growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas.

The success of Eagle Academy is primarily due to the dedication of a passionate and dedicated staff, a data driven coaching model, an emphasis on data-driven decision-making, state-of-the-art technology support, and a strong commitment to ongoing professional development and training. In addition, Eagle Academy parent’s partner with the teachers to support their children to achieve at high levels. Parent participation makes a significant difference at Eagle Academy.

The philosophy of Eagle Academy is that each child develops at her/his own pace and the educational program design must support and incorporate each student’s rate of mastery. How quickly a student learns something is not indicative of how capable a student is. The educational program must then create opportunities for each child, tailored to the student’s specific needs. Students who master the fundamentals of reading and mathematics and learn to enjoy their ability to solve problems will succeed academically. Students must also learn to work with others effectively and to participate positively in building a school community. Each student must learn to appreciate himself or herself as an individual. All of these positive gains can take place in an environment of child centered learning and problem solving activities and Eagle Academy works extensively to help facilitate these outcomes.

Eagle Academy’s educational focus is the creation of a high-quality learning environment committed to building a culture of high expectations. Common Core State Standards and curricula are aligned with the Early Learning Standards. Each grade level utilizes developmentally appropriate best practices, supporting student learning with child-centered activities. Teachers demonstrate culturally responsive practices that take into account the diversity of students’ ethnic and racial backgrounds. Additionally, at Eagle Academy an early intervention (safety net) program supports students identified with disabilities with promising results. Together in an inclusive classroom, students learn to grow educationally and to interact appropriately with peers.

In preparation for every school year, Eagle Academy collects, analyzes, and applies historical data into strategies that efficiently and effectively enhanced instruction techniques that improve student learning.

Our School Programs for Pre-Kindergarten, Kindergarten, and 1<sup>st</sup> – 3<sup>rd</sup> Grades

<b>Grade Level(s)</b>	<b>Course Title</b>	<b>Per Day Average</b>
PK3	Big Day Curriculum	120 minutes per day
PK4	Big Day Curriculum	120 minutes per day
Kindergarten	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day for five (5) days for two (2) quarters
	Science	30 minutes per day for five (5) days for two (2) quarters
1 <sup>st</sup> Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day for five (5) days for two (2) quarters
	Science	30 minutes per day for five (5) days for two (2) quarters
	Writer’s Workshop	30 minutes per day
2 <sup>nd</sup> Grade	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	40 minutes per day, 2 days per week, half the year
	Science	40 minutes per day, 2 days per

Grade Level(s)	Course Title	Per Day Average
3 <sup>rd</sup> Grade		week, half the year
	Writer's Workshop	35 minutes per day, 2 days per week
	Morning Meeting	20 minutes per day
	Journeys Curriculum Literacy	120 minutes per day
	enVisionMath Curriculum	90 minutes per day
	Social Studies	30 minutes per day every day for three (3) weeks (rotation with science)
	Science	30 minutes per day every day for three (3) weeks (rotation with social studies)
	Writer's Workshop	45 minutes per day

Additionally, Eagle Academy believes in offering enrichment programs to assist our students in expanding their creativity. Eagle Academy offers arts, music, physical education (including swimming), STEAM Lab (Science, Technology, Engineering, Arts and Mathematics), and library time as part of the curriculum. On average, each student has sixty minutes per day of special enrichment curriculum.

### Swimming Program

Our founder, Cassandra S. Pinkney, is passionate that all children learn to swim. We have long recognized our community's need to have access to a pool. As we laid brick to mortar in building Eagle Academy Public Charter School at Congress Heights, we sought to establish a learning pool that would provide our students with swimming lessons, critical not only to their educational development but essential to their fundamental safety. That's where our vision began—and that's how, in 2014, Eagle Academy at Congress Heights became the first elementary school east of the Anacostia River to open an on-campus pool. In 2015, we completed our first full academic year of the full swimming program. Weekly and as a part of our curriculum, we offer swim lessons to our 1<sup>st</sup>-3<sup>rd</sup> grade students. Our swimming program has received numerous accolades and press due to the importance of teaching young children to swim and the cultural issues faced by children in disadvantaged socio economic households in relation to swimming.

### Parental Involvement Efforts

At Eagle Academy, we believe parental involvement is vital to our student's success. We encourage all staff to understand that our parents and families are our biggest advocates for the work we do daily. We are a community school. We actively invite our parents and families to

utilize our facilities and engage with our students. We value their input! Throughout the year, Eagle Academy aims to engage our parents and families to participate in a variety of programs. Eagle Academy employs a Family Engagement Coordinator to assist our families in order to adapt to the demands of our program and assist their children in their emotional and social development. Parents and extended families are the most important advocates for their children. Parents participate in several activities including our Parent Teacher Organization (PTO), Alumni Outreach Program, Grandparents Program, and a host of events and activities that take place throughout the school year.

This year, Eagle Academy initiated a new pilot program encouraging relationship building home visits between teachers and parents. According to Flamboyant, an organization that specializes in parent engagement, home visits have a higher impact on parent engagement than potlucks or fundraisers because it allows for “collaboration between families and educators that accelerates student learning.” In a home visit, parents are inviting teachers into their space (not always the home), but it gives them leverage and offers the teacher insight into the family’s lifestyle. Parents are given the opportunity to show teachers what they know in an environment in which they are the experts. Teachers benefit from this practice because it provides the opportunity for them to manage any assumptions they may have and get a sense for who their families really are. It also allows them to assess any challenges that their students may face at home and prepare to address them at the beginning of each school day so that each student is optimally prepared to learn.

Eagle Academy’s teachers are encouraged to build relationships with our parents by visiting homes. These home visits allow teachers and parents to work together to eliminate biases they may have coming into the school year. Teachers who have begun conducting home visits say that it has been a “positive experience, and they feel more comfortable communicating with parents.”

Our Family Engagement Coordinator, Community Relations Coordinator and instructional leadership meet with parents several times per year informally in Eagle Academy’s Chat ‘n’ Chew Program. The Chat ‘n’ Chew Program provides an opportunity for parents and school leadership to discuss issues, learn about new activities and programs, and interact/socialize with other parents. These informal programs give parents an outlet to ask questions, gain guidance and give feedback to school leaders. Parents and family members also have the opportunity to participate in a range of events and activities, including:

- Congress Heights Day Parade
- Coffee with the Principals
- Joyful Food Market
- Back to School Night
- Annual Turkey Drive
- Fall Festival
- Literacy Night
- Math Night
- Mother’s Day Tea



- Father's Day Griller
- Toys for Tots/Holiday Gift Giveaways
- Congress Heights Community Day

Chat 'n' Chew (sample topics from 2015 – 2016 School Year)

- Genome Project
- Meet the Principals
- Meet the Founder
- Alumni Program

At each individual campus, specific opportunities are available for parent engagement based upon local and community interest. Below are examples of parent engagement activities based on our campus locations:

#### Congress Heights

- Congress Heights Day & Parade
- ANC Community Meetings
- Coffee with the Principals
- PTA

#### Capitol Riverfront

- Moms on the Hill
- Navy Yard Holiday Party
- Coffee with the Principal
- PTA

## II. School Performance

### A. Performance and Progress

#### 1. **The extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its missions.**

The vision and mission have helped Eagle Academy focus on what is really important. They have helped Eagle Academy's Board of Trustees and staff to remember what is essential as we go about doing our daily work, and have helped us to stay focused as we continue to work together for a common purpose. They have also guided us in developing Eagle Academy's Core Values, which are as follows:

Eagle Academy Public Charter School, a culturally sensitive early childhood learning community, believes:

- Each classroom setting functions as a provocative learning environment to promote learning experiences that provide **awe** and **wonderment** for the young learner.
- Discovery is planned with **intentionality** for students to be independent, critical thinkers developing at their own pace.
- Stakeholders must be committed to social competence, emotional well-being, and individual cognitive growth of all students to **achieve and exceed District of Columbia Office of State Superintendent of Education (OSSE) Early Childhood Standards**.
- **Students learn at high levels** through hands-on, creative and imaginative learning opportunities while building a sense of joy for life long learning.
- A carefully constructed **bridge between school and home** encourages and invites parents/guardians to be partners and advocates in the education of their child.
- **Professional development, training and reflective practices** build a common language and a deeper understanding of the teaching and learning process for the faculty and leads to improved academic and social outcomes for students.

The vision, mission and core beliefs are the guiding principles by which Eagle Academy continues to develop its academic programs and methodologies. Eagle Academy provides

teachers and students with opportunities to work in an environment that fosters creativity and problem solving abilities while emphasizing cognitive, social and emotional growth by engaging children as active learners. Eagle Academy's administrators, faculty, staff and the community of families we serve stand together behind the mission and vision of this unique early childhood/primary learning community.

The school's mission and culture facilitate the implementation of best practices to sustain our high quality educational programs. The same commitment to quality ensures consistency of experience throughout the school. Classroom routines and rituals enable students to feel secure in their school environment, to learn to work cohesively with peers, to express emotions with words rather than physical actions, and to accept direct interventions by staff designed to facilitate social-emotional growth. The faculty is well schooled in the cultivation of developmental skills in the social and emotional areas.

The success of Eagle Academy is primarily due to the dedication of a passionate and dedicated staff, a data driven coaching model, an emphasis on data-driven decision-making, state-of-the-art technology support, and a strong commitment to ongoing professional development and training. In addition, Eagle Academy parents partner with the teachers to support their children to achieve at high levels. Parent participation makes a significant difference at Eagle Academy.

Ongoing evaluation of the school's performance through multiple assessment tools continues to inform Eagle Academy's faculty, staff, and parents that students demonstrate academic and social emotional growth. The improvement and expansion of a sustainable assessment system is a major focus of instructional leadership. An assessment team consisting of faculty and administration reviews collected material to determine what systems need to be utilized in providing clean, quality data that both informs instruction, and measures the academic progress of our students over time. Teachers and administrators then incorporate research, data, and best practices to translate those findings into instructional and administrative systems that support learning.

The technology available in the classroom continues to expand as faculty members seek to incorporate developmentally appropriate strategies for all students. Ongoing professional development, training and support are available to teachers during the school day and throughout the school year. Every student is given an iPad to use during school hours. Every classroom has a Smartboard for instruction, and ceiling-mounted cameras that provide video feedback for teachers to encourage reflective teaching practices. Teachers can access any part of their lesson at school or from home. All of the software is aligned to ensure that the curriculum meets the common core standards.

Eagle Academy staff looks at multiple factors that influence student learning. We have seen first hand what study after study has evidenced: For students to learn at their highest level, their base

physical and socio-emotional needs must be addressed. Eagle Academy works hard to provide a full complement of services based on the research evidence.

**2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.**

Eagle Academy utilized the PCSB's Performance Management Framework for the 2015-2016 academic school year. In addition we used internal measurements to assess our performance and assist as we transition to the adopted PMF goals. Internally, we set several goals to measure our performance for the 2015-2016 school year. We are meeting our academic expectations as follows:

For 2015-2016 school year, Eagle Academy utilized several assessments across grade levels as internal measures of our student's performance.

Gold PreK3-4	Checkpoint October 2015	Checkpoint February 2016	Checkpoint May 2016
SECI EGI PreK3-PreK4	September 2015	January 2016	May 2016
DIBELS K – 1 <sup>st</sup> Grade	September 2015	January 2016	May 2016
NWEA K – 3 <sup>rd</sup> Grade	September 2015	January 2016	May 2016
SSIS K – 3 <sup>rd</sup> Grade			May 2016
Fountas & Pinnel Grades K -3	September 2015	January 2016	May 2016
mClass Beacon Grades 2 -3	September 2015	December 2015	April 2016

PARCC			May 2016
Grade 3			

### Early Childhood Goals

2015-2016 Goal	Met/Not	Evidence (% if applicable)
PreK classrooms will average 3.0 or higher in the Emotional Support Domain on the CLASS assessment	Yes	Capitol Riverfront: 5.9 Congress Heights: 6.0
PreK classrooms will average 3.0 or higher in the Classroom Management Domain on the CLASS assessment	Yes	Capitol Riverfront: 5.8 Congress Heights: 5.7
PreK classrooms will average 2 or higher in the Instructional Support Domain on the CLASS assessment	Yes	Capitol Riverfront: 3.5 Congress Heights: 3.2

### K – 3<sup>rd</sup> Grade Goals

2015-2016 Goal	Met/Not	Evidence (% if applicable)
At least 40% of K-3 students will demonstrate growth in reading, based on the nationally normed assessment NWEA MAP	Yes	Capitol Riverfront: 70% Congress Heights: 51%
At least 40% of K-3 students will demonstrate growth in math, based on the nationally normed assessment NWEA MAP	Yes	Capitol Riverfront: 80% Congress Heights: 56%

In addition, Eagle Academy achieved 76.0% re-enrollment rate for the Capitol Riverfront campus, and 80.9% rate for the Congress Heights campus. Overall, attendance was 88.8% for Congress Heights which is down from the previous year, and 91.4% for Capitol Riverfront campus which is consistent with previous years.

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

Each year, as a result of our achievements during the school year, the Board of Trustees of Eagle Academy and its leadership meet to discuss and review performance. Similar to the 2014 – 2015 academic year, our students again outperformed in math on assessment compared to reading. Our Board of Trustees and school leadership have invested in several strategies to address this issue. Additionally, we have several families that experience trauma in the home. Our Board of Trustees supports our efforts of intervention and support for our families. We increased our outreach to DC government agencies, community organizations and local charities in order to offer services to our families experiencing trauma.

After every academic year, we take an intense self-examination of our performance and discuss our success and areas for growth. The leadership team identified four key areas for 2016: (1) our literacy proficiency across both campuses and grade levels continues to underperform our expectations outperform our expected levels of proficiency; (2) enhance opportunities for students to engage in creative play and imagination; (3) behavioral and trauma interventions to assist families and students adjust earlier to Eagle Academy's learning environment will minimize behavioral issues in the classrooms; and (4) greater movement of students from proficiency to advanced proficiency in both reading and mathematics is necessary. The leadership team has invested in several actions to support these findings including:

- Enhance targeted professional development and training options for educational staff with an emphasis on literacy;
- Strengthen our relationships with parents and identify households experiencing trauma or challenges for early intervention and recommendations for support; and
- Enhance high quality wrap around services for students and families including mental, physical, safety and overall health services.

## **C. Unique Accomplishments**

1. Eagle Academy at Congress Heights was awarded LEED Gold certification for its building.
2. Eagle Academy at Capitol Riverfront was awarded an original mural by Chicago based artist Raahman Statik for its facility by Murals DC and received accolades and press from the local community.

3. Eagle Academy maintained its in-seat attendance rate from the previous year at our Capitol Riverfront campus.
4. Eagle Academy added a new kitchen facility and hired a school chef to prepare healthy meals for all of our students thanks to an OSSE SOAR Public Facilities grant.
5. Eagle Academy created a garden that grows plants, flowers and fresh vegetables. The vegetables grown in the garden are used for healthy meals by our school chef.
6. Eagle Academy's parents attended 3 school events on average.
7. Eagle Academy at Capitol Riverfront published its first school magazine, "Eagles Glorious Moments."
8. Eagle Academy offered parents a total of 4 different parent education sessions covering supports for how to help their children in the following areas: parenting, curriculum, assessments, social-emotional supports, and academic support.
9. Eagle Academy's Data, Research and Innovation team has attended several OSSE and DCPCSB trainings.
10. Eagle Academy's Marketing Director and CFO/COO attended SXSW Edu in Austin, TX.
11. Eagle Academy upgraded our technology infrastructure in preparation for the PARCC assessment.
12. Eagle Academy continued to maintain its 100% immunization rate and compliance for the school year 2015-2016.
13. Eagle Academy continued to maintain its 100% dental screenings and cleanings, in partnership with the DC Department of Health Oral Health Division.
14. Eagle Academy continued its long-term partnership with the DC Department of Behavioral Health that provides two psychologists and three Primary Project Child Associates to work with students in need of behavioral/mental health services.
15. Eagle Academy operated its first year of swimming lessons as a part of its curriculum for 1<sup>st</sup> - 3<sup>rd</sup> graders in 2015-2016 academic school year.
16. Eagle Academy's 3<sup>rd</sup> grade students (70% of the total 3<sup>rd</sup> grade) participated in the National Geographic Genome study in which they learned their family origin and migration over thousands of years. The program is given to 3<sup>rd</sup> grade students to assist them in learning their history, family migration and obtain a more comprehensive understanding of world geography. Due to the success of the trial program, the Genome project is being implemented annually for all Grade 3 students and teachers.
17. Eagle Academy hosted 300 local community mothers for a Mother's Day Tea and Awards ceremony in our Congress Heights campus.
18. Eagle Academy hosted 200 fathers of our students for a Father's Day Griller and Fish Fry in our Congress Heights campus.
19. Eagle Academy developed its first overview video of the school, its mission and conversations with its leaders and parents.



20. Eagle Academy invested in its social media outreach. Over 1500 parents, families and organizations interact with the school via Facebook, Twitter and Instagram social media platforms.
21. Eagle Academy established its alumni program and created a database of former students. At graduation ceremonies this year parents were encouraged to enroll in the alumni program.
22. Conducts a “Grandparents” program where grandparents and family members who live in the communities where the school campuses are located can volunteer at the school for special events and reading programs.
23. Press: WJLA TV A DC elementary school repeatedly tagged with graffiti is fighting back against vandals with art. <http://wjla.com/news/local/dc-elementary-school-fights-back-against-graffiti>
24. Press: Washington Post, “Is Legal Marijuana Smoke Affecting Children of Users?” [https://www.washingtonpost.com/local/education/is-legal-marijuana-smoke-in-dc-affecting-the-children-of-users/2015/11/20/2254861c-8a39-11e5-be39-0034bb576eee\\_story.html](https://www.washingtonpost.com/local/education/is-legal-marijuana-smoke-in-dc-affecting-the-children-of-users/2015/11/20/2254861c-8a39-11e5-be39-0034bb576eee_story.html)
25. Press: Univision, Techniques to Calm Your Children <http://www.univision.com/estilo-de-vida/asi-se-vive-mejor-familia/tecnicas-para-calmar-a-tus-hijos>
26. Press: North American Builders Magazine, “Designing a School Space Conducive to Learning” (Print only)
27. Press: Tech News World, “Chicago School Board Elevates Computer Science to Graduation Requirements.” <http://www.technewsworld.com/story/83167.html>
28. Press: WJLA TV, “DC Welcomes a New Bald Eagle” <http://wjla.com/news/local/dc-welcomes-a-new-bald-eaglet>
29. Press: El Tiempo Latino, “Eagles Gardening Project.” <http://eltiempolatino.com/news/2016/jun/03/salo-levinas-disena-comunidades/>
30. Press: Education Week, “Curbing Suspensions a Work in Progress for DC Schools.” <http://watchdog.org/266094/curbing-suspensions-work-progress-d-c-charter-schools/>
31. Press: Education Post “At this DC Charter School, a High Quality Education Means More than Reading and Math.” <http://educationpost.org/at-this-d-c-charter-school-a-high-quality-education-means-more-than-math-and-reading/>
32. Press: “East of the River, Eagle Academy Awarded LEED Gold Certification” [https://issuu.com/capitalcommunitynews/docs/east-of-the-river-magazine-july-201\\_6a9c73a1719b35](https://issuu.com/capitalcommunitynews/docs/east-of-the-river-magazine-july-201_6a9c73a1719b35)

#### **D. List of Donors (over \$500)**

1. OSSE Teacher Quality Improvement Grant
2. OSSE Charter Dissemination Grant
3. OSSE DC Physical Activity for Youth Grant

4. OSSE SOAR Early Childhood Grant
5. MuralsDC
6. USDOE School Climate Transformation Grant
7. OSSE TANF Out-of-School Grant
8. ESEA Title I-A
9. ESEA Title II-A
10. IDEA 611 - Part B
11. IDEA 619 - Preschool
12. OSSE School Technology Fund
13. National School Lunch Program Equipment Assistance Grant
14. Eagle Academy School Leadership and staff

### **In-Kind Donations**

- Bojangles (Donated lunches for Teachers Appreciation Week (\$450)
- Books of America (3,500 books for Back to School Night and Summer Vacation)
- Burlington Coat Factory (100 winter coats to students and parents)
- Chipotle Mexican Grill (Donated lunches for Teacher Appreciation Week – Capitol Riverfront Campus and for Grandparents Award Ceremony)
- DC Public Library – Cleveland Park Branch (Donated 175 books to Eagle Academy students and families)
- Desserts by Gerard (Donated ten cakes and other baked goods for Teacher Appreciation Week, Mother's Day Tea and Fathers Day Griller & Fish Fry)
- Dress for Success (Donated business attire for parents going on interviews)
- Edible Arrangements (Donated three large fruit arrangements for the Mothers Day Tea and Teacher Appreciation Week.)
- Giant Foods (Donated ten \$25 gift cards for Mothers Day Tea and Fathers Day Griller)
- Girl Scouts Troup of the Nations Capitol (Donated 200 boxes of Girl Scout cookies for the Mothers Day Tea and four \$25 gift cards)
- Granite City Food and Brewery (Donated four \$25 gift cards for Fathers Day Griller and Fish Fry.)
- Krispy Kreme (Donated 24 dozen donuts for all staff during Teacher Appreciation Week.)
- Lakeshore Learning Store (Donated lunch from Panera Bread for all staff for Teacher Appreciation Week.)
- Lord & Taylor (Donated three designer bags for Mother's Day Tea.)
- Lowe's (Donated two - 92 piece tool sets for Fathers Day Griller and Fish Fry.)
- Olive Garden Restaurant (Donated two- \$50 gift cards for the Mothers Day Tea and the Fathers Day Griller.)
- PF Chang's Restaurant (Donated two - \$25 gift cards for the Mothers Day Tea and the Fathers Day Griller.)

- Ward 8 Councilmember LaRuby May (Donated Disney on Ice and Ringling Brothers Circus tickets for students and families.)
- Red Velvet Cupcake Bakery (Donated five dozen cupcakes for Teacher Appreciation Week and Grandparents Awards Day.)
- Marine Corps - Boiling Air Force Base (Donated toys for Eagle Academy families during the holiday season.)

## DATA REPORT – CONGRESS HEIGHTS CAMPUS

Source	Data Point
<b>GENERAL INFORMATION</b>	
PCSB	Eagle Academy Public Charter School
PCSB	Eagle Academy PCS at Congress Heights
School	Ages served: PreK-3 through Grade 3
PCSB	785 as of 10/2015 [PK-3 = 152; PK-4 = 171; KG = 141; First Grade = 122; Second Grade = 106; Third Grade = 93]
<b>STUDENT DATA POINTS</b>	
School	<b>Total number of instructional days</b> 180
PCSB	<b>Suspension Rate</b> 2.0%
PCSB	<b>Expulsion Rate</b> 0.00%
PCSB	<b>Instructional Time Lost to Out of School Suspension Rate:</b> 0.00%
PCSB	<b>Promotion rate</b> 99.8%
PCSB	<b>AVERAGE DAILY MEMBERSHIP</b> The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	<b>Mid-Year Withdrawals</b> %
PCSB	<b>Mid-Year Entries</b> . %
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate</b> 17.2%
School	<b>Number of Teachers</b> 58
School	<b>Teacher Salary</b> 1. Average: \$58,000 2. Range -- Minimum: \$50,000      Maximum: \$66,000

## DATA REPORT – CAPITOL RIVERFRONT CAMPUS

Source	Data Point
<b>GENERAL INFORMATION</b>	
PCSB	Eagle Academy Public Charter School
PCSB	Eagle Academy PCS at Capitol Riverfront
School	Ages served: PreK-3 through Grade 3
PCSB	141 [PK3 = 28; PK4 = 35; KG = 26; First Grade = 22; Second Grade = 19; Third Grade 12]
<b>STUDENT DATA POINTS</b>	
School	<b>Total number of instructional days</b> 180
PCSB	<b>Suspension Rate</b> 0%
PCSB	<b>Expulsion Rate</b> 0.0%
PCSB	<b>Instructional Time Lost to Out of School Suspensions:</b> 0.0%
PCSB	<b>Promotion rate</b> 99.8%
PCSB	<b>AVERAGE DAILY MEMBERSHIP</b> The SRA requires annual reports to include a school's average daily membership. PCSB will provide this using three data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries.
PCSB	<b>Mid-Year Withdrawals</b> %
PCSB	<b>Mid-Year Entries</b> %
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<b>Teacher Attrition Rate</b> 36%
School	<b>Number of Teachers</b> 11
School	<b>Teacher Salary</b> 3. Average: \$58,000 4. Range -- Minimum: \$ 50,000      Maximum: \$66,000

**APPENDICES (attached)**

- I. Staff Roster
- II. Board Roster
- III. Unaudited Year-End Financial Statement
- IV. Approved 2016-2017 Budget

<b>Name</b>	<b>Title</b>	<b>DC Resident Y, N</b>	<b>Date of Appointment</b>
Dr. Kerry Lewis	Chairperson	Yes	2014
Loray White	Vice Chair	No	2014
Elinor Hardrick	Parliamentarian	No	2014
Gowon Thorpe	Treasurer	No	Unknown
Charletta Lewis	Trustee	Yes	Unknown
Marc Cole	Trustee	No	2014
LaShawndra Thornton	Trustee	Yes	2015
Doreen Hodges	Parent Representative	Yes	2014
John Johnson	Staff Representative	No	Unknown
Cassandra Pinkney	Executive Director Eagle Academy PCS	Yes	Unknown
Raven Purvis	Parent Representative	Yes	2014

## Staff Roster

Last Name, First Name	Job Title (Employee)	Degree
BLOUNT, SHAMAAR	1ST GRADE TEACHER	Bachelors
BULL, KATHLEEN	1ST GRADE TEACHER	Masters
LEE, NIKKI	1ST GRADE TEACHER	Bachelors
ROACHE-AGARD, MELECIA	1ST GRADE TEACHER	Masters
WEAVER, CHIMERE	1ST GRADE TEACHER	Masters
BRENNEMAN, KRYSTAL	2ND GRADE TEACHER	Masters
BROWN, CHANDRIKA	2ND GRADE TEACHER	Masters
CAMPBELL, KIMYATTA	2ND GRADE TEACHER	Masters
FELICIANO, ALEXIS	2ND GRADE TEACHER	Masters
GREGORY, TERRI	2ND GRADE TEACHER	Bachelors
HAWKINS, TIFFANY G	2ND GRADE TEACHER	Masters
JACOBS, BENJAMIN	2ND GRADE TEACHER	Masters
JACOBS, BENJAMIN	2ND GRADE TEACHER	Masters
THOMPSON HAGLER, ANTHONY	2ND GRADE TEACHER	Bachelors
DICK, KERISHA	3RD GRADE TEACHER	Masters
JEAN PIERRE, FORTUNA T	3RD GRADE TEACHER	Bachelors
SELLMAN, NEDRA	3RD GRADE TEACHER	Masters
VALENTINE, ERIC	AQUATICS INSTRUCTOR	Bachelors
THOMAS, SONYA	ART TEACHER	Bachelors
BROOKS-BAUER, KAREN	INSTRUCTIONAL COACH	Masters
BUTLER, JASMINE	INSTRUCTIONAL COACH	Masters
DICKS RICHARDS, DANETTE V	INSTRUCTIONAL COACH	Masters
ROBINSON, SHARMEL MARGUITA	INSTRUCTIONAL COACH	Bachelors
WRIGHT, FRECIA	INSTRUCTIONAL COACH	Masters
TAYLOR, TIARRA	INTERVENTION TEACHER	Masters
ADAMS, ABIOLA	KINDERGARTEN TEACHER	Bachelors
BULLUCK, ELLEEN	KINDERGARTEN TEACHER	Bachelors
CAMPBELL, STACEY	KINDERGARTEN TEACHER	Masters
DUGGARD, MARY	KINDERGARTEN TEACHER	Bachelors
HALL, TAMARA	KINDERGARTEN TEACHER	Masters
ROBINSON, LAUREN	KINDERGARTEN TEACHER	Masters
ROSE, KIMBERLY L	KINDERGARTEN TEACHER	Bachelors
SINGH, HAMWATTIE	KINDERGARTEN TEACHER	Bachelors
SMITH, DONNA	KINDERGARTEN TEACHER	Bachelors



SABIR, BRENDA	LIBRARIAN	Masters
THOMSON, PETER	LIBRARIAN	Masters
HOWARD, NZINGA	MUSIC TEACHER	Masters
GRASSO, LYNN	OCCUPATIONAL THERAPIST	License I
TURNER, TNEISHA	PHYSICAL EDUCATION COACH	Bachelors
WHITE, CHERMARK	PHYSICAL EDUCATION COACH	Bachelors
JOHNSON, MARY	PREK3 TEACHER	Masters
KOONCE, MONNIE	PREK3 TEACHER	Bachelors
MCCOLLOUGH, MEDINA	PREK3 TEACHER	Bachelors
MILTON, FRANCINE E	PREK3 TEACHER	Bachelors
NICHOLS, CARLA C	PREK3 TEACHER	Bachelors
TABABAN-REFUERZO, ANGELA	PREK3 TEACHER	Masters
TIMMONS, DEBRA	PREK3 TEACHER	Bachelors
WRIGHT, ABBEYGALE	PREK3 TEACHER	Masters
BLASSINGAME, SHANNON	PREK4 TEACHER	Masters
DAVIS, CHELSETIA	PREK4 TEACHER	Bachelors
GRADY, ALISE	PREK4 TEACHER	Bachelors
KIM, SOO	PREK4 TEACHER	Masters
PEARSON, LEAH CHARMAINE	PREK4 TEACHER	Bachelors
SPRADLEY, IFE	PREK4 TEACHER	Masters
TOLLIVER, TARNISHA	PREK4 TEACHER	Bachelors
WHITE, NIKEA	PREK4 TEACHER	Bachelors
WILSON, DAWNE	PREK4 TEACHER	Bachelors
LEONARD, MELANIE	PRINCIPAL	Masters
WHITFIELD, SHARISE	PRINCIPAL	Masters
WATKINS, ASHLEY	SOCIAL WORKER	Masters
MORRIS, MILAGROS	SPANISH TEACHER	Bachelors
ASKEW, BRITTANY	SPECIAL ED TEACHER ASSISTANT	Bachelors
BELL, DERRICK	SPECIAL ED TEACHER ASSISTANT	Bachelors
CAIN, BRE'ONA	SPECIAL ED TEACHER ASSISTANT	
EUBANKS, KIMBERLY L	SPECIAL ED TEACHER ASSISTANT	ParaProfessional
SWALES THOMPSON, TERENA S	SPECIAL EDUCATION COORDINATOR	Masters
JONES, TRENICE JETT	SPECIAL EDUCATION DIRECTOR	Masters
GRIGGS, ADELIA M	SPECIAL EDUCATION TEACHER	Bachelors
MANUEL, JOVITA	SPECIAL EDUCATION TEACHER	Bachelors
DOUGLAS, TRACY	SPED TEACHER CONTAINED	Bachelors
GORDON, VANESSA	SPED TEACHER CONTAINED	Bachelors

MCLEOD, KISHA	SPED TEACHER CONTAINED	Bachelors
THOMAS, AMY	SPED TEACHER CONTAINED	Masters
ALLEN, TANESHA	SPED TEACHER RESOURCE	Masters
FORD JACKSON, KAREN	SPED TEACHER RESOURCE	Masters
JACKSON WIMBLEY, MIYA	SPED TEACHER RESOURCE	Bachelors
REED, TIFFANY	SPED TEACHER RESOURCE	Masters
BRISCOE, QUINTINA	SPEECH PATHOLOGIST	Bachelors
RASHAD, DONNA MARIA	SPEECH PATHOLOGIST	Masters
ROGERS, KALEENA	SPEECH PATHOLOGIST	Masters
GRANT, MARCIA	SST COORDINATOR	Masters
BOLTON, MELISA	TEACHER ASSISTANT	Bachelors
BOYD, VALERIE LASHONE	TEACHER ASSISTANT	Bachelors
BRISCOE, DOMONIQUE	TEACHER ASSISTANT	Bachelors
CHERRY, BERNISE	TEACHER ASSISTANT	Associates
CRAIG, SHANNON	TEACHER ASSISTANT	Associates
CRAWFORD, TIYONNA	TEACHER ASSISTANT	ParoProfessional
EDWARDS, MARIE	TEACHER ASSISTANT	Bachelors
FREEMAN, MICHELE D	TEACHER ASSISTANT	Associates
GOLDEN, ADELAIDE V	TEACHER ASSISTANT	Bachelors
GREEN, CARLA CANTRESE	TEACHER ASSISTANT	Associates
HEBB, SHIRLEY	TEACHER ASSISTANT	ParoProfessional
HUMES, ASHLEY	TEACHER ASSISTANT	Bachelors
JOHNSON, JUDY	TEACHER ASSISTANT	ParoProfessional
KELLY, SHAUNIECE A	TEACHER ASSISTANT	Bachelors
KNATT, OMERIAH	TEACHER ASSISTANT	ParoProfessional
MCCLENTON, JASMINE	TEACHER ASSISTANT	Bachelors
NICKENS, SHARNELL	TEACHER ASSISTANT	Bachelors
ROBINSON, BETTAUJAWA	TEACHER ASSISTANT	Bachelors
SWEET MATTHEWS, RACHELLE R	TEACHER ASSISTANT	ParoProfessional
THOMPSON WHITBY, EVA	TEACHER ASSISTANT	Associates
WILLIAMS, CHEARAL	TEACHER ASSISTANT	ParoProfessional
WRIGHT, MALITA	TEACHER ASSISTANT	ParoProfessional
YOUNG, CANDYCE	TEACHER ASSISTANT	Bachelors
MCCOLLUM BUTLER, PAMELA	THERAPIST	Masters

Eagle Academy PCS		2016-2017					
					Column A	Column C	Column D
<b>REVENUES</b>					501(c)3 School Applicant	Total Revenues by Funding Source	Percent of Total Public Funding
	Per Pupil Charter Payments Cong Hts				\$8,955,850	\$8,955,850	
	Per Pupil Charter Payments Cap Rfnt				\$1,690,477	\$1,690,477	
	Per Pupil Facilities Allowance				\$2,417,976	\$2,417,976	
	Per Pupil Facilities Allowance				\$456,104	\$456,104	
134 St	Special Education				\$2,394,034	\$2,394,034	
	Per Pupil At Risk				\$1,247,400	\$1,247,400	
	Federal Entitlements NCLB/IDEA				\$486,400	\$486,400	
	NSL				\$875,000	\$875,000	
	Other Grants, Federal Grants				\$814,799	\$814,799	
	Medicaid				\$207,800	\$207,800	
500	School Year/SummerVoucher			570	\$2,405,850	\$2,405,850	
	<b>Total Public Funding</b>				<b>\$21,951,690</b>	<b>\$21,951,690</b>	
	Property Tax Rebate				22,631.00	\$22,631	
	Cap Rvrfnt Property Tax Rebate				193,053.00	\$193,053	
	Erate						
	<b>Total Non-Public Funding</b>				<b>\$215,684</b>	\$215,684	
	<b>TOTAL REVENUES</b>				<b>\$22,167,374</b>	<b>\$22,167,374</b>	
<b>EXPENSES</b>					501(c)3 School Applicant	Combined Total	Percent of Total Public Funding
<b>Personnel Salaries and Benefits</b>				186 FT; 19PT	10,650,217	10,650,217	0.485166153
23%	Employee Benefits				2,349,550	2,349,550	0.107032757
	<b>Subtotal: Personnel Costs</b>				\$ 12,999,767	\$12,999,767	0.592198911
<b>Direct Student Costs</b>							
	<b>Subtotal: Direct Student Costs</b>				\$3,151,559	\$3,151,559	0.143567944

[illegible]

**EAGLE ACADEMY PUBLIC CHARTER SCHOOL**

**Financial Statements and Supplemental Schedules  
Together with  
Report of Independent Public Accountants**

**For the Years Ended June 30, 2015 and 2014**

**EAGLE ACADEMY PUBLIC CHARTER SCHOOL****Statements of Financial Position  
As of June 30, 2015 and 2014**

	<u>2015</u>	<u>2014</u>
<b>ASSETS</b>		
<b>Current Assets</b>		
Cash and cash equivalents	\$ 2,182,502	\$ 1,582,477
Grants and accounts receivable, net	1,283,775	1,381,390
Employee loans	30,911	3,752
Prepaid expenses	37,115	23,255
<b>Total Current Assets</b>	<u>3,534,303</u>	<u>2,990,874</u>
Deposits	53,695	51,415
Deferred financing cost, net	77,525	126,484
Property and equipment, net	19,539,512	19,986,932
<b>Total Assets</b>	<u>\$ 23,205,035</u>	<u>\$ 23,155,705</u>
<b>LIABILITIES AND NET ASSETS</b>		
<b>Current Liabilities</b>		
Accounts payable and accrued expenses	\$ 1,732,412	\$ 1,248,611
Deferred revenue	2,131	14,695
Capital lease payable, current portion	39,808	149,191
Notes payable, current portion	1,322,900	1,570,635
<b>Total Current Liabilities</b>	<u>3,097,251</u>	<u>2,983,132</u>
Capital lease payable, net of current portion	-	39,808
Notes payable, net of current portion	15,019,942	16,293,712
<b>Total Liabilities</b>	<u>18,117,193</u>	<u>19,316,652</u>
<b>Net Assets</b>		
Unrestricted	5,087,842	3,839,053
<b>Total Liabilities and Net Assets</b>	<u>\$ 23,205,035</u>	<u>\$ 23,155,705</u>

The accompanying notes are an integral part of these financial statements.

# EAGLE ACADEMY PUBLIC CHARTER SCHOOL

## Statements of Activities and Changes in Net Assets For the Years Ended June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
<b>CHANGE IN UNRESTRICTED NET ASSETS</b>		
<b>Revenue and Support:</b>		
Per pupil funding	\$ 17,239,116	\$ 14,363,597
Federal grants	1,695,533	1,433,177
Federal entitlements	449,495	260,060
Grants and contributions	31,342	67,586
Before and after care	305,009	228,362
Student fees	28,314	35,853
Food services	-	8,237
Interest income	654	478
Other income	539,477	494,617
<b>Total Revenue</b>	<u>20,288,940</u>	<u>16,891,967</u>
Net assets released from restrictions	-	33,545
<b>Total Unrestricted Revenue and Other Support</b>	<u>20,288,940</u>	<u>16,925,512</u>
 <b>Expenses</b>		
Program Services	15,340,084	13,876,845
Supporting Services:		
General and administrative	3,609,971	2,657,970
Fundraising	90,096	89,935
Total Supporting Services	<u>3,700,067</u>	<u>2,747,905</u>
<b>Total Expenses</b>	<u>19,040,151</u>	<u>16,624,750</u>
<b>Change in unrestricted net assets</b>	<u>1,248,789</u>	<u>300,762</u>
 <b>CHANGE IN TEMPORARILY RESTRICTED NET ASSETS</b>		
Release of restrictions	-	(33,545)
<b>Change in temporarily restricted net assets</b>	<u>-</u>	<u>(33,545)</u>
 Changes in net assets	1,248,789	267,217
Net assets, beginning of year	3,839,053	3,571,836
<b>Net Assets, End of Year</b>	<u><u>\$ 5,087,842</u></u>	<u><u>\$ 3,839,053</u></u>

The accompanying notes are an integral part of these financial statements.

# EAGLE ACADEMY PUBLIC CHARTER SCHOOL

## Statements of Cash Flows

For the Years Ended June 30, 2015 and 2014

	<u>2015</u>	<u>2014</u>
<b>Cash Flows from Operating Activities</b>		
Changes in net assets	\$ 1,248,789	\$ 267,217
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Depreciation and amortization	771,916	628,609
Bad debt expense	75,000	16,027
Effect of changes in non-cash operating assets and liabilities:		
Grants and accounts receivable	22,615	(750,083)
Employee loans	(27,159)	(3,252)
Prepaid expenses	(13,860)	106,913
Deposits	(2,280)	48,618
Accounts payable and accrued expenses	483,801	(1,128,875)
Deferred revenue	(12,564)	(300,014)
<b>Net Cash from Operating Activities</b>	<u>2,546,258</u>	<u>(1,114,840)</u>
<b>Cash Flows from Investing Activities</b>		
Principal payments on capital leases	(149,191)	(133,224)
Purchases of property and equipment	(275,537)	(4,858,488)
<b>Net Cash from Investing Activities</b>	<u>(424,728)</u>	<u>(4,991,712)</u>
<b>Cash Flows from Financing Activities</b>		
Proceeds from notes payable	-	6,395,320
Principal payments on notes payable	(1,521,505)	(460,652)
<b>Net Cash from Financing Activities</b>	<u>(1,521,505)</u>	<u>5,934,668</u>
Net change in cash and cash equivalents	600,025	(171,884)
Cash and cash equivalents, beginning of year	1,582,477	1,754,361
<b>Cash and Cash Equivalents, End of Year</b>	<u>\$ 2,182,502</u>	<u>\$ 1,582,477</u>
<b>Supplemental Disclosure</b>		
Cash paid during the year for interest	\$ 522,281	\$ 425,305
Assets acquired under capital lease	<u>\$ -</u>	<u>\$ 127,220</u>

The accompanying notes are an integral part of these financial statements.