

**The SEED Public Charter School of Washington, D.C.**  
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**The SEED Public Charter School of Washington, DC**

**A N N U A L   R E P O R T**  
**Academic Year 2015-2016**

**Presented to**  
**The District of Columbia Public Charter School Board**

*Submitted by*  
*Dr. Adrian Manuel, Head of School*  
*Vasco Fernandes, Chairman*

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## ANNUAL REPORT NARRATIVE

### I. SCHOOL DESCRIPTION

#### A. Mission and Belief Statements

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

The SEED School believes:

- A sense of belonging and community make achievement possible.
- Students provided learning opportunities will become educated contributors to society through perseverance, reflection, and practice.
- Educators provide learning opportunities within a sustainable adult culture that values perseverance, reflection, and practice.
- A boarding school learning environment is critical to improve our students' ability to be fully prepared for success in college and life.
- The communities of students, parents, faculty, and school leaders are partners for successful learning.
- The community should support cohesiveness among all school components including boarding, academic, athletics, and the arts.
- The cohesiveness of a community is dependent upon clear and consistent speaking, listening, and dialogue.
- The SEED core values educate the choices we make as a school community.

#### B. School Program

##### 1. *Grade and age level served*

In the 2015-2016 school year The SEED Public Charter School served 355 young men and women, age ten to twenty, in grades six through twelve. This school year marked SEED's thirteenth graduating class.

To ensure that our students are prepared academically for college, we offer a rigorous college preparatory curriculum which incorporates the appropriate mix of content areas, deep development of writing and critical thinking skills so that students are prepared for college level coursework.

##### 2. *Curriculum Design*

The majority of SEED Public Charter School students enter our program two to three years behind grade level. To address this, we have developed a supportive middle school curriculum, focusing heavily on reading and math. We have adopted the Amplify ELA curriculum, to foster a culture of literacy and prepare our middle school students for our aggressive college-preparatory upper school curriculum. Students have access to computers and research materials to assist them with their work, both of which are available during school hours and afterwards.

### **C. Middle School Academic Curriculum**

The middle school, which includes the sixth, seventh and eighth grades, is a transitional period for our students. Transitioning our students to the academic rigor of the middle school from their previous self-contained elementary school classrooms is the foundation of our program. The goal of the middle school program is to prepare them for success in an academically demanding high school.

Passage from middle school to high school at SEED DC is determined by use of assessments, which demonstrate standards-based mastery. The SEED DC assessment system which includes The ACT Aspire suite of assessments (interim/summative in core subjects) and PARCC holds students accountable to a performance framework of benchmarks based on national college readiness standards. The eighth grade assessments ensure students who enter high school are equipped with the skills to be successful in a college preparatory curriculum. Students who fail a core subject: ELA, Math Social Studies or Science will be required to attend remediation through the school year and/or summer school. SEED DC ensures that our middle school students are prepared to succeed through the college preparatory school experience.

Middle school students are enrolled in English Language Arts (ELA), mathematics, science, social studies, art, music, and physical education. During the Student Life Program (4:00 p.m.-7:45 p.m.) students are exposed to a variety of curricular programs in the areas of: STEM, Arts, Health/Fitness and Well Being, Entrepreneurialism/Leadership and a host of academic intervention services.

### **D. High School Academic Curriculum**

The high school provides rigorous and relevant courses and experiences that will prepare students to be admitted to and be successful in college-level education. Students must earn twenty-four credits to graduate. SEED DC offers an additional four credits in electives, giving students the opportunities to enrich learning and build a competitive pre-collegiate profile.

During 2015-2016, high school students were enrolled in the following course areas: English, mathematics, science, social studies, music, technology, art, physical education/health, and Spanish. In addition, students enrolled in elective courses in painting, community service, creative writing, jazz history, New Orleans culture, outdoor and experiential education, and academic writing. Advanced Placement courses were offered in US History, Government, Biology, Calculus, English Language and English Literature. Every student enrolled in an AP course took the exam. Forty four AP exams were administered in the 2015-2016 school year

### **E. Parent Involvement**

With the understanding that all parents and guardians want the best for their student(s), SEED recognizes parents and guardians as full partners in their students' education and welcomes their active involvement. To this end, parents and guardians have access to their student's progress at any time via PowerSchool and Parent Portal. Parents and guardians are encouraged to contact staff via phone and email. Staff members are required to reach out to parents and guardians on a regular basis and conferences are held quarterly for all staff and families. Parents and guardians are always welcome to shadow their children, request a meeting with staff, and offer feedback around programming.

The Parent Teachers Student Association (PTSA) schedules regular monthly meetings and all parents and guardians are encouraged to participate. Parents also have a FaceTime and Google Handout option to support the needs to busy families. Further, parents are encouraged to participate in workshops and information sessions held throughout the year and designed to help them support the development of their children. More specifically, workshops and college counseling days are scheduled for freshman and sophomore families to get information and support around the college application and college financing process. Parents and guardians are also encouraged to participate in school events, such as honors assemblies, writing celebrations, and field trips. Staff also conducts home visits, throughout the year; posts on social media, and send postcards to strengthen the partnership of home and school.

Evening programs and family dinners are held throughout the year to make participation more convenient for working parents and guardians. Finally, there are two parent trustees on our Board of Trustees who represent the parent voice in an official capacity and “meet and greet” sessions are scheduled during check out periodically to encourage conversation with school leadership.

## **F. Special Education**

**SEED DC’s Special Education Department is committed to improving student achievement and to open the door to attend college by:**

- Ensuring students have the support necessary so that they can access the general education curriculum and meet academic standards by providing targeted, specialized academic and behavioral instruction in settings that address the student’s disabilities and meet the needs of individual students.
- Communicating and collaborating with all staff as they implement research-based methods to positively impact students’ academic and behavioral progress.
- Providing expanded support to improve student self-advocacy with regard to their disabilities and to help students take advantage of opportunities tailored to their individual interests and needs.

SEED DC is committed to improving academic and social skills of students with disabilities by developing, implementing, and monitoring Individualized Education Plans (IEPs) primarily through a combination general education and special education setting. In addition, IEP goals are addressed through

- Ongoing parent involvement, interaction, and communication
- Multi-disciplinary evaluations and eligibility determinations
- Annual IEP reviews of the goals
- Co-taught English and math classes by highly qualified special education teachers
- Self-contained English and math classes for middle school and upper school students
- Upper school elective taught and study hall by the Upper School English special education teacher
- Resource/ pull-out support both during the academic day Related services provided by licensed and qualified providers (speech therapy, psychological counseling, or other services deemed necessary by the MDT)
- Appropriate accommodations
- Behavior Intervention Plans
- The use of assistive technology

\*\*\*The services and support may vary year to year depending on student needs.

3. *Key Mission-Related Programs*

The unique nature and mission of The SEED Public Charter School provides round-the-clock learning opportunities. The boarding program incorporates study habits, life skills development, athletics, and enrichment activities into the daily life of all students. Students also are required to participate in community service programs. Students reside on-campus Sunday evening through Friday evening.

4. *School Year and Hours of Operation*

The 2015-2016 school year began on **August 24, 2015 and ended on June 9, 2016. Regular school hours are from 7:55 am to 4:00 pm.**

**G. Donors/Grantors FY 2015-16**

The following is a list of donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500 for the year ending June 30, 2016.

A & D Physical Training Specialist DBA A&D Security Consultants II  
Action for Healthy Kids, Inc.  
Adler Family Foundation, Inc.  
Annie's, Inc.  
CityBridge Foundation  
Donald S. Myers  
Donors Trust  
Eileen Shields-West  
Fidelity Charitable Gift Fund  
Gregory Butler  
Jennifer Saulino  
JHJ and Associates, LLC  
Leo M. Bernstein Family Foundation  
Local Independent Charities Association  
Marie L. Yovanovitch  
Meriwether Godsey, Inc.  
Michael P. Galvin  
Nancy Y. & Martin Cohen Family Charitable Trust  
PricewaterhouseCoopers  
Richard and Jill Meyer  
Robert Swan Mueller III  
S. Kann Sons Company Foundation  
Share Fund  
Tele-Tector of Maryland, Inc.  
The Aspen Institute  
The Community Foundation for the National Capital Region  
The Nicholas B. Ottaway Foundation  
The Ohrstrom Family Foundation  
US Soccer Foundation  
Weathertrol Heating and Air conditioning



## II. SCHOOL DESCRIPTION

### A. Evidence of Performance and Progress

#### 1. Summary of Performance Management Measures

##### Goal #1

##### Student Academic Performance

- Our 2015-2016 ninth through twelfth grade results on the annual high stakes PARCC assessment, showed our students' individual growth as well as our school's success is slow and underperforming.
- 14 out of 35(40%) and 9 out of 33 (27.3%) high school students obtained standards of Approaching College and Career Ready and Above in ELA and Math, respectively.
- 9 out of 35(25.7%) and 0 out of 33 (0%) high school students obtained standards of College and Career Ready and Above in ELA and Math, respectively
- 5/25(20%) scored a 3 on Advanced Placement exams which is the gateway mark aligned to College and Career Readiness.
- \*Median growth percentile data not available at the time of this submission.
- 10th grade students outperformed the national average for proficiency on the ACT Aspire Writing summative assessment by 10 percentage points, while all other grade levels performed at least 20 percentage points below the grade specific national average.

Students in grade 6 performed with the highest average of 30% proficiency on the ACT Aspire math summative assessment (national average was 43%) and had the smallest gap in performance towards the national average while all other grades performed below national average.

##### Goal #2

##### Goals and Academic Achievements

- Our 2016 school wide results on the annual PARCC assessment decreased in the high school.
- Our 2016 middle school students experienced more difficulties did not meet with as much success as we had hoped. Specifically, our 2015-2016 sixth grade students needed more remedial support and services.
- Yet while we continue to be challenged by the skill deficits of our youngest students, a quick dive into our 2016 PARCC data reveals a few very promising highlights.
- Although our performance on national assessments like ACT Aspire was promising, our results on the PARCC exam were less impressive and we had declines in performance in areas that we saw growth on the ACT Aspire.

Below are the quick wins that we have noticed.

- 30% of 10<sup>th</sup> grade students scored Approaching College and Career Ready and Above on the Math test, up from 23.8% in 2014-2015

- 5.1% of 7<sup>th</sup> grade students scored College and Career Ready and Above on the Math test, up from 2.5% in 2014-2015.
- 2.5%, 5.9%, and 7.7% growth is obtained from the ACT Aspire Summative Assessment in subjects: Writing, Reading and Math in the middle school.
- 20% is scored on the Advanced Placement in the high school, compared to 0% in 2014-2015.
- The attendance and re-enrollment increased both in Middle School (88.9% to 91.8% and 81.7% to 86.5%) and High School (93.5% to 94.2% and 81.6% to 90.5%).

These examples of success had parallel challenges.

- We continue to utilize interim assessments (IAs) to guide our day-to-day and week-to-week teaching. These days, internally known as Data Days, provide structured time for correcting open ended responses and then, as a collaborative cohort based team, we use the remainder of the day to develop re-teaching action plans and create lists focusing on individual students of concern.
- The choice to adopt a new ELA curriculum that was common core aligned did not produce desirable results on end of year assessments. The Amplify Company changed ownership in the fall and there remained a lack of certainty around support, curriculum development and resources as the year progressed. We abandoned some of our effective practices from the past (F&P reading diagnostics, Reading/Writing Workshop) because of the promising new curriculum. We have decided not to renew the contract with Amplify and will adopt the EL Education ELA curriculum for the 2016-17 school year. We are looking for drastic changes in outcomes and teacher buy in.
- We have identified a need to adopt a coherent and pedagogically aligned math curriculum for grades 6-12. We have used a variety of curriculum options over the years and in some cases, different grade levels were using curriculum products that were not fully aligned in pedagogically approach. We believe that it would be more impactful to have a coherent math curriculum that provides a consistent approach for teaching and learning. We have adopted the nationally recognized Eureka Math curriculum for the 2016-17 school year.

## Discipline

The school's suspension and expulsion rates are significantly higher than that of the charter sector average. According to the school, two factors affect the school's discipline data: (1) how the school's behavior management system (the "SEED Model of Care") operates; and (2) the extended time SEED PCS students spend on campus. Regardless, SEED has focused on an aggressive goal of dramatically cutting down suspensions through new restorative practice initiatives

Students receive a "referral" if they exhibit an unwanted behavior as defined by the SEED Model of Care. Referrals are issued for a spectrum of unwanted behavior, from the very severe (fighting with students) to the less severe (students receive a referral if they break the school's uniform code three times in a week). Referrals can be issued from 6am, when students start eating breakfast, until 11pm, when students are required to turn off their lights in their dorm rooms.

The school submitted its total number of referrals for school year 2015-16. In both middle school and high school, the rate of referrals decreased from 2014-15 to 2015-16. In 2014-15, the suspension rate was 43.3%, while it decreased in 2015-16 to 32.4%. A series of strategic measures were put in place to decrease out of school suspensions. We instituted weekly community meetings, restorative circles, an in-school suspension program and a series of data driven changes based on our analysis of behavioral records. For example, we noticed a high rate of suspensions that occurred for incidents that took place during hallway transitions. We concluded that the transition time (5 minutes) was too long and that students only needed 3 minutes to transition effectively. Once we made the change, and added more hallway supervision, there was a sharp decline in referrals for incidents occurring during transitions. We look forward to cutting suspensions by 50% or more for the 2016-17 school year. We are expanding our restorative practice model and training for our faculty in these measures.

**B. Lessons Learned and Actions Taken Based on Performance Management Framework and Accountability Plan Data and Review Findings.**

We have invested heavily in adopting new curriculum that is aligned to the academic rigor of the Common Core State Standards. We had a challenge implementing the Amplify ELA curriculum due to the uncertainty that occurred after the company was sold. In addition, we have begun to address our needs in other content areas that support the Common Core (social studies and science) by adopting Discovery Ed's digital curriculum suite.

At the mid-year point (January) we made a leadership transition in our academic program. We moved from a 6-12 principal model to a shared leadership framework that includes a middle and high school director working closely to improve our academic program. The directors spent time assessing teacher quality, curriculum quality and systems alignment. They have developed a School Improvement Plan that will address their needs assessment and targeted goals that we have identified for the 2016-17 school year.

**C. Reporting Performance Management Framework and/or Accountability Plan Information to Students, Teachers, Parents and the Public.**

The school calendar and website is the primary vehicle used to communicate the dates of student meetings, parent meetings, staff meetings, assessment report dissemination, professional development activities, and in-service training sessions. We implemented the following methods of sharing accountability information during the 2015-2016 school year:

- Parent Teacher Student Association
- Back to School Night
- Parent-Teacher Conferences
- Bulletins to all staff
- Staff/faculty meetings
- Parent copies of DC-CAS results and student/parent information sessions, and
- Student assemblies.
- Mandatory cohort specific (Middle School, Freshmen, Upper School) School Kick-Off parent meetings
- Social Media Liaison
- Improved Website
- Twitter
- Facebook
- Numerous flat screens monitors throughout campus in conspicuous and well-traveled locations that continuously scrolling and updated information celebrating and informing the school community.
- Quarterly cohort specific Honors Assemblies
- Weekly grade based community meetings
- Automated telephone messages (PACE) and emails

**D. Unique Accomplishments**

*SEED students enjoy a range of enrichment experiences during the school year and during the summer. We believe that rigorous enrichment after school and during the summer months is yet another way to ensure that we are doing all we can to prepare students academically, socially and emotionally for success in college and beyond. Our External Opportunities Office yields additional opportunities during the school year for students who demonstrate academic excellence and mastery of SEED core values. The following list is just a sample of the kinds of activities our students participated in this past summer:*

Approximately 30 students were engaged in programming that ranged from a month in experiences abroad in Peru, Italy and Mexico to a week-long aeronautical adventure at the popular space camp in Huntersville, Alabama. Students also traveled to Jamaica for community development work. The Peace Through Culture program traveled with 8 students to Costa Rica for a total cultural immersion. Two students traveled to Univ. of Wisconsin-Stevens Point for leadership training.

This year 10 students, 7 young ladies and 3 young men, toured Greece from June 11 through June 25 with 3 chaperones from Academics and Student Life.

We are proud to continue our annual Senior Work and Learn Program where students are engaged with community partners in a quest to further ready, train and develop a strong work ethic in our students. More than 25 partners remain committed to helping our young people.

**2015-2016  
TEACHING STAFF LISTINGS and BOARD MEMBERS**

The Board, the school’s administration and its teaching staff, ensure adequate resources to further the academic and organizational success of the school, including but not limited to, adequate facilities, appropriate professional development, services for special needs students, and additional funding by effectively deploying resources to further the academic and organizational success of the school. The Administrators and Board members have a strong understanding of the school design and refer to it regularly in managing and governing the school. The Board has established a school that maintains exceptional performance and stability through its school leadership. Changes in the school leadership either lead to exceptional performance or have not negatively impacted the school’s exceptional performance.

## Appendix 1 Staff Roster

					Dates of Employment		
Last Name	First Name	BA/BS major	Master's field of study	Doctorate field of study	Responsibilities	Hire Date	Termination Date
Alexander	Terrance				Physical Education Teacher (6th and 8th grade)	12/16/2007	
Alexander	Sharron				Resident Advisor	3/22/2013	
Alexis	Jonathan				Part-time Substitute Resident Advisor	11/16/2009	
Arndt	Kenneth	BS, Accounting			Managing Director	4/4/2016	
Bagley	Lamar				Life Skills Counselor	8/29/2009	
Bentley	Katherine	BA, History & Government			Social Studies Teacher	8/7/2015	10/30/2015
Body-Davenport	Lisa	BA, English	MS, Management		English Teacher	8/7/2015	8/14/2016
Bozzuto	Daniel	BS Chemistry and BA History			Science Teacher (9th and 11th grade)	8/15/2012	
Broadus-Iwucha	Robin	BS, Accounting			Staff Accountant	3/20/2007	
Brown	Indian				Assistant Student Life Coordinator	1/28/2002	
Brown	Lisa				Part-Time Substitute Resident Advisor	8/8/2011	
Bryant	Taylor	BA, Spanish			Spanish Teacher (8th and 9th grade)	8/18/2014	4/1/2016
Burks	Cedric				Coordinator Acad. Inter. & Student Dev. Serv.	8/25/2014	
Carroll	Janice				Resident Advisor	8/9/2011	
Castro	Rodolfo	BA, Political Science and Spanish			Spanish Teacher (10th and 11th grade)	7/1/2006	
Cauley	Dominique	Major: History, Minor: African American Studies			Social Studies Teacher (12th grade)	7/1/2011	9/21/2015
Ghew	Jeremy				Resident Advisor	10/1/2012	3/2/2016
Claytor	Danita				Life Skills Counselor	9/8/2009	
Colbert	Mary	LPN Nursing License			Licensed Practical Nurse (L.P.N)	8/7/2015	
Cousley	Deja				Part-Time Substitute Resident Advisor	9/23/2013	
Cunningham	Martha				Assistant to the Principal	10/23/2000	
Curtis	Vikki				Life Skills Counselor	3/10/2008	
Dabney	Tiffany	BS, Biology, minor in Chemistry			Science Teacher	8/17/2016	11/10/2015
Davis	Michael				Resident Advisor	1/18/2016	8/10/2016
Dawkins	Bobby				Resident Advisor	8/8/2011	
Douglas	Christopher				Resident Advisor	8/6/2014	
Douglas	Evan				Resident Advisor	8/17/2015	12/30/2015
Dowd	Colleen				Campus Operations Coordinator	7/1/2010	
Dowd	Brendan				Facilities Supervisor	11/3/2015	
Drake	Shelina	BA, English			English Teacher	8/7/2016	8/14/2016
Edmondson	Brianna				Resident Advisor	1/19/2016	7/14/2016
Elliott	Vanessa	BS, Psychology/MAED	MA, Elementary Education		Science Teacher (6th grade)	7/16/2012	
Epps	Thomas				External Opportunities Coordinator	8/15/2012	
Evans	Eugene	BS, Mathematics	MS, Mathematics		Math Teacher	8/7/2015	8/14/2016
Evans	Khalia				Part-Time Substitute Resident Advisor	11/17/2014	
Falson	Deborah				Evening Nurse	3/22/2004	
Ford	Nicholas	BA, History			Social Studies Teacher	8/7/2015	
Gamer	Sarah				Part-Time Substitute Resident Advisor	9/6/2012	
Garrett	Alicia				Resident Advisor	8/10/2015	

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				Program		
Geer	Nicholas	BA, International Affairs		Coordinator/Health/Fitness/Well Being	8/7/2015	12/31/2016
Grant	Randee			Resident Advisor	8/8/2011	
Gregory-McArthur	Annette	BS, Social Science	M.Ed (2), Curriculum and Instruction	Middle School Director	11/10/2015	
Gudger	Ricky			Resident Advisor	8/6/2014	
Hamis	JaiWan	BS, Biology, minor in Chemistry		Science Teacher (12th grade)	7/1/2008	7/1/2016
Harrison	Princess	BS, Mathematics	MA, Secondary Mathematics Education	Math Teacher (6th and 10th grade)	7/1/2008	
Harrod	Dayvon			Resident Advisor	11/13/2012	
Harrod	Cherita	BS, Chemistry	Education	Special Education Teacher	7/1/2009	6/30/2016
Hart	Matthew	Bachelors in Music Education		Music Teacher	8/28/2015	8/14/2016
Headd	Katrice			Resident Advisor	8/10/2016	1/29/2016
Hicks	Gina			Admin Asst Director Student Life	11/10/2009	
Hilliard	Leah-Joy	BA, Elementary Education	M.Ed, Multicultural Education	Life Skills Counselor	8/17/2015	
Holloway	Alexis			School Receptionist	9/9/2015	
Holman-Jones	Rashida	BA, Political Science, African-American Studies	MA, Public Administration	Social Studies Teacher (7th grade)	7/1/2008	
Honore	Shrydine			Resident Advisor	8/15/2012	
Howard	Marjorie			Development Coordinator	8/7/2016	
Howie	Kevin	BA, Fine Arts	M.Ed	Social Studies Teacher (6th & 9th)	8/7/2015	
Huggins III	Romia			Resident Advisor	9/12/2005	
Inman	LaShaun	BA, American Studies	Education (concentration in Educational Leadership)	Director of Enrollment Management	8/1/2007	1/8/2016
Jackson	Deborah			Part-Time Substitute	1/7/2003	
Jacobs	James	BS, Biology		Science Teacher	8/7/2015	8/14/2016
James	Stevon			Part-Time Substitute Resident Advisor	8/26/2014	
Johnson	Carmen	BS, Management Science	Master of Finance	Managing Director	6/17/2013	9/5/2015
Joiner	Arthur			Resident Advisor	8/15/2012	5/16/2016
Jones	Tamala	BS, Business Administration		Director of Human Resources	12/10/2008	9/8/2015
Jones	Danielle	BA, English		English Teacher (7th grade)	8/13/2014	
Jones	DaSean			Resident Advisor	10/11/2015	
Kandik	Christopher	BA, English	M.Ed, Secondary English and Special Education	English Teacher (9th-11th grade)	7/1/2007	
Kennedy	Calvin			Part-Time Substitute Resident Advisor	8/6/2014	
Kirkland	Edward	BA, Psychology		Math Teacher (8th grade)	7/1/2008	6/30/2016
Lawson	Donna			Director of Student Culture	7/23/2007	6/30/2016
Lee	Davon	BS, Mathematics		Math Teacher (9th and 10th grade)	8/14/2014	8/4/2016
Lewis	Durrell	BS, Mathematics		Math Teacher	7/11/2013	4/5/2016
Lewis	Mark	BS, Business Management		Health Teacher (9th, 11th and 12th grade)	4/30/2010	
Lilly	Sherril	BS, Physical Education		Physical Education Teacher	1/4/2016	
Logan	Mychuwan	BA, English	M.Ed, Education Administration and Policy	English Teacher (6th and 7th grade)	7/1/2008	8/17/2016
Mahon	Zenada	BA, Secondary English		High School Director	11/10/2015	
Makie	Vita			Assistant to the Office of the Head of School	12/11/2012	



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Manuel	Adrian	BA, History	MS, Secondary Ed - Social Studies and M.Ed, Educational/Public Administration	Ed.D, Educational and Organizational Leadership	Head of School	7/1/2014	
Marks	Jeffrey				Resident Advisor	8/6/2014	9/3/2015
May	Brittany				Resident Advisor	8/15/2012	
McCamley	Andrew				Life Skills Counselor	8/15/2012	
McCauley	Jeffrey	BA, Visual Arts Design	MFA, Painting, Illustration, Print-Making		Physical Education Teacher (7th grade)	9/6/2011	
McCowan	Marjorie				Resident Advisor	8/20/2015	4/19/2016
McDonald	Sean	BS, Education/Secondary English	M.Ed, Educational Leadership and M.Ed Reading Specialist		Principal	9/26/2015	2/22/2016
McRae	Tiffany	BA, English			English Teacher (6th grade)	8/6/2014	8/14/2016
Montgomery-Lane	Jemilyn	BA, English with minor in Psychology	Social Work		School Counselor	3/12/2007	6/30/2016
Munns	Daniel	BA, History			Social Studies Teacher	8/7/2015	8/14/2016
Murphy	Sean-Michael				Life Skills Counselor	11/17/2009	
Narrow	Rachel	BA, English & Spanish	MSW & MAT		Social Worker	8/6/2015	8/14/2016
Nelson	Dennis	BA, Psychology	Social Work		Mental Health Counselor	7/1/2012	4/29/2016
Nelson	Marilyn				Part-Time Substitute	8/28/2011	
Njoku	Andrew				Resident Advisor	8/18/2015	9/12/2015
Nutridge	Davette	BA, Criminal Justice	MA, SPED		SPED Teacher	8/31/2015	
Ochsendorf	Elizabeth				Student Life Coordinator	8/1/2005	
Palombo	Regina	BA, Secondary Education and BA, Literature			Special Education Teacher	8/1/2012	6/30/2016
Pearl	Stacey	BS, Special Education	M.Ed, Special Education		Director, Special ED & Academic Interventions	7/1/2003	
Pierre	Lauren	BS, English			Resident Advisor	8/7/2015	8/12/2016
Rampersaud	Krishna	BS, Chemistry	Master of Education in Educational Administration		Math Teacher (7th grade)	9/15/2014	6/30/2016
Reeves	Bernard				Resident Advisor	8/6/2014	6/30/2016
Richardson	Kerry	BA, Spanish and German	Education		Dir of College Career Servs	7/1/2002	6/30/2016
Roberts	Daniel				Night-Time Resident Advisor	6/1/2006	
Robinson	Jemaine	BA, Anthropology and BA, Criminology	Anthropology		Special Education Teacher	8/15/2012	7/18/2016
Rooks	Christopher	Accounting			Math Teacher (8th grade)	1/6/2014	
Roots	Lauren	BA, English Literature			Librarian	7/1/2011	
Saunders	Emmanuel				Night-Time Resident Advisor	10/14/2003	
Seabrooks	Gerard				Life Skills Counselor	11/2/2014	
Serrano	Daniel				Facilities Assistant	9/24/2012	
Sheehan	Terence	BA, Rhetoric	MA, Teaching		English Teacher (11th and 12th grade)	8/17/2009	
Shiferaw	Askale				Life Skills Counselor	10/21/2008	6/30/2016
Shinn	Dionna	BA, Political Science	Juris Doctor		Social Studies Teacher	2/8/2016	8/17/2016
Shuford	Angela				Life Skills Counselor	8/15/2012	
Smith	Thembu	BS, Mathematics	MA, Teaching		Math Teacher	8/18/2015	8/14/2016
Spearman	Tiffany				Administrative Assistant	10/2/2014	
Stevens	William	BA, Social Studies	MA, History		Social Studies Teacher (11th and 12th grade)	8/16/2001	
Stovall	Judy	BA, English/Broadcasting			Physical Education Teacher (8th grade)	12/1/2006	10/2/2015

The SEED Public Charter School  
Annual Report – 2015-2016 Academic School Year

Subramanian	Kamala	BFA, Design/Printmaking, painting and minor Art Therapy			Art Teacher (7th grade)	8/1/2005	
Sye	Ditanyan	BS, History Education	Master of Public Admin & M.Ed in Curriculum Specialist		Middle School Assistant Principal	6/1/2016	
Taylor	Tina				Resident Advisor	8/19/2015	
Templeton	Tammy	BS, Accounting			Accounting Manager	1/19/2016	
Terry	Carolyn				Resident Advisor	8/8/2011	
Tharpe	Larry				Part-Time Substitute	12/5/2012	
Thomas	Michael	BA, History with minors in Africana Studies and East Asian Studies			English Teacher (8th grade)	8/1/2013	
Thompson	Darryl				Part-time Hall Monitor (temporary)	1/4/2016	
Thompson	Joseph				Athletic Director	1/7/2008	
Thompson	Lesli				Student Life Coordinator	6/9/2005	
Thorpe	Carolyn				Resident Advisor	10/14/2014	
Totten	Eklsha	BS, Special Education	MS, Education Administration		Special Education Teacher	8/7/2015	
Tyson	Angela	BA, Public Affairs			Assistant Dean of Students	8/13/2003	
Udodi	Christina				Resident Advisor	8/6/2014	
Vasquez	Fidel				Maintenance Technician	9/3/2013	
Walker	LaToya				Substitute Math Teacher	8/7/2015	6/30/2016
Wallis	Rene	BA, Liberal Arts	Masters in Special Education, Emotional and Behavioral Disabilities		Special Education/ELA Teacher	8/7/2015	
Ward	Margaret				Director of Development	7/1/2009	8/3/2016
Ward	Sherrita				Resident Advisor	10/14/2014	1/15/2016
Washington	Marco				Substitute Resident Advisor	5/15/2015	
Watkins	Tal' Wane				Life Skills Counselor	10/21/2012	
West	William	BS, Human Development and Africana Studies			Data Mgmt & Technology Integration Officer	7/23/2012	
Westbrook	Ebony				Life Skills Counselor	8/6/2014	
White	Sonia				Life Skills Counselor	8/1/2005	
Wilcher	Corve	BA, English/Liberal Arts			Registrar	8/12/2016	
Williams	Michelle				Assistant to the Director of Enrollment Management	3/17/2003	
Wilson	Billie				Transportation Coord	8/14/2003	6/30/2016
Wood	Kathryn	BA, Psychology	MA, School Psychology		School Psychologist	8/7/2015	
Wortham	Jamei				Part-Time Substitute Resident Advisor	8/6/2014	
Wright	Brehear				Resident Advisor	8/6/2014	
Yarbrough	Alexis				Part-Time Substitute Resident Advisor	9/10/2014	
	Resigned/Terminated						
	Substitute/Temp						

**Appendix 2**  
**Board Roster**  
**The SEED School of Washington, D.C.**  
**2015- 16 Board of Trustees**

**Adrian Manuel (Ex-Officio)**

*Head of School*

[amanuel@seedschooldc.org](mailto:amanuel@seedschooldc.org)

**Eric Adler**

*Co-Founder*

[eric@seedfoundation.com](mailto:eric@seedfoundation.com)

**Len Armstrong**

*Trustee*

[Len\\_Armstrong@london.net](mailto:Len_Armstrong@london.net)

**Dennis Chestnut**

*Parent Trustee*

[dennis@groundworkdc.org](mailto:dennis@groundworkdc.org)

**Brooke Coburn**

*Trustee*

[brooke.coburn@carlyle.com](mailto:brooke.coburn@carlyle.com)

**Vasco Fernandes**

*Chairman of the Board*

[vascof@cox.net](mailto:vascof@cox.net)

**Huck O'Connor**

*Finance Committee Chair*

[heoconnor@comcast.net](mailto:heoconnor@comcast.net)

**Marina Ottaway**

*Executive Committee Chair*

[marina.ottaway@wilsoncenter.org](mailto:marina.ottaway@wilsoncenter.org)

**Tasha Poulson**

*Parent Trustee*

[Tasha.Poulson@theinsursolutions.com](mailto:Tasha.Poulson@theinsursolutions.com)

**Desa Sealy**

*Trustee*

[Desa.sealy@gsa.gov](mailto:Desa.sealy@gsa.gov)

**David Steinberg**

*Development Committee Chair*

[steinberg@steinberg36.com](mailto:steinberg@steinberg36.com)

**Ken Slaughter**

*Trustee*

[kslaught@mac.com](mailto:kslaught@mac.com)

**Joseph Wright**

*Trustee*

[Joseph.Wright@howard.edu](mailto:Joseph.Wright@howard.edu)

**Rajiv Vinnakota**

*Co-Founder*

[Rajiv@seedfoundation.com](mailto:Rajiv@seedfoundation.com)

SEED DC  
Budget vs Actual Board Financials  
For the Twelve Months Ending  
Thursday, June 30, 2016

	Actual YTD	Budget YTD	Variance YTD
<b>OPERATING REVENUE:</b>			
Per Pupil Allocations	14,376,756	13,956,637	420,119
Federal Entitlements	600,393	547,000	53,393
Greek Classics	(8,678)	0	(8,678)
Income from Grants and Donations	157,202	380,000	(222,798)
Restricted Grants	70,300	0	70,300
Released from Restrictions	(45,230)	0	(45,230)
In-Kind Donations	35,102	0	35,102
Interest Income	4,836	4,000	836
Other Income	21,532	0	21,532
<b>TOTAL OPERATING REVENUE</b>	<b>15,212,213</b>	<b>14,887,637</b>	<b>324,576</b>
<b>OPERATING EXPENSES:</b>			
Total Supplies and Services	4,768,091	4,674,065	94,026
Total Personnel	8,687,710	8,847,347	(159,637)
<b>TOTAL OPERATING EXPENSES</b>	<b>13,455,801</b>	<b>13,521,412</b>	<b>(65,611)</b>
<b>NET OPERATING INCOME/(LOSS)</b>	<b>1,756,412</b>	<b>1,366,225</b>	<b>390,187</b>
Depreciation and Amortization	1,050,643	950,000	100,643
<b>TOTAL EXPENSES</b>	<b>14,506,444</b>	<b>14,471,412</b>	<b>35,032</b>
<b>NET OPERATING INCOME/(LOSS) AFTER D&amp;A</b>	<b>705,769</b>	<b>416,225</b>	<b>289,544</b>

SEED DC  
Balance Sheet

	6/30/2016	6/30/2015
<u>Assets</u>		
Cash and Cash Equivalents	\$1,704,665	\$1,892,106
Restricted Cash	101,188	101,036
Greek Restricted	774,840	779,843
Capital Reserve	1,810	121,805
Bond Reserve Funds	536,081	540,920
Principal Sinking Fund	450,028	435,016
Account Receivable	197,828	113,396
Pledge Receivable	96,826	6,375
Prepaid Expenses	141,180	144,363
Property and Equipment, net	17,503,130	17,699,730
Bond Issuance Costs, net	60,093	98,288
<b>TOTAL ASSETS</b>	<u>21,567,669</u>	<u>21,932,878</u>
 <u>Liabilities and Net Assets</u>		
<u>Liabilities</u>		
Accounts Payable and Accrued Expenses	733,491	763,701
Due to (from) SEED Foundation	12,852	177,264
Capital Lease Obligation	109,940	112,489
Bonds Payable	4,165,000	5,040,000
<b>Total Liabilities</b>	<u>5,021,283</u>	<u>6,093,454</u>
 <u>Net Assets</u>		
Unrestricted	16,546,386	15,839,424
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<u>21,567,669</u>	<u>21,932,878</u>

### Special Education Update

SEED PCS currently has a total of 65 students receiving special education services and a total of 16 students with 504 Plans. Between February and May, two students with IEPs were exited from special education services and one student's 504 Plan was terminated. A total of three middle school students have withdrawn and two middle school students have been placed in nonpublic special education schools. One student attending a nonpublic special education day school was sent to a residential placement.

Grade	Number of students with IEPs	Number of students with 504 Plans	Number of new students evaluated & found eligible	Number of students evaluated & found not eligible	Number of students w/ IEPs who withdrew during the 15/16 school year	Number of students at a nonpublic placement	Total of students with IEPs and 504 Plans for the 15/16 school year
6 <sup>th</sup>	13	3	0	0	1	1	
7 <sup>th</sup>	16	3	0	0	1	3	
8 <sup>th</sup>	10	4	0	0	1	1	
9 <sup>th</sup>	8	5	0	2	0	3	
10 <sup>th</sup>	4	0	0	0	0	1	
11 <sup>th</sup>	2	2	0	0	0	1	
12 <sup>th</sup>	2	0	0	0	0		
<b>Total for the 15/16</b>	55	17	0	2	3	10	82

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

Source	Data Point
PCSB	LEA Name: SEED PCS of Washington, DC
PCSB	Campus Name: SEED Public Charter School of Washington, D.C.
PCSB	Grades served: 6-12
PCSB	Overall Audited Enrollment: 352

### 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	77
Grade	7	8	9	10	11	12	Alternative	Adult	SPED *
Student Count	86	64	48	31	21	25	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	<p><b>Total number of instructional days: 169 days</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.</p>
PCSB	<p><b>Suspension Rate: 32.4%</b> <math display="block">\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100</math></p>
PCSB	<p><b>Expulsion Rate: 1.7%</b> <math display="block">\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100</math></p>
PCSB	<p><b>Instructional Time Lost to Out-of-School Suspension Rate: 0.8%</b> <math display="block">\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100</math></p>
PCSB	<p><b>Average Daily Attendance:</b> The SRA requires annual reports to include a school’s average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b></p>
PCSB	<p><b>Midyear Withdrawals: Validated in mid-August</b></p>

	$\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCSB	<p><b>Midyear Entries:</b> <i>Validated in mid-August</i></p> $\frac{\text{number of students who enroll after Oct. 2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<p><b>Promotion Rate:</b> 100.0%</p> $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct. 2015 audit}}$
PCSB (SY14-15)	<p><b>College Acceptance Rates:</b> <i>Not applicable</i></p> $\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$
PCSB (SY14-15)	<p><b>College Admission Test Scores:</b> <i>Not applicable</i></p> $\frac{\text{number of current grade 12 students scoring at least 800 in SAT \& 16 or higher in ACT}}{\text{number of grade 12 students}} \times 100$
PCSB (SY14-15)	<p><b>Graduation Rates:</b> <i>Not applicable</i></p> $\frac{\text{number of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{number of first time grade 9 students in fall 2011 + transfers in - transfers out - emigrants - students who pass away}} \times 100$
<b>FACULTY AND STAFF DATA POINTS</b>	
School	<p><b>Teacher Attrition Rate: 52.6%</b></p> $\frac{\text{number of teachers retired/resigned/outplaced between October 5, 2015 and first day of school in 2016}}{(\text{number of teachers employed as of October 5, 2015})} \times 100$
School	<p><b>Number of Teachers: 38</b></p> <p>“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.</p>
School	<p><b>Teacher Salary</b></p> <p>1. Average: \$ 61,848 2. Range -- Minimum: \$45,194                      Maximum: \$81,947</p>



### School Authorizations

All authorizations (certificate of occupancy, insurance, lease, etc.) required to operate the school are in full force and effect.



The SEED School of Washington, D.C.  
*a public charter school*

### OPERATIONAL AUTHORIZATION

This is to certify that all authorizations, including certificate of occupancy, insurance, lease, business license, etc. that are required to operate the school, are in full force and effect.

  
\_\_\_\_\_  
Ken Arndt  
Managing Director

  
\_\_\_\_\_  
Date

## Annual Report 2015-16 Goals and Academic Achievement Expectations Template

The School Reform Act requires that public charter schools report on progress towards goals every year in their annual reports. Below, please find your school’s goals and academic achievement expectations as they are written in your charter and subsequent amendments.

Please populate the cells in yellow, following the example, and insert it exactly as reflected below in your 2015 Annual Report. You should first state whether or not your school met the goal, followed by the specific evidence, including the assessment. If your school has adopted the PMF as its goals and academic achievement expectations, PCSB will report on your progress in its annual publication of the PMF results; you do not have to include this information in your Annual Report. If your school has adopted additional goals beyond the PMF, these goals should be listed below.

SEED PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>EXAMPLE:</p> <p>At least 75% of Pre-Kindergarten students will meet or exceed widely held expectations of growth from the Fall to the Spring administration of the GOLD assessment.</p>	Goal met.	<p><b>ABC PCS met this goal.</b> 80% of pre-kindergarten students met or exceeded widely held expectations of growth from the fall to spring administrations of the GOLD literacy assessment.</p>
The school adopted the PMF as its goals, along with the following mission-specific goals:		
An annual decrease in negative and/or risky behaviors as measured by longitudinal grade level analysis of incident reports for both middle and high school students, indicated by a 10% annual decrease in the number of incident reports by grade level.		Incident Reports
<b>High school students will demonstrate college readiness as measured by:</b>		
1. 100% of students will have the required number of community service hours at the end of each academic year.	Goal unmet.	<p>12<sup>th</sup> Grade: 100% (25 out of 25) completed 100+ hours            11<sup>th</sup> Grade: 43% (9/21) have 75+ hours            10<sup>th</sup> Grade: 17% (5/29) have 50+ hours            9<sup>th</sup> Grade: 5% (2/43) have 25+ hours</p> <p>Students will complete community service hours during Student Life Programming. Life Skills counselors will create opportunities for students to obtain 25 hours community services hours per year.</p>
2. Presentations of Learning  2a. 100% of junior and senior high school students will score 80% or higher on their POLs.	Goal unmet.	<p>12<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>• 100% (25 out of 25) scored an 80% or higher</li> </ul> <p>11<sup>th</sup> Grade: Presentations were not scheduled            10<sup>th</sup> Grade: Presentations were not scheduled            9<sup>th</sup> Grade: Presentation were not scheduled</p>

<p>2b. 90% of freshman and sophomores will score 75% or higher on their POLs.</p>		<p>*Students only completed the one portion of the POL (executive summary, reflections, or presentation).</p> <p>Presentations of Learning are completed during (second semester during Student Life Programming). Students are provided a rubric and criteria.</p>
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**Note:** The annual report is an opportunity for schools to self-report on their progress in meeting their goals and academic achievement expectation. PCSB will not, as part of the annual report process, make an independent assessment of school goal attainment. PCSB’s acceptance of and publication of a school’s annual report does not imply PCSB’s concurrence or disagreement with the school’s self-assessment.

PCSB will assess in its formal charter reviews and renewals whether a school has met its goals. Charter reviews normally occur every five years but may occur at any time. Charter renewals occur in the fifteenth year of the school’s charter. When the school undergoes such a review or renewal, PCSB may seek supporting documents and additional data to validate this narrative.

**If you have questions about this form, please contact Emma McGann, [emcgann@dcpsb.org](mailto:emcgann@dcpsb.org) or Katherine Dammann, [kdammann@dcpsb.org](mailto:kdammann@dcpsb.org).**