

ANNUAL REPORT
2017-2018 SCHOOL YEAR

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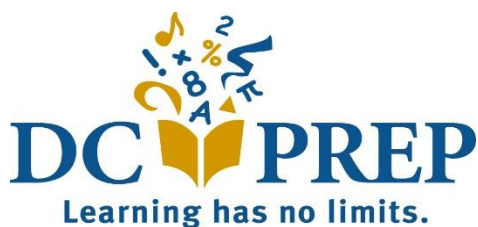


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I. SCHOOL DESCRIPTION

MISSION

DC Prep’s mission is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

We are progressing towards our mission by:

- Creating excellent schools in underserved communities;
- Providing an outstanding education that emphasizes rigorous academics and social skill development;
- Ensuring that our graduates have the knowledge, skills, and attitudes for success in top-tier high schools, college, and career;
- Regularly returning to our core value of reflection and refinement to ensure we are providing high quality academic and character education; and,
- Working with other education leaders to improve public education in DC.

OUR HISTORY AND FUTURE

DC Prep is a network of public charter schools (also known as a Charter Management Organization, or CMO), serving preschool-8th grade students, committed to improving public education in the nation’s capital and helping to turn one of the lowest-performing public school districts in the nation, into one of the best. Since 2003, our talented teachers and school leaders, culture of high expectations, rigorous academic program, and emphasis on social skill development have been producing exceptional results for students. Our schools are open-enrollment and tuition-free for DC residents.

DC Prep’s first school opened in 2003 with 100 students in 4th and 5th grade. As of SY17-18, DC Prep serves over 1,800 students in preschool – 8th grade across five campuses – **Edgewood Middle Campus** (EMC, opened in 2003 and serves 4th-8th grade), **Edgewood Elementary Campus** (EEC, opened in 2007 and serves preschool-3rd grade), **Benning Elementary Campus** (BEC, opened in 2008 and serves preschool-3rd grade), **Benning Middle Campus** (BMC, opened in 2013, serves 4th-8th grade) and **Anacostia Elementary Campus** (AEC, opened in 2015, serves preschool-1st grade; campus will “grow up” a grade each year through 3rd grade). At full scale, DC Prep will enroll 3,500 students across ten campuses in the city’s most traditionally under-resourced neighborhoods.



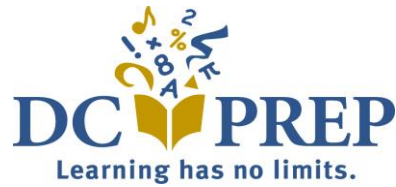
OUR VISION AND CORE VALUES

Our Vision

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

Our Values

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



OUR COMMITMENT TO DIVERSITY

At DC Prep, we value diversity.

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

SCHOOL PROGRAM: *THE DC PREP WAY*

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

Academics

At DC Prep we create and design our own curriculum through backwards design by starting with assessments aligned to standards. We use the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). We have a Math and Literacy Director in our Home Office who develop summative and formative assessments aligned to the standards for our network from K to 8. We also provide a Scope and Sequence (SAS) and unit maps aligned to the standards for ELA, Math, Science, and Early Childhood. Teachers participate in Unit Digestions to understand the key concepts in a unit and the arc of the assessments. Teachers then use the lesson plans to create their own materials and differentiate for their students. In Specials, Unit Maps are written by Teachers. They use a similar process of backwards design and starting with the Standards and Assessments.

DC Prep implements instruction that is data-driven and teachers integrate the results of various assessment tools (classroom assessments, standardized interim assessments and unit assessments) into their instructional plans. For example, if the data from an interim assessment shows that overall, students in a given grade level did not master the skill of determining an author's purpose when it was taught in a particular unit, teachers purposefully integrate that skill into lesson plans. Data is collected school-wide and district-wide to guide teachers in this work, and teachers analyze this data when planning individual lessons. Continual assessment – both formal and informal – to evaluate students' mastery of standards is integrated into every lesson plan as well.

DC Prep elementary schools are divided into the Early Childhood Program (Preschool and Prekindergarten) and the Elementary Program (K – 3rd). There are two teachers in each of the Early Childhood and Kindergarten classrooms and one teacher per classroom beginning in 1st Grade. Students in Grades 1 -3 attend reading, math and writing classes in a departmentalized structure with a daily 60-minute reading intervention block built in to their schedules.

DC Prep middle campuses are home to 4th-8th grades. The schools are divided into the **Junior and Senior Academies**. The Junior Academy is made up of the 4th, 5th, and 6th grades. In the Junior Academy, there are three homerooms. The Senior Academy consists of the 7th and 8th grades.

Prep Session

Prep Sessions are small group academic intervention classes that provide differentiated support for students. All students in the school are enrolled in two daily Prep Session classes – one for ELA and one for Math-- aligned to their individual needs and to push students forward from current achievement levels to higher ones.

Guided Reading

For middle school students who require reading intervention, we provide Guided Reading in small groups each morning focused on helping students grow and develop as readers towards grade level targets. This class is mandatory and an important part of our academic program. At the end of each quarter, students who make significant progress and no longer need the reading intervention, they move into the whole group independent reading class. This information is communicated individually with families and based on student data.

Special Classes (Music, Art, and PE)

Special subject classes provide opportunities for students to learn curricula other than the “basics” of Reading, Writing and Math during the school day. Music, Art, and Physical Education are offered to all students on a rotating basis. The specials teachers contribute to the school’s overall reading and math goals by incorporating reading and math concepts in their content area through the use of curriculum maps, bulletin boards, and word walls.

Culture and Prep Skills

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

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

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

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

- The 5 Prep Skills are the connective tissue from preschool through 8th grade for our Preppies. Though content and expectations will change as students grow, the Prep Skills remain consistent but scaffolded in their rigor over the years.
- We approach the teaching and support of Prep Skill development through planned teaching, effective praise, redirection, feedback and reflection.
- The Prep Skills are:

1. **Speaking to and Listening to Others:** The ability to effectively communicate thoughts and ideas through written and spoken discourse with peers and colleagues is a skill that Preppies will use during school and beyond.

“Language, is how we think. It's how we process information and remember. It's our operating system. Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech – talk – is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!”

2. **Persevering on Tasks and Projects:** Perseverance can be described as an ability to accomplish long-term or higher-order goals in the face of challenges and setbacks. School and life will present challenges that will require psychological resources, such as academic mindsets, effortful control, and strategies and tactics to address, grapple, and overcome. Telling a child to “tough it out, or to use grit” is useless if he or she does not have a set of skills to support working through the challenges.
3. **Contributing to Group Activities:** Playing and working cooperatively is arguably the skill where all other skills are applied and practiced. Discussing, planning, and working toward a goal together is a skill that will serve Preppies in countless ways. In working with others, they learn difference and empathy and are pushed to consider thinking that helps them learn and grow.
4. **Using Advocacy Skills:** The ability to stand up for your rights and the rights of others, both verbally and in writing, has many connections to the speaking and listening skill. Advocacy, however, is more about a mindset of empowerment. The knowledge that your perspective matters (and support from an adult in expressing that voice) allows a Preppie to understand his/her own power and significance. It does not mean that things will always go your way, or that there are not consequences based on the manner of your advocacy, but the right to speak truth to power in a way that will be heard and responded to is at the core of empowerment. Advocacy does not give license to disrespect to peers or teachers in the school community. Advocacy uplifts us all and elevates our thinking. Disrespect tears apart our community.
5. **Using Emotional Management Strategies:** Much like perseverance, emotional management is about understanding specific strategies and approaches that can be used in moments of frustration and stress. It is about the ability to anticipate the circumstances that create emotional

frustration and mitigating or avoiding those with planning, preparation, and routine.

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

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

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

CORE PRINCIPLES AND PRACTICES: COMMON ACROSS CAMPUSES

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

Student Attendance, Punctuality, Uniform

Students are expected to come to school on time, every day, in full uniform. These expectations are presented thoroughly to parents and to students along with the detailed steps that school staff will take when students do not comply with these expectations. The Family Handbook (printed copies of which are generally available at each campus front desk; an electronic version

of which is available online at www.dcprep.org), presents incentives and consequences that encourage students to meet these requirements as well as a copy of the Attendance Policy.

Greetings

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

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

Hallways and Common Areas

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

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

Classroom Setup

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

Classroom Culture

All students are engaged in learning for every minute of the class and are in learner’s position when appropriate for the instructional method being used. Classroom culture is respectful, and positive student contributions are recognized and rewarded. Assignments and conversations create learning opportunities that encourage and facilitate student success and require *all* students to interpret information and draw conclusions.

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



II. SCHOOL PERFORMANCE

PERFORMANCE AND PROGRESS – MISSION

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

DC Prep has a demonstrated track record of student achievement and is *the highest-performing network of public charter schools citywide for seven years running (2012-2018)*. Overall, compared to their peers across the city, DC Prep students demonstrated solid performance in both ELA and Math as the chart below shows.

2018 WASHINGTON, DC PARCC RESULTS				
	Combined % Scoring 4+ ELA (3 rd -8 th)	Combined % Scoring 4+ Math (3 rd -8 th)	Combined % Scoring 3+ ELA (3 rd -8 th)	Combined % Scoring 3+ Math (3 rd -8 th)
<i>Citywide Average %</i>	33%	29%	56%	54%
DC Prep %	46%	50%	69%	76%

For additional 2018 PARCC results, visit http://www.dcprep.org/News/2018_PARCC_Results

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS AND EARLY CHILDHOOD ASSESSMENTS

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Peabody Picture Vocabulary Test (PPVT Grades PK3-PK4): At least 80% of the PK3 and PK4 students (combined) will achieve a scaled score of 86 or higher on the spring assessment of the PPVT.	Goal met.	<p>DC Prep PCS met this goal. 96% of PK3-PK4 students achieved a scaled score of 86 or higher on the spring assessment of the PPVT.</p> <p>AEC - 94.5% BEC - 96.7% EEC - 95.9%</p>
Test of Early Mathematics Ability (TEMA Grades PK3 - PK4): At least 70% of the PK3 and PK4 students (combined) will achieve a scaled score of 90 or higher on the spring assessment of TEMA.	Goal met.	<p>DC Prep PCS met this goal. 96% of PK3-PK4 students achieved a scaled score of 90 or higher on the spring assessment of TEMA.</p> <p>AEC - 95.2% BEC - 98.0%</p>

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
		EEC - 95.2%
NWEA MAP Mathematics (Grades K-2): At least 60% of all K-2 students will achieve at or above the 50 th percentile or meet/exceed their typical spring growth targets in mathematics.	Goal met.	<p>DC Prep PCS met this goal. 80% of K-2 students achieved at or above the 50th percentile or met/exceeded their typical spring growth target in NWEA MAP Mathematics.</p> <p>AEC - 76.9% BEC - 77.9% EEC - 84.9%</p>
NWEA MAP Reading (Grades K-2): At least 60% of all K-2 students will achieve at or above the 50 th percentile or meet/exceed their typical spring growth targets in Reading.	Goal met.	<p>DC Prep PCS met this goal. 77% of K-2 students achieved at or above the 60th percentile or met/exceeded their typical spring growth target in NWEA MAP Reading.</p> <p>AEC - 76.2% BEC - 79.3% EEC - 74.4%</p>
<p>PARCC Mathematics (Grades 3-8): Each campus will meet both of the following targets:</p> <ul style="list-style-type: none"> • The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by the campus who reach a level 4 or above. • The percent of students level 3 or above will exceed the percent of students city-wide in tested grades served by the campus who reach a level 3 or above. 	Goal met.	<p>DC Prep PCS met this goal. The percent of students earning level 4 or above exceeded the percent of students city-wide in tested grades and the percent of students level 3 or above also exceeded the percent of students city-wide in tested grades served for PARCC Mathematics.</p> <p>LEA Data: DC Prep 4+ Math Grades 3-8 = 50% City-wide 4+ Math Grades 3-8 = 31%</p> <p>DC Prep 3+ Math Grades 3-8 = 76% City-wide 3+ Math Grades 3-8 = 54%</p> <p>Campus Data: BEC 4+ Math 3rd Grade = 42% EEC 4+ Math 3rd Grade = 52% City-wide 4+ Math 3rd Grade = 41%</p> <p>BEC 3+ Math 3rd Grade = 75% EEC 3+ Math 3rd Grade = 73% City-wide 3+ Math 3rd Grade = 64%</p> <p>BMC 4+ Math Grades 4-8 = 47% EMC 4+ Math Grades 4-8 = 55% City-wide 4+ Math Grades 4-8 = 27%*</p>

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
		BMC 3+ Math Grades 4-8 = 72% EMC 3+ Math Grades 4-8 = 82% City-wide 3+ Math Grades 4-8 = 52%* *City-wide data is not reported for grade band 4-8 so the value is the average of each grade level performance.
PARCC ELA (Grades 3-8): Each campus will meet both of the following targets: <ul style="list-style-type: none"> The percent of students earning a level 4 or above will exceed the percent of students city-wide in tested grades served by the campus who reach a level 4 or above. The percent of students level 3 or above will exceed the percent of students city-wide in tested grades served by the campus who reach a level 3 or above. 	Goal met.	DC Prep PCS met this goal. LEA Data: DC Prep 4+ ELA Grades 3-8 = 46% City-wide 4+ ELA Grades 3-8 = 34% DC Prep 3+ ELA Grades 3-8 = 69% City-wide 3+ ELA Grades 3-8 = 56% Campus Data: BEC 4+ ELA 3 rd Grade = 34% EEC 4+ ELA 3 rd Grade = 40% City-wide 4+ ELA 3 rd Grade = 31% BEC 3+ ELA 3 rd Grade = 67% EEC 3+ ELA 3 rd Grade = 64% City-wide 3+ ELA 3 rd Grade = 53% BMC 4+ ELA Grades 4-8 = 45% EMC 4+ ELA Grades 4-8 = 52% City-wide 4+ ELA Grades 4-8 = 35%* BMC 3+ ELA Grades 4-8 = 67% EMC 3+ ELA Grades 4-8 = 75% City-wide 3+ Math Grades 4-8 = 59%* *City-wide data is not reported for grade band 4-8 so the value is the average of each grade level performance.
Attendance (all grades): Each campus will achieve an average in-seat attendance rate of 90%.	Goal met.	DC Prep PCS met this goal. The average in-seat attendance for all campuses was greater than 90% according to validated PCSB in-seat attendance data. AEC - 90.5% BEC - 92.2%

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
		BMC - 93.1% EEC - 94.1% EMC - 93.4%
Re-enrollment (all grades): Each campus will achieve an average re-enrollment rate of 75%.	Goal met.	DC Prep PCS met this goal. Each campus achieved an average re-enrollment rate greater than 75% according to validated PCSB re-enrollment data. AEC - 80.0% BEC - 90.6% BMC - 89.6% EEC - 88.7% EMC - 82.9%

Assessments to measure outcomes in Early Childhood for the PK-8 Performance Management Framework (PMF). The assessments listed below are those beyond the CLASS assessment (used in all schools that serve prekindergarten students) that DC Prep has confirmed with DC PCSB that will be used to measure the progress of the school's Early Childhood program on the PK-8 PMF for school year 2017-18.

Domain	Assessment
Prekindergarten Literacy	PPVT
Prekindergarten Math	TEMA
K -2 Literacy	NWEA MAP
K-2 Math	NWEA MAP

Student Punctuality Rates

PUNCTUALITY		
CAMPUS	SY16-17 (Aug-June)	SY17-18 (Aug-June)
Edgewood Middle	90.4%	90.3%
Benning Middle	91.1%	92.4%
Edgewood Elementary	92.1%	92.3%
Benning Elementary	89.4%	89.6%
Anacostia Elementary	84.5%	83.1%
DC Prep - TOTAL	89.7%	89.5%

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

COMMUNITY AND FAMILY ENGAGEMENT IN SY17-18

Ward 8 Ed Fair	<i>DC Prep spearheaded, did the branding for, and hosted a citywide Ward 8 Education Fair at the Anacostia Elementary Campus. The event was highly-publicized in the city and brought over 30 exhibitors including schools and education organizations together to offer prospective families the resources they needed to make an informed decision about SY17-18 enrollment via the My School DC application system. Participating exhibitors included several Ward 8 PK3-12th grade schools, the DC Public Library, and My School DC.</i>
Advocacy	<i>In March 2018, DC Prep's Benning Elementary Campus hosted a town hall with WAMU 88.5 and The Kojo Nnamdi Show. The town hall, titled "When Going to School is Dangerous: A Student Townhall on School and Community Safety", included panelists from DC PAVE, the DC Police Department, RAISE DC, as well as current DC Prep students and alumni at Thurgood Marshall Academy. The event was recorded and broadcast on WAMU.</i>
Education Empowerment Organizations	<i>DC Prep has had an ongoing partnership with Girls on the Run DC as well as Girls Who Code – both organizations work within our middle campus communities to empower young women and to encourage and foster their intellectual curiosity and team-building skills.</i>
Community Outreach	<i>In April 2018, AEC hosted a Ward 8 "Community Parenting Empowerment Expo", sponsored by the Mayor's Council for Child Abuse and Neglect and Nation's Capital Mothers Group. Sessions included "Child Safety in the Digital Age", "Raising Black Boys and Girls", and "Building Father Song Relationships from Wakanda to Anacostia: Inspirations from the Black Panther".</i>
Nationwide Charter Schools	<i>In SY17-18, as in every academic year, DC Prep hosted staff members from traditional and public charter schools nationwide – including Washington Global Academy and Eagle Academy PCS here in DC, RePublic Schools in Mississippi, and St. Hope in California.</i>
PrepNext Summer Academy	<i>During the summer of 2018, our PrepNext alumni support team hosted their fourth annual Summer Academy Program over six weeks at Gallaudet University in DC. Electives for this year's Summer Academy students included Critical Exposure, a photography class in partnership with a local DC organization. Summer Academy also provided students with the chance to log community service hours, through volunteering at Capital Area Food Bank. Additionally, students toured Capitol Technology University and Howard University to learn more about college paths, financial affordability, admissions, and academics.</i>
Student Support	<i>DC Prep's Clinical Team continued to partner with Children's National Health System to expand our mental wellness capabilities for students. Through the partnership, a psychiatrist visits the schools once or twice a month, and the school has become able to include comprehensive assessments and ongoing treatment to support students.</i>
Family Events	<i>DC Prep provides multiple formal and informal opportunities for families throughout our network to be involved in the life of the school including: membership in the Parent Action Team (PAT) at each campus; participation in focus groups to provide input to the school's leadership on emerging issues including diversity training; assisting with classroom,</i>

enrichment, and social activities that enhance and enrich DC Prep's school culture; and serving on the school's Board of Directors (space permitting).

Parent Action Teams (PATs) are parent-run organizations that exist to promote parental involvement. The PAT works collaboratively with faculty members to support the mission of the school. Membership is open to any family member of a DC Prep student, and teachers and administrators are also encouraged to join the PAT. The PAT is responsible for sponsoring school activities at their respective campus to promote a stronger home and school connection.

During the SY17-18 school year, all DC Prep campuses hosted several campus events including, but not limited to:

- 1) Back to School Night – an evening for families to visit students' classrooms and meet their teachers*
- 2) Winter Arts Festival – a night for families to come and see student performances and celebrate successes*
- 3) First Cup – a set time for families to come, have coffee, and talk with school leadership*
- 4) Muffins with Mama – a series of morning events for students and their parents/guardians to have time together*

AEC also held a 2018 summer program in partnership with The Bell Foundation and The Norman and Ruth Rales Foundation. The program served 60 rising 1st and 2nd graders.

LESSONS LEARNED AND ACTIONS TAKEN

Data is in DC Prep's DNA and informs every aspect of our work. Informed by 360-degree observation and analysis of student results, DC Prep collects data on students in a variety of ways to drive ever-increasing levels of student achievement.

After careful analysis, DC Prep determined that the best approach was to migrate from our previous data platform, LUMOS, to a new, more dynamic data reporting collection system - Schoolzilla - in time for the launch of SY16-17 and continuing with significant report updates and new layout and design during SY17-18. The platform migration occurred over the 2016 summer months, and now, through Schoolzilla, teams are able to build new student reports as well as to change *existing* reports. Each year, we have collected feedback from our leadership teams and our Data Team has incorporated it into dashboards on Schoolzilla for the upcoming year. SY18-19 will be the third year utilizing this platform, and it has largely been a success.

DC Prep is excited about the continued potential of the new Schoolzilla platform to continue to enable teams to track and analyze student growth in dynamic ways that will, ultimately, inform (re)teaching methods in service of driving student achievement. We continue to learn that it is imperative that DC Prep has a data system that allows campuses to adapt to the changing needs of our campuses.

AT-RISK FUNDING

DC Prep's educational model is designed to maintain rigorous academic standards coupled with a focus on social skill development to meet the needs of all students in our schools. As a result of our at-risk funding and 65% of our students being considered at-risk, DC Prep added teaching positions and supplemental resources to provide better, targeted small group interventions and 1:1 interactions between students in need of increased academic support and staff. We have also been able to provide additional support services, including a school psychologist at each campus cluster, one mental health clinician at each school, and outside therapists and clinicians. DC Prep continued its partnership with Children's Hospital to expand our mental wellness capabilities, and we provided family workshops at each campus on positive parenting, as well as safety care training.

UNIQUE ACCOMPLISHMENTS

For the seventh consecutive year, DC Prep is the highest-performing network of public charter schools in the nation's capital, based on results from the 2018 PARCC assessment. Network-wide, approximately 69% and 76% of DC Prep 3rd through 8th grade students scored at a PARCC performance level of 3+ in ELA and Math, respectively. Below are select proof points showing the efficacy of our educational model from the 2018 PARCC results.

2018 WASHINGTON, DC PARCC RESULTS				
	Combined % Scoring 4+ ELA (3 rd -8 th)	Combined % Scoring 4+ Math (3 rd -8 th)	Combined % Scoring 3+ ELA (3 rd -8 th)	Combined % Scoring 3+ Math (3 rd -8 th)
Citywide Average %	33%	29%	56%	54%
DC Prep %	46%	50%	69%	76%

Additionally, our at-risk students significantly outperformed the citywide average for at-risk students 40% to 17%

While we have a lot of hard work ahead to ramp up the rigor for PARCC, our goal remains to provide the very best education possible to students in Washington, DC. For additional information on DC Prep's 2018 PARCC results, visit [http://www.dcrep.org/News/2018 PARCC Results](http://www.dcrep.org/News/2018_PARCC_Results).

Additional highlights from the 2017-18 school year include:

- DC Prep, in partnership with teams at MCN Build, Shinberg Levinas, Brailsford & Dunlavey, and others, successfully completed and opened a new, state-of-the-art remodeled Anacostia Elementary Campus at 1409 V Street, SE. The building opened its doors in time for the start of the 2017-18 academic year to preschool through 1st graders and will “grow up” a grade each year through 3rd.
- DC Prep's Clinical Teams have expanded an ongoing partnership with Children's National Hospital to provide on-site care for qualifying families and Preppies. In addition, the team hosted a variety of family engagement workshops throughout SY17-18.
- Councilmember Elissa Silverman and the offices of Council Members McDuffie and Grosso participated in our annual “Mock Interview Day” which helps our eighth-grade students prepare for their high school interview process.
- All three elementary schools received a new playground during SY17-18, including the Benning campus, which had partnerships with KaBOOM!, The Washington Redskins Foundation, and The Bender Foundation.

Alumni Success

Consistent with our mission, all students in DC Prep's first twelve graduating classes (~415) have been accepted by a college-prep high school. And, the majority have been offered admission to selective independent, parochial, and public magnet schools earning over \$10M in scholarship support. A partial list of the high schools to which DC Prep students have been accepted is presented on the following page.

HIGH SCHOOL ACCEPTANCES INCLUDE:

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

MONETARY AND IN-KIND DONATIONS: CASH RECEIVED FY18

Ahmad Hajj	Genesys Impact	Mukang Cho
Albert Beveridge	Gerald Austen	Nancy Folger
Alex Boyle	Gray King	Nathalie Gilfoyle
Alexandria Adams	Greg Nikodem	New Schools Venture Fund
Allan McKelvie	Greg Nikodem	Niente Smith
Alliance Insurance Services, Inc.	Hadley Cooper	Nina Schou
Allison Riepe	Hilary Swain	Noel Gunther
Alyse Graham	J. Kearney Shanahan	Oscar Paul Trepanier
Amanda Bowker	Jack McKay	Pam Green
Amy Knight	James Crownover	Pat Schieffer
Ana Collins	James S. Carroll	Patricia Barmeyer
Annie and Eric Burnquist	Jason Michel	Patrick Gross
Anthony Bruce	Jeannette Brophy	Patty Abramson
Arthur McKee	Jeffrey Monge	Peggy Bracewell
Bailey Williams	Jennifer Del Guercio	Peter Kaplan
Bainium Family Foundation	Jennifer Rooney	Phil Perkins
Bainum Family Foundation	Jenny Abramson	Phillip Eliot
Bank of America	Jeremiah Norton	Piper Gould
Barbara Franklin	Jill Hall	PMM Companies
Barbara Langhorn	Joanne Wilson	Raffa Accounting
Beth Fotheringill	Jodie Allen	Reed Fawell
Betty Diamond	Joel Kaplan	RFI Foundation
Brendan Sullivan	John Beaty	Richard Eakin
Bridget Nikodem	John Chapoton	Richard Meltzer
Bridget Nikodem	Jonathan Graham	Ridgway Hall Jr.
Brown Advisory	Joseph Bruno	Robert Phay
Building Hope	Joshua B Rales	Roderick McKelvie
C. Bowdoin Train	Judy Kovler	Rory Ackerly
Carol Crawford	Kathe McDaniels	Rory Eakin
Carol Eakin-Burdette	Katherine Boone	Sabina Menschel
Carol Pensky	Katherine Coleman	Sarah Stettinius
Caroline Cooper	Kathleen Crawford	Share Fund
Charis Drant	Kathryn Hanley	Shilpa Khatri
Christina Silberman	Kenneth Woodcock	Shinberg, Levinas Architects
Claire Farver	Kristine McBrady	Stefanie Firestone
Clare Friedman	Laura Kaplan	Stephanie Polis
Collette Bruce	Laura McIntosh	Stephen Boyd
CSX	Law Office of Lauren E. Baum, PC	Stephen Goldberg
David Gries	Lawrence Nussdorf	Stuart Pergament
David Leahy	Lee Lockwood	Sue Bralove
Debra Goldberg	Lindsey Haldeman	Susan Burke
Deirdre Pontbriand	Louisa Duemling	Susan Gage Caterers
Diane Bankoff	Louise Ross	The Boone Family Foundation
Diana Johnston	M&T Bank	The Broad Center
EdOps	M. Anthony Gould	The Clark Charitable Foundation
Elise Hoffmann	Maddy Stein	The Herb Block Foundation
Elizabeth Fawell	Mark Schuman	The Jockey Hollow Foundation
Elizabeth Jeppson	Mary Raiser	The Lemon Foundation
Elizabeth Ulmer	Maura Marino	Robert Amis
Emerson London Pheeneey	Maureen Witter	The Meltzer Group
Eric Price	MCN Build	The Morris and Gwendolyn Cafritz Foundation
Fran Rumford	Meg Ferguson	
Frank Nicolai	Mia Bass	
Gates Hawn	Michela English	
Tiernan Sittenfeld		
Ursula Quin		
Valerie Rockefeller		
YourCause, LLC Trustee for		
MasterCard International Inc.		

SY 17-18 Campus Data Reports

SY17-18 Annual Campus Data Report

Source	Data Point
PCSB	LEA Name: DC Prep PCS
PCSB	Campus Name: DC Prep PCS - Anacostia Elementary School
PCSB	Grades served: PK3 - 1
PCSB	Overall Audited Enrollment: 304

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	84	70	73	77	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	<p>Total number of instructional days: 178 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	Suspension Rate: 1.3%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 90.5%
PCSB	<p>Average Daily Attendance: 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. (No action necessary.)</p>
PCSB	Midyear Withdrawals: 3.29%
PCSB	Midyear Entries: 0.33%
PCSB	Promotion Rate: 98.7%

PCSB (SY15-16)	College Acceptance Rates: <i>Not Applicable</i>
PCSB (SY15-16)	College Admission Test Scores: <i>Not Applicable</i>
PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Retention Rate: 59%
School	Number of Teachers: 32 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary Average: \$ Decline to State Range -- Minimum: \$ Decline to State Maximum: \$ Decline to State

SY 2017-18 Annual Campus Data Report

Source	Data Point
PCSB	LEA Name: DC Prep PCS
PCSB	Campus Name: DC Prep PCS - Benning Elementary School
PCSB	Grades served: PK3 - 3
PCSB	Overall Audited Enrollment: 453

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	72	79	76	74	76	76	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 178 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.
PCSB	Suspension Rate: 0.0%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
PCSB	In-Seat Attendance: 92.2%
PCSB	Average Daily Attendance: 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. (No action necessary.)
PCSB	Midyear Withdrawals: 1.99%
PCSB	Midyear Entries: 0.22%
PCSB	Promotion Rate: 100%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable

PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>
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Faculty and Staff Data Points

School	Teacher Retention Rate: 79%
School	Number of Teachers: 48 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary Average: \$ Decline to State Range -- Minimum: \$ Decline to State Maximum: \$ Decline to State

SY 2017-18 Annual Campus Data Report

Source	Data Point
PCSB	LEA Name: DC Prep PCS
PCSB	Campus Name: DC Prep PCS - Benning Middle School
PCSB	Grades served: 4 - 8
PCSB	Overall Audited Enrollment: 336

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	80	79	70
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	53	54	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 178 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.
PCSB	Suspension Rate: 13.4%
PCSB	Expulsion Rate: 0.3%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.18%
PCSB	In-Seat Attendance: 93.1%
PCSB	Average Daily Attendance: 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. (No action necessary.)
PCSB	Midyear Withdrawals: 1.49%
PCSB	Midyear Entries: 0.3%
PCSB	Promotion Rate: 99.6%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable

PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>
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Faculty and Staff Data Points

School	Teacher Retention Rate: 51%
School	Number of Teachers: 37 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary Average: \$ Decline to State Range -- Minimum: \$Decline to State Maximum: \$Decline to State

SY 2017-18 Annual Campus Data Report

Source	Data Point
PCSB	LEA Name: DC Prep PCS
PCSB	Campus Name: DC Prep PCS - Edgewood Elementary School
PCSB	Grades served: PK3 - 3
PCSB	Overall Audited Enrollment: 451

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	82	71	75	75	73	75	0	0	0
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

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

Student Data Points

School	Total number of instructional days: 178 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.
PCSB	Suspension Rate: 1.3%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 94.1%
PCSB	Average Daily Attendance: 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. (No action necessary.)
PCSB	Midyear Withdrawals: 2%
PCSB	Midyear Entries: 0%
PCSB	Promotion Rate: 97.4%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable

PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>
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Faculty and Staff Data Points

School	Teacher Retention Rate: 74%
School	Number of Teachers: 50 "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary Average: \$ Decline to State Range -- Minimum: \$ Decline to State Maximum: \$Decline to State

SY 2017-18 Annual Campus Data Report

Source	Data Point
PCSB	LEA Name: DC Prep PCS
PCSB	Campus Name: DC Prep PCS - Edgewood Middle School
PCSB	Grades served: 4 - 8
PCSB	Overall Audited Enrollment: 332

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	78	80	68
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	57	49	0	0	0	0	0	0	0

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

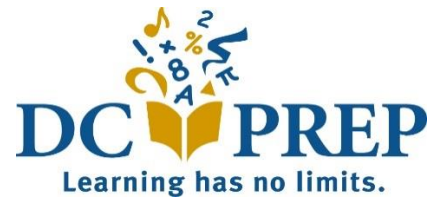
Student Data Points

School	Total number of instructional days: 178 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.
PCSB	Suspension Rate: 13.3%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.17%
PCSB	In-Seat Attendance: 93.4%
PCSB	Average Daily Attendance: 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. (No action necessary.)
PCSB	Midyear Withdrawals: 0.9%
PCSB	Midyear Entries: 0%
PCSB	Promotion Rate: 98.7%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB	College Admission Test Scores: Not Applicable

(SY15-16)	
PCSB (SY15-16)	Graduation Rates: <i>Not Applicable</i>

Faculty and Staff Data Points

School	Teacher Retention Rate: 76%
School	Number of Teachers: 37 “Teacher” is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.
School	Teacher Salary Average: \$ Decline to State Range -- Minimum: \$ Decline to State Maximum: \$ Decline to State



APPENDICES

SY17-18 BOARD OF DIRECTORS

***Michela English, Board Chair:** President and CEO of Fight for Children

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

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

***Charis Drant:** Lawyer and Philanthropist

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

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

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

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

Emily Lawson: Founder and CEO, DC Prep

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

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

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

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

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

Valerie Wayne: Philanthropist and former special education teacher

**DC resident*

SY17-18 STAFF ROSTER

Campus	Employee Name	Title
Anacostia Elementary	Banks, Eugene	Kindergarten Teacher
Anacostia Elementary	Baptist, Holly G.	Kindergarten Teacher
Anacostia Elementary	Schwartz, Tamara	Student Support Coordinator (12mo)
Anacostia Elementary	Brown, Chandra	School Psychologist
Anacostia Elementary	Brown, Qualitra	Preschool Teacher
Anacostia Elementary	Butcher, Robyn M.	Prekindergarten Teacher
Anacostia Elementary	Carboine, Catherine M.	K/1 ELA Teacher
Anacostia Elementary	Cauley, LaTashia Q.	Preschool Teacher
Anacostia Elementary	Chisolm-Okuyene, Felicia	Academic Intervention Fellow
Anacostia Elementary	Christian, Sheneil	Resident Principal
Anacostia Elementary	Diamond, Marcus	Safety and Facilities Associate
Anacostia Elementary	Dieringer, Colleen	ELA Department Chair & GLL
Anacostia Elementary	Donawa-Johnkins, Shandrika	Kindergarten Teacher
Anacostia Elementary	Gerald, Andrea	Music Teacher
Anacostia Elementary	Grady, Alise	Preschool Teacher
Anacostia Elementary	Granville, Samantha	Assistant Principal of Academics
Anacostia Elementary	Griffin, Emily	Kindergarten Teacher & Math Curriculum Planner
Anacostia Elementary	Hairston, Quentin A.	Prekindergarten Teacher
Anacostia Elementary	Hawkins, Sharina	Prekindergarten Teacher
Anacostia Elementary	Hay, Ayana	Preschool Teacher
Anacostia Elementary	Henderson, Jamel	Campus Operations Assistant
Anacostia Elementary	Henderson, Rhonda	Operations Manager
Anacostia Elementary	Jones, Dana S.	Kindergarten Teacher
Anacostia Elementary	Joseph (Coradazzi), Danielle	Preschool Teacher
Anacostia Elementary	Lewis, Brittany	1st Grade Math Teacher, First Grade GLL & Math Department Chair
Anacostia Elementary	Lockett, Cassaundra	Dean of Student Support
Anacostia Elementary	Matthews, Jaleesa	Special Education Teacher
Anacostia Elementary	Monroe, Diamond	Preschool Teacher (Long term sub)
Anacostia Elementary	Moore, Monique	Resident Operations Manager
Anacostia Elementary	Muller, Kelly	Special Education Coordinator
Anacostia Elementary	Murray, Khalia	Prekindergarten Teacher & GLL
Anacostia Elementary	Nagle, Anjelica S.	Preschool Teacher
Anacostia Elementary	Patil, Radhika	Preschool Teacher & GLL
Anacostia Elementary	Peterson, Crystal	Preschool Teacher
Anacostia Elementary	Pozo, Angelica	Academic Intervention Fellow
Anacostia Elementary	Salute, Jessica	1st Grade ELA Teacher
Anacostia Elementary	Singer, Laura	Preschool Teacher

Anacostia Elementary	Skipper, Derrick	K-1 Science Teacher
Anacostia Elementary	Thomas, James	Physical Education Teacher
Anacostia Elementary	Thomas, Jasmin	Prekindergarten Teacher
Anacostia Elementary	Tymus, Princeton	Art Teacher
Anacostia Elementary	Warren, Ronica	PrepEX Program Leader
Anacostia Elementary	Washington, Sahron	K-1 Intervention Teacher
Anacostia Elementary	Williams, Raasan	Academic Intervention Fellow
Anacostia Elementary	Williams Sr., Steven L.	Facilities Engineer
Anacostia Elementary	Young, DaShawn (Monque)	Early Childhood Special Education Teacher
Benning Elementary	Abba, Aishatu	Preschool Teacher
Benning Elementary	Archer, Sandra	2nd Grade ELA Teacher
Benning Elementary	Barber, Alexandra J.	Preschool Teacher
Benning Elementary	Bivona, Emma	2nd Grade ELA Teacher
Benning Elementary	Bogan, Aja	Campus Operations Assistant
Benning Elementary	Boland, Kathleen	Kindergarten Teacher
Benning Elementary	Brown, Devin	Kindergarten Teacher
Benning Elementary	Cannady, Deshaun O.	Academic Intervention Fellow
Benning Elementary	Cayard, Victoria	Preschool Teacher
Benning Elementary	Cayemite, Jennifer	2nd Grade Math Teacher & GLL
Benning Elementary	Chatzinoff, Jill	ELL Teacher
Benning Elementary	Clark, Caitlin	3rd Grade Reading Interventionist
Benning Elementary	Connelly, Anne	Prekindergarten Teacher
Benning Elementary	Crain, Daniel	2nd/3rd Grade Math Special Education Teacher
Benning Elementary	Cullum, Degarrius	Dean of Student Support
Benning Elementary	Cummings, Sherilyn	2nd Grade ELA SPED Teacher
Benning Elementary	Desai, Neema	Assistant Principal of Academics
Benning Elementary	Desiderio, Christopher M.	1st -3rd Grade ELA Teacher
Benning Elementary	Englender (Ross), Maura	Principal
Benning Elementary	Evans, Stephanie	Academic Intervention Fellow
Benning Elementary	Fields, Cassandra	Academic Intervention Fellow
Benning Elementary	Givens, Allison	1st Grade Math Teacher
Benning Elementary	Grant, Kiera	Early Childhood Special Education Teacher
Benning Elementary	Hanson, Heather	Assistant Principal of Academics
Benning Elementary	Hernandez, Jamie	Assistant Principal of Early Childhood
Benning Elementary	Hogue, Jonathan S.	3rd Grade ELA Teacher
Benning Elementary	Holloway, Randall	Art Teacher
Benning Elementary	Hood, Ashley	Prekindergarten Teacher
Benning Elementary	Jeffries, Emily	Special Education Coordinator
Benning Elementary	Jin, Jenny	Preschool Teacher
Benning Elementary	Johnson, Aja	Preschool Teacher & GLL
Benning Elementary	Johnson, Connie	Food Service Associate

Benning Elementary	Jones, Kawan	2nd/3rd Grade Science Teacher
Benning Elementary	Kobilka, Ashley	1st Grade Teacher & K/1 ELA Department Chair & GLL
Benning Elementary	Krauser, Valerie	3rd Grade Math Teacher and Curriculum Planner
Benning Elementary	Kuzma, Katherine	Elementary Science Department Chair
Benning Elementary	Long, Mary Virginia	Prekindergarten Teacher
Benning Elementary	Lotson, Grace-Ann(Taylor)	Early Childhood Support Coordinator
Benning Elementary	Lytle, Ashlei	Kindergarten Teacher
Benning Elementary	Mance, Priestly	Facilities Engineer
Benning Elementary	McDaniels, Ehvyn	Prekindergarten Teacher
Benning Elementary	Miceli, Shanna	Prekindergarten teacher & GLL
Benning Elementary	Mulligan, Isaiah	1st Grade ELA Teacher
Benning Elementary	Nicks, Solisa	Academic Intervention Fellow
Benning Elementary	O'Connor, Grace	Prekindergarten Teacher
Benning Elementary	Odom, Dionne	Campus Operations Assistant
Benning Elementary	Overland, Katherine	1st Grade Special Education Math Teacher
Benning Elementary	Price, Alicia	Academic Intervention Fellow
Benning Elementary	Prince, Louise	Kindergarten Teacher & GLL
Benning Elementary	Renford, Jarod	1st & 2nd grade Math Teacher
Benning Elementary	Sellman, Samuellyn K.	Kindergarten Teacher
Benning Elementary	Sims, Eleanor	Preschool Teacher
Benning Elementary	Smith, Natalya	Prekindergarten teacher
Benning Elementary	Strader, Kent	Assistant Principal of Academics
Benning Elementary	Stragar-Rice, Colin	K & 1st Grade Science Teacher
Benning Elementary	Talewsky, Meg	3rd Grade Math Teacher & Math Department Chair
Benning Elementary	Thomas-Hay, Deborah	Music Teacher
Benning Elementary	Thompson, Harold	Safety and Facilities Associate
Benning Elementary	Toeller (McCrary), Amber	School Counselor (10 mo)
Benning Elementary	Townsley, Ryan	3rd Grade ELA Teacher & GLL
Benning Elementary	Vasquez, Evelyn	Early Childhood Teacher
Benning Elementary	Ware, Daryan	Academic Intervention Fellow
Benning Elementary	Williams, Justin M.	Physical Education Teacher
Benning Elementary	Wimbish, Aaron	Safety and Facilities Associate
Benning Middle	Barrett, Samuel Christopher Kyle	Art Teacher
Benning Middle	Barton, Jayde	Academic Intervention Fellow
Benning Middle	Bender, Derrick	Academic Intervention Fellow
Benning Middle	Berry, Deloreis I.	5th/6th Math Special Education Teacher
Benning Middle	Bien-Aime, Tatiana	Student Support Counselor
Benning Middle	Brogan, Katie	Math Intervention Teacher
Benning Middle	Conroy, Shana	4th & 5th Grade Science Teacher & Science Department Chair

Benning Middle	Davis, Aryn	4th & 5th Grade ELA Teacher & 6th grade GLL
Benning Middle	Dlugos, Kevin C.	Intervention Teacher
Benning Middle	Dyer, Jennifer	5th Grade Literacy Teacher & Curriculum Writer
Benning Middle	Fahsel, Kyle	5th Grade Literacy Teacher & Grade Level Leader
Benning Middle	Goode, Joshua	Assistant Principal of Culture
Benning Middle	Goodfriend, Kathryn E.	Middle School ELA Teacher
Benning Middle	Gould Perrott, Crystal	7th Grade Math Teacher
Benning Middle	Green, Rachel	Campus Operations Assistant
Benning Middle	Guerrero, Matthew	Special Education Coordinator
Benning Middle	Harbaugh, Emma	8th Grade Math Teacher & Grade Level Leader
Benning Middle	Harris, James	Academic Intervention Fellow
Benning Middle	Harris, Sha'Quan	Academic Intervention Fellow
Benning Middle	Jackson, Erica	Dean of Student Support
Benning Middle	Jenkins, Whitney	PrepEx Program Leader
Benning Middle	Jones, Brooke L.	6th/7th Grade Small Group Reading Intervention Teacher
Benning Middle	Joselow, Micah	5th Grade Math Teacher and Math Department Chair
Benning Middle	Kirkland, Edward	5th Grade Math Teacher
Benning Middle	Lawrence, Frankie	Physical Education Teacher
Benning Middle	Layson, Stephanie	Director of High School Placement
Benning Middle	Lee, Maurice	4th Grade Math Special Education Teacher
Benning Middle	Leepow, Danielle	4th Grade Math Teacher
Benning Middle	Livingston, Anne	5th & 6th Grade Science Teacher
Benning Middle	McGraw, Jody L.	6th Grade Math Teacher
Benning Middle	O'Quinn, Kevin	7th Grade ELA Teacher
Benning Middle	Palmer, Danielle	School Psychologist
Benning Middle	Pockros, Julia	4th Grade ELA Teacher & Curriculum Planner & GLL
Benning Middle	Price, Rashad	Academic Intervention Fellow
Benning Middle	Raghothama, Rachana	6th Grade Math Teacher
Benning Middle	Rasnake, Samantha	4th Grade Math Teacher
Benning Middle	Ray, Devin	7th & 8th Grade Social Studies Teacher & 7th grade GLL
Benning Middle	Richardson, Jessica	Operations Manager
Benning Middle	Romeo, Brittany	7th Grade ELA Special Education Teacher
Benning Middle	Rosenberg, Meredith	Assistant Principal of Academics
Benning Middle	Salinas, Lauren M.	7th/8th Grade Special Education Teacher
Benning Middle	Smith, Airee	7th/8th Science Teacher
Benning Middle	Smith, Ariel	ELA Special Education Teacher
Benning Middle	Smith, Teneshia	4th Grade ELA Special Education Teacher

Benning Middle	Thomae, Taylor	6th Grade Social Studies Teacher
Benning Middle	Thomas, Peter	ELA Department Chair
Benning Middle	Thurmond, Ashley M.	4th Grade Literacy Teacher
Benning Middle	Waldron (Leo), Erin	Principal
Benning Middle	Watkins, Donsha	5th Grade ELA Special Education Teacher
Benning Middle	Watson, Christina	Operations Assistant
Edgewood Elementary	Alvarez, Sandy	Kindergarten Teacher
Edgewood Elementary	Anderson, Cassandra	Kindergarten Teacher
Edgewood Elementary	Andrews, Dionna	Academic Intervention Fellow
Edgewood Elementary	Backman, Natasha A.	3rd Grade Math Teacher
Edgewood Elementary	Barr II, Darrell A.	Physical Education Teacher
Edgewood Elementary	Bolotas, Daphne	Preschool Teacher
Edgewood Elementary	Bridgewater, Phylcia	Preschool Teacher & Grade Level Leader
Edgewood Elementary	Brooks, Michael	Safety and Facilities Associate
Edgewood Elementary	Brown, Chauncey	Kindergarten Teacher
Edgewood Elementary	Brown, Tiffany	Academic Intervention Fellow
Edgewood Elementary	Bussie, Clifford A.	Academic Intervention Fellow
Edgewood Elementary	Caldera, Jonathan	Dean of Student Support
Edgewood Elementary	Canty, Briana	2nd Grade Math Teacher
Edgewood Elementary	Conway, Andrea	1st Grade Literacy Teacher
Edgewood Elementary	Deibel, Jillian	2nd/3rd Grade Science Teacher
Edgewood Elementary	Dennis, Madalyn	Kindergarten Teacher
Edgewood Elementary	Dixon, Duane	Academic Intervention Fellow
Edgewood Elementary	Ekus, Maya	Speech-Language Pathologist
Edgewood Elementary	Ellis, Kimberly	2nd Grade Special Education Teacher
Edgewood Elementary	Fareed-Cole, Ticia	PrepEX Program Leader
Edgewood Elementary	Gantt, Lakisha	Early Childhood Support Coordinator
Edgewood Elementary	Garcia, Cristino	Facilities Engineer
Edgewood Elementary	Giddy, Laura	Operations Manager
Edgewood Elementary	Grella, Jennifer	Prekindergarten Teacher & Grade Level Leader
Edgewood Elementary	Hastings, Emily	Prekindergarten Teacher
Edgewood Elementary	Hayes, Avise	Principal
Edgewood Elementary	Helms, Amy	Assistant Principal of Academics
Edgewood Elementary	Hendricks, Angel-Dama	Assistant Principal of Culture
Edgewood Elementary	Hinds, Marie	Music Teacher
Edgewood Elementary	Hobbs, Mieosha	1st Grade Special Education Teacher
Edgewood Elementary	Hoover, Christopher	1st Grade Math Teacher & GLL
Edgewood Elementary	Jones, Crystal	Campus Operations Assistant
Edgewood Elementary	Keller, Shelley	Preschool Teacher
Edgewood Elementary	Kerstetter, Jordan	K / 1st Grade Science Teacher
Edgewood Elementary	Krummert, Matthew	ELL/Intervention Teacher

Edgewood Elementary	LePore, Emma	ELA Department Chair
Edgewood Elementary	Locklin, Kayla	Prekindergarten Teacher & Early Childhood Planner
Edgewood Elementary	Lynott, Haley	Prekindergarten Teacher
Edgewood Elementary	Mason-Austin, Kanita (Mason)	1st/2nd Grade ELA Teacher & Grade Level Leader
Edgewood Elementary	McDermott (Bennett), Paige	PreSchool Teacher
Edgewood Elementary	McMahon, Kelly	Preschool Teacher
Edgewood Elementary	Miller-Foster, Bryan	Academic Intervention Fellow
Edgewood Elementary	Morant, Winter	Campus Operations Assistant
Edgewood Elementary	Parker, Dion	Safety and Facilities Associate
Edgewood Elementary	Pillion, Elizabeth	Assistant Principal of EC
Edgewood Elementary	Preston, Demario	Academic Intervention Fellow
Edgewood Elementary	Pugh, Jamelia	1st Grade ELA Teacher
Edgewood Elementary	Rainey, Erin	Early Childhood Intervention & Special Education Teacher
Edgewood Elementary	Ray, Kate E.	3rd Grade ELA Special Education Teacher
Edgewood Elementary	Ressler (Herbst), Laura	Special Education Coordinator
Edgewood Elementary	Robertson, Renee	Kindergarten Teacher
Edgewood Elementary	Rich, Melissa	Math Department Chair
Edgewood Elementary	Schnakenberg, Nicole	Preschool Teacher
Edgewood Elementary	Schoppert, Shay	Preschool Teacher
Edgewood Elementary	Sellers Jr., Michael A.	ELL/Intervention Teacher
Edgewood Elementary	Shumake, Cheryl M.	Prekindergarten Teacher
Edgewood Elementary	Silber, Emily	Prekindergarten Teacher
Edgewood Elementary	Small, Nicole	Preschool Teacher
Edgewood Elementary	Stanley, Erin	Student Support Coordinator
Edgewood Elementary	Suber, Kelley	Preschool Teacher
Edgewood Elementary	Thomas, AnnMarie	Kindergarten Teacher & Grade Level Lead
Edgewood Elementary	Walker, Marjorie	Art Teacher
Edgewood Elementary	West, Teresa	3rd Grade ELA Teacher
Edgewood Elementary	Williams, Brittney	Dean of Student Support
Edgewood Elementary	Williams, Emma	2nd Grade ELA Teacher
Edgewood Elementary	Woodworth, Rebecca E.	2nd/3rd Grade Math Teacher
Edgewood Elementary	Zogby, Mary-Margaret (Mare)	3rd Grade ELA Teacher
Edgewood Middle	Becker, John	6th Grade Math Teacher & Grade Level Leader
Edgewood Middle	Brock, Nichole	5th Grade Math Teacher
Edgewood Middle	Carothers, Matthew	Student Support Coordinator (12mo)
Edgewood Middle	Chang, Sunny S.	Senior Academy Math Special Education Teacher
Edgewood Middle	Collins, Fabianne	6th Grade Math Special Education Teacher and Math Department Chair
Edgewood Middle	Cunningham, Jia	5th Grade ELA Teacher

Edgewood Middle	Dufner, Kathleen M.	7th Grade ELA Teacher and Curriculum Planner
Edgewood Middle	Howe, Jeremiah	Academic Intervention Fellow
Edgewood Middle	Iqbal, Tara	Assistant Principal of Culture
Edgewood Middle	Kim, Samuel	8th Grade ELA Special Education Teacher & Grade Level Leader
Edgewood Middle	Kipperman, Daniel	Specials Department Chair & Physical Education Teacher
Edgewood Middle	Kravis, Laura	3rd Grade Math Teacher and Curriculum Planner
Edgewood Middle	Laguna, Chanel	4th Grade ELA Teacher
Edgewood Middle	Lee, Kamishia	Art Teacher
Edgewood Middle	Leopold (Cooke), Monique	School Psychologist
Edgewood Middle	Liburd, Calvet	Operations Manager
Edgewood Middle	Makstein, Alyson	4th Grade ELA Teacher & Grade Level Lead
Edgewood Middle	Martin, India	Academic Intervention Fellow
Edgewood Middle	Matthews, William	6th/7th Social Studies Teacher
Edgewood Middle	McClam, Rachel	Principal
Edgewood Middle	McDermott, Carl Logan	8th Grade Math Teacher
Edgewood Middle	McDermott, William	7th and 8th Grade Social Studies Teacher and Social Studies Department Chair
Edgewood Middle	Menard, Allison N.	4th Grade Math Teacher
Edgewood Middle	Moeller, Julie	Director of High School Placement
Edgewood Middle	Mosley, Christa	6th Grade Special Education ELA Teacher
Edgewood Middle	Myers, Jennifer	5th Grade ELA Teacher
Edgewood Middle	Myers, Richard	6th Grade Math Teacher
Edgewood Middle	Nelson, Jr., Gary	5th Grade Math Teacher
Edgewood Middle	Orzechowski, Lauren	8th Grade ELA Teacher & Curriculum Planner
Edgewood Middle	Permut, Brian D.	4th Grade Math Teacher
Edgewood Middle	Petty, Jonathon	7th/8th Grade Science Teacher
Edgewood Middle	Ray, Ciara	6th Grade ELA Teacher
Edgewood Middle	Romero, Emily	4th and 5th Grade Math Special Education Teacher
Edgewood Middle	Royal, Simone P.	4th Grade Special Education ELA Teacher
Edgewood Middle	Salzberg, Anna	6th Grade ELA Teacher and Department Chair
Edgewood Middle	Sanchez, Harley	5th Grade Special Education ELA Teacher
Edgewood Middle	Schoo, Kara	Special Education Coordinator
Edgewood Middle	Shepard, Kendall	Campus Operations Assistant
Edgewood Middle	Sherman, Dafna (Feith)	Senior Academy Math Teacher
Edgewood Middle	Smith, Mignon	Assistant Principal of Academics
Edgewood Middle	Stephens, Dawn	Campus Operations Assistant
Edgewood Middle	Stuart, Matthew	Senior Academy ELA Teacher
Edgewood Middle	Taylor, Morgan	Academic Intervention Fellow & PE Teacher
Edgewood Middle	Wells, Edward	Junior Academy Science Teacher & GLL
Edgewood Middle	Wiley, Joshua	7th Grade Math Teacher

Edgewood Middle	Wilson, Kerry F.	Junior Academy Science Teacher
Home Office	Blueitt, Kalyn	Director of Facilities and Business Operations
Home Office	Bradley, Janelle	Associate Director of High School Support
Home Office	Bryant, Danielle	Associate Director of People Operations
Home Office	Dauffenbach-Tabb, Hilary L.	Director of Analysis, Data, and Enrollment
Home Office	Dias, Rachel	Director of Recruitment
Home Office	Edmonds, Shaunte	Director of Early Childhood & Science
Home Office	Edmunds, Marilyn	Associate Director of Recruitment
Home Office	Englander, Daniel	Chief Operating Officer
Home Office	Ford, Dwayne	Technology Associate
Home Office	Hanmer, Deborah	Senior Director of Student Support
Home Office	Hess, Michelle	Director of Special Education
Home Office	Jeppson, Iby	Chief Development Officer
Home Office	Johannsen, Emily	Director of Operations
Home Office	Lambert, Johnleia	Associate of High School Support
Home Office	Lawson, Emily	Founder and CEO
Home Office	Lawson, Maria D.	Senior Associate of High School Support
Home Office	Liguori, Alyssa	Data and Enrollment Associate
Home Office	Maestas, Laura	Chief Talent Officer
Home Office	Nadolny, Heather	Associate Director Development and Communications
Home Office	Nwosu, Catherine Bennett	Director of Extended Learning
Home Office	O'Flaherty, Tara	Senior Director of Curriculum and Assessment
Home Office	Patel, Suraj	Director of People Operations
Home Office	Pendleton, Mary	Director of ELA Curriculum
Home Office	Pergament, Cassie	Senior Director of Middle Programming
Home Office	Salisbury, Jill Elizabeth	Director of PrepNext
Home Office	Severn, Katie	President and Chief Academic Officer
Home Office	Smith, Deandra	Associate Director Postsecondary Success
Home Office	Smyth, Mary Frances	Associate Director of Recruitment
Home Office	Swain, Emily	Data and Enrollment Associate
Home Office	Tavarez, Sindy	Director of Student Recruitment
Home Office	Troncoso Ramirez, Jorge Ricardo	Director of Information Technology
Home Office	Ugwu-oju, Kelly	Director of Math Curriculum
Home Office	Ulu, Bertha Clarice	Special Assistant to the CEO
Home Office	Vines, Kumasi	Senior Director of Real Estate and Finance
Home Office	Vinson, Janol	Senior Associate of High School Support
Home Office	Weeden, Raymond	Senior Director of Policy and Community Engagement

35% PERCENT OF DC PREP TEACHERS HAVE EARNED A MASTER'S DEGREE.

SY17-18 UNAUDITED YEAR-END FINANCIAL STATEMENT

**DC Preparatory
Academy
SY17-18 Annual
Budget**

**DC Preparatory
Academy

Consolidated**

	Q4			Year to Date		
	Actuals	Budget	Variance	Actual	Budget	Variance
REVENUE						
Per Pupil Charter Payments - General Education	5,428,825	5,189,514	239,310	22,109,704	20,758,058	1,351,646
Per Pupil Charter Payments - Categorical Enhancements	1,777,958	1,358,384	419,573	6,134,959	5,433,537	701,422
Per Pupil Facilities Allowance Federal Funding	1,496,591	1,492,600	3,991	5,986,365	5,970,401	15,964
Other Government Funding/Grants	113,333	312,118	(198,785)	616,814	1,248,472	(631,658)
	491,993	465,550	26,443	1,744,881	1,827,395	(82,514)
Private Grants and Donations	287,081	830,000	(542,919)	2,445,683	3,620,000	(1,174,317)
Activity Fees In-kind revenue	77,488	66,923	10,565	251,708	261,000	(9,292)
	53,497	3,750	49,747	218,052	15,000	203,052
Other Income	141,406	10,430	130,977	379,403	40,813	338,589
TOTAL REVENUES	9,868,173	9,729,270	138,903	39,887,568	39,174,676	712,892
FUNCTIONAL EXPENSES						
Personnel Salaries and Benefits						
Principal/Executive Salary	610,379	692,742	(82,363)	2,455,566	2,831,405	375,839
Teachers Salaries Special Education	2,773,310	2,866,339	(93,029)	10,045,242	10,563,206	517,964
Salaries Other Education Professionals Salaries	764,229	700,455	63,774	2,744,988	2,603,999	(140,990)
	-	-	-	-	-	-
Business/Operations Salaries Administrative/Other Staff Salaries	491,983	390,655	101,328	1,965,088	1,538,156	(426,932)
Employee Benefits and Payroll Taxes	1,291,925	1,311,757	(19,832)	4,961,877	5,311,824	349,947
	1,076,823	1,072,902	3,921	4,183,673	4,324,412	140,739
Subtotal: Personnel Expense	7,008,650	7,034,851	(26,201)	26,356,435	27,173,002	816,567
Direct Student Expense						
Educational Supplies and Textbooks	107,124	74,134	32,990	461,376	486,500	25,124
Student Assessment Materials/Program Evaluation	45,842	51,250	(5,408)	195,183	205,000	9,817
Contracted Student Services	255,511	138,383	117,128	639,118	539,695	(99,423)
Food Service	301,766	273,605	28,161	1,067,224	1,067,061	(163)
Other Direct Student Expense	11,313	45,209	(33,895)	130,525	184,915	54,391
Subtotal: Direct Student Expense	721,557	582,581	138,975	2,493,426	2,483,171	(10,254)
Occupancy Expenses						

Rent	11,336	25,896	(14,560)	103,550	164,702	61,152
Depreciation (facilities only)	542,831	535,423	7,408	2,047,753	2,043,425	(4,328)
Interest (facilities only)	639,439	581,317	58,122	2,367,822	2,205,922	(161,899)
Building Maintenance and Repairs	60,338	86,848	(26,510)	177,839	347,391	169,552
Contracted Building Services	229,459	232,788	(3,329)	915,497	920,971	5,474
Other Occupancy Expenses	164,845	137,734	27,111	571,684	550,934	(20,750)
Subtotal: Occupancy Expenses	1,648,248	1,600,005	48,243	6,184,145	6,233,346	49,202
General and Administrative Expenses						
Office Supplies and Materials	43,286	53,339	(10,053)	236,832	213,357	(23,475)
Office Equipment Rental and Maintenance	43,700	31,766	11,934	132,069	127,063	(5,006)
Telephone/Telecommunications	41,222	43,017	(1,795)	151,321	157,257	5,936
Legal, Accounting and Payroll Services	136,216	108,173	28,043	565,807	541,240	(24,567)
Insurance	28,637	35,000	(6,363)	118,601	140,000	21,399
Transportation	149,825	152,740	(2,916)	239,579	261,055	21,476
Professional Development	75,380	61,163	14,218	294,192	244,650	(49,542)
PCSB Administrative Fee	80,100	79,964	136	320,400	319,857	(543)
Management Fee	-	-	-	-	-	-
Interest Expense (non-facility)	-	-	-	-	-	-
Depreciation and Amortization (non-facility)	80,101	87,635	(7,534)	329,739	350,540	20,802
Other General Expense	581,179	428,584	152,595	2,030,317	1,736,288	(294,029)
Subtotal: General Expenses	1,259,647	1,081,382	178,265	4,418,857	4,091,308	(327,549)
TOTAL EXPENSES	10,638,101	10,298,819	339,282	39,452,863	39,980,828	527,965
NET INCOME	(769,929)	\$ (569,549)	\$ (200,379)	434,706	\$ (806,152)	\$1,240,857

PCSB Format Balance Sheet

As of June 30, 2018

**DC Preparatory
Academy
Consolidated****ASSETS****Current Assets**

Checking/Savings	11,214,337
Accounts Receivable	1,159,446
Prepaid Expenses	415,878.67
Other Current Assets	1,014,100

Total Current Assets 13,803,761**Property, Building and Equipment, net** 61,731,708**Other Assets** 6,709,847**TOTAL ASSETS** 82,245,316**LIABILITIES****Current Liabilities**

Accrued payroll and benefits	1,497,246
Accounts payable and accrued expenses	1,713,849
Deferred Revenue	33,743
Current portion of long-term debt	515,000

Total Current Liabilities 3,759,838**Long-term liabilities** 63,794,105**TOTAL LIABILITIES** 67,553,943**NET ASSETS**

Unrestricted	12,969,847
Temporary Restricted	1,286,820
Permanently Restricted	-
Net Income for the year	434,706

TOTAL NET ASSETS 14,691,373**TOTAL LIABILITIES AND NET ASSETS** 82,245,316

D.C. Preparatory Academy (DC Prep)

FY19 Budget

PCSB-Formatted Financials

Income Statement		SY18-19
Revenue		
	Per Pupil Charter Payments - General Education	29,344,163
	Per Pupil Facilities Allowance	6,352,999
	Federal Funding	1,282,559
	Other Government Funding/Grants	1,736,745
	Private Grants and Donations	3,490,000
	In-ind Contributions	15,000
	Activity Fees	346,079
	Other Income	37,087
TOTAL REVENUES		42,604,631
Operating Expense		
Personnel Salaries and Benefits		
	Principal/Executive Salary	2,716,592
	Teachers Salaries	11,376,518
	Special Education Salaries	2,990,769
	Other Education Professionals Salaries	-
	Business/Operations Salaries	1,601,678
	Administrative/Other Staff Salaries	6,087,853
	Employee Benefits and Payroll Taxes	4,709,073
	Total Personnel Salaries and Benefits	29,482,484
Direct Student Expense		
	Educational Supplies and Textbooks	620,500
	Student Assessment Materials/Program Evaluation	204,583
	Contracted Student Services	574,753
	Food Service	1,174,985
	Other Direct Student Expense	207,095
	Total Direct Student Expense	2,781,916
Occupancy Expense		
	Rent	106,350
	Depreciation (facilities only)	2,133,262
	Interest (facilities only)	2,539,977

Building Maintenance and Repairs	193,463
Contracted Building Services	995,647
Other Occupancy Expenses	587,063
Total Occupancy Expenses	6,555,762
General Expense	
Office Supplies and Materials	248,803
Office Equipment Rental and Maintenance	158,912
Telephone/Telecommunications	120,968
Legal, Accounting and Payroll Services	538,609
Insurance	140,000
Transportation	268,349
Professional Development	379,000
PCSB Administrative Fee	351,897
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	331,462
Other General Expense	1,866,145
Total General Expenses	4,404,146
TOTAL EXPENSES	43,224,308
Net Income	(619,677)