

ANNUAL REPORT

2018-2019 SCHOOL YEAR

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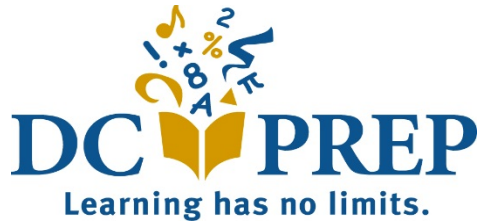


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I. SCHOOL DESCRIPTION

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 SY18-19, DC Prep serves over 1,900 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-2nd 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, 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 into 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, 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 – what 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.
 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. Preppies can then layer in the highest use of advocacy – using your skills to help others and improve the 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) 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 work hard to effectively communicate school expectations and partner 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.

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. 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 eight years running (2012-2019)*. Overall, compared to their peers across the city, DC Prep students demonstrated solid performance in both ELA and Math as the chart below shows.

2019 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 %	37.5%	32%	60%	55%
DC Prep %	47.6%	47%	71%	75%

For additional 2019 PARCC results, visit https://www.dcprep.org/News/2019_PARCC_Results

GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS AND EARLY CHILDHOOD ASSESSMENTS

DC Prep PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

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.	DC Prep PCS met this goal. 98% of PK3-PK4 students achieved a scaled score of 86 or higher on the spring assessment of the PPVT. AEC – 96.0% BEC – 98.6% EEC – 98.0%
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.	DC Prep PCS met this goal. 97% of PK3-PK4 students achieved a scaled score of 90 or higher on the spring assessment of TEMA. AEC – 98.0% BEC – 97.1% EEC – 94.6%
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.	DC Prep PCS met this goal. 85% of K-2 students achieved at or above the 50 th percentile or met/exceeded their typical spring growth target in NWEA MAP Mathematics. AEC – 83.6% BEC – 83.9% EEC – 86.2%
NWEA MAP Reading (Grades K-2): At least 60% of all K-2 students will achieve at or above the 50 th percentile or	Goal met.	DC Prep PCS met this goal. 77% of K-2 students achieved at or above the 50 th percentile or met/exceeded their typical spring growth target in NWEA MAP Reading.

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
meet/exceed their typical spring growth targets in Reading.		AEC – 77.1% BEC – 75.0% EEC – 78.4%
<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 = 47% City-wide 4+ Math Grades 3-8 = 31%</p> <p>DC Prep 3+ Math Grades 3-8 = 75% City-wide 3+ Math Grades 3-8 = 55%</p> <p>Campus Data: BEC 4+ Math 3rd Grade = 51% EEC 4+ Math 3rd Grade = 51% City-wide 4+ Math 3rd Grade = 42%</p> <p>BEC 3+ Math 3rd Grade = 74% EEC 3+ Math 3rd Grade = 83% City-wide 3+ Math 3rd Grade = 68%</p> <p>BMC 4+ Math Grades 4-8 = 39% EMC 4+ Math Grades 4-8 = 55% City-wide 4+ Math Grades 4-8 = 27%*</p> <p>BMC 3+ Math Grades 4-8 = 67% EMC 3+ Math Grades 4-8 = 84% City-wide 3+ Math Grades 4-8 = 52%*</p> <p>*City-wide data is not reported for grade band 4-8 so the value is the average of each grade level performance.</p>
<p>PARCC ELA (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 	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 ELA.</p>

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
<p>tested grades served by the campus who reach a level 4 or above.</p> <ul style="list-style-type: none"> 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. 		<p>LEA Data: DC Prep 4+ ELA Grades 3-8 = 48% City-wide 4+ ELA Grades 3-8 = 37%</p> <p>DC Prep 3+ ELA Grades 3-8 = 71% City-wide 3+ ELA Grades 3-8 = 60%</p> <p>Campus Data: BEC 4+ ELA 3rd Grade = 44% EEC 4+ ELA 3rd Grade = 38% City-wide 4+ ELA 3rd Grade = 33%</p> <p>BEC 3+ ELA 3rd Grade = 64% EEC 3+ ELA 3rd Grade = 70% City-wide 3+ ELA 3rd Grade = 54%</p> <p>BMC 4+ ELA Grades 4-8 = 46% EMC 4+ ELA Grades 4-8 = 53% City-wide 4+ ELA Grades 4-8 = 39%*</p> <p>BMC 3+ ELA Grades 4-8 = 70% EMC 3+ ELA Grades 4-8 = 76% City-wide 3+ ELA Grades 4-8 = 62%*</p> <p>*City-wide data is not reported for grade band 4-8 so the value is the average of each grade level performance.</p>
<p>Attendance (all grades): Each campus will achieve an average in-seat attendance rate of 90%.</p>	<p>Goal met.</p>	<p>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.</p> <p>AEC - 92.1% BEC - 92.3% BMC - 93.4% EEC - 94.1% EMC - 94.2%</p>

DC Prep PCS - Goals and Academic Achievement Expectations	Goal met or unmet	Progress toward goals
Re-enrollment (all grades): Each campus will achieve an average re-enrollment rate of 75%.	Goal met.	<p>DC Prep PCS met this goal. Each campus achieved an average re-enrollment rate greater than 75% according to validated PCSB re-enrollment data.</p> <p>AEC - 83.5% BEC - 86.6% BMC - 92.3% EEC - 89.1% EMC - 88.4%</p>

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 2018-19.

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

Student Punctuality Rates

PUNCTUALITY		
CAMPUS	SY17-18 (Aug-June)	SY18-19 (Aug-June)
Edgewood Middle	90.3%	90.1%
Benning Middle	92.4%	88.8%
Edgewood Elementary	92.3%	91.9%
Benning Elementary	89.6%	89.4%
Anacostia Elementary	83.1%	85.7%
DC Prep - TOTAL	89.5%	89.2%

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 SY18-19

Advocacy and Community Engagement	<p><i>On February 1st, DC Prep held a Parent Advocacy meeting about the response to gun violence at our Anacostia Elementary Campus. This helped us to shape our Town Hall on Gun Violence with Arne Duncan, held on February 13th, which was attended by over 100 guests, including staff, school leaders, and members of the Anacostia community. Coming out of the Town Hall, we submitted a petition to City Hall, calling on the Mayor to do more to combat gun violence in our city.</i></p> <p><i>And, more broadly, Senior Director of Policy and Community Engagement Raymond Weeden worked tirelessly to raise awareness about the issues of gun violence and the impact it has had on Ward 8 in particular.</i></p> <ul style="list-style-type: none"> <i>Helped to convene a “safety walk” with city officials in November 2018 to advocate for support with safety needs near Anacostia Elementary</i> <i>Participated in the Safe Passage work</i> <i>Collaborated with a reporter from the Washington Post on an article about the toll gun violence is taking on students, published in December 2018</i> <i>Participated in a panel discussion on the Kojo Nnamdi show on WAMU 88.5 on June 18, 2019 to talk about school shootings and how they affect students.</i> <p><i>Senior Director of Policy and Community Engagement Raymond Weeden testified on mental health supports along with AEC teacher Jaleesa Matthews in front of the DC Council in March 2019, along with DC PAVE.</i></p>
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>
Nationwide Charter Schools	<i>In SY18-19, as in every academic year, DC Prep hosted staff members from traditional and public charter schools nationwide – including I Dream Academy DC and Meeting Street Academy at Burns (South Carolina).</i>
ANC-8A Special Meeting on Public Safety	<i>On Tuesday, December 11th, DC Prep’s Anacostia Elementary Campus (AEC) hosted and helped facilitate a special meeting of ANC 8-A on public safety. The event was attended by the DC Police Department, Ketcham Elementary, Thurgood Marshall Academy, Far Southeast Family Strengthening Collaborative, neighbors of the school, government officials (Dorcas Agyie, Troy Donte, Prestwood, Tyon Jones, Hana Baker) other local non-profits, and DC Prep staff. Participants discussed challenges and solutions for youth and those in the surrounding communities. High school students spoke about needing safe spaces like rec centers, activities, more job & training opportunities, & better police relations.</i>
Town Hall on Gun Violence with Arne Duncan	<i>On Wednesday, February 13th, DC Prep’s Anacostia Elementary Campus (AEC) hosted a community conversation on gun violence, featuring Arne Duncan, who served as Secretary of Education under President Obama. DC Prep students and staff, community members, and government representatives took part in the meeting. Mr. Duncan was joined by AEC</i>

	<i>Principal Neema Desai and Rahman Branch, the former executive director of the DC Mayor's Office of African-American Affairs. DC Prep's Senior Director of Policy and Community Engagement Raymond Weeden led the panel discussion and took questions from the audience. The event had over 100 attendees.</i>
Safe Passage Meetings	<p><i>We know that when communities come together, change is possible. More than 40 families, students, staff, and community members came together to identify and solve challenges related to safe passage. Participants included DC Prep, KIPP DC, the Deputy Mayor of Education, and the Benning and Minnesota DCPD offices.</i></p> <p><i>Using a design thinking approach, participants identified community assets and resources along with potential barriers to student safe passage in their zone. By the end of the night, the group identified the three following recommendations including</i></p> <ul style="list-style-type: none"> <i>• Neighborhood streetlights/watch committee which ensures that there are ample neighborhood working.</i> <i>• Create an App which notifies users of dangerous things happening in the area.</i> <i>• Encourage the student to use a Buddy System with peers that live close to them, so students can meet in the morning and walk to school together, and also meet up after school and walk home.</i> <i>• Building relationships with police officers to remove negative connotation which could increase the number of people who would not feel comfortable calling the police if an incident occurred.</i>
PrepNext	<p><i>During the summer of 2019, our PrepNext alumni support team continued its Summer Fellows program, which helps post-secondary alumni gain valuable internship experience across our network. The Summer Fellows also participated in weekly training and learning sessions facilitated by PrepNext and DC Prep staff and presented on their experiences at the end of the program.</i></p> <p><i>PrepNext invited rising 9th grade students, grouped by high school, to a one-day high school preparation workshop at Gallaudet University during the week of June 10th – 14th. The workshop covered topics to help students navigate, evolve, and thrive as they transition into high school life. The day included activities with PrepNext counselors and their DC Prep classmates, and their future high school classmates.</i></p> <p><i>PrepNext also invited all rising seniors to participate in PrepNext's Senior Week from Monday, June 17 - Friday, June 21 at Gallaudet University. Seniors were given the opportunity to draft their college admissions essay, learn more about financial aid and scholarships, explore the college admissions process, and examine the realities of the transition to college.</i></p>
Student Support	<i>DC Prep's Clinical Team continued 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>

	<p><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).</i></p> <p><i>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.</i></p> <p><i>During the SY18-19 school year, all DC Prep campuses hosted several campus events including, but not limited to:</i></p> <ol style="list-style-type: none"> <i>1) Back to School Night – an evening for families to visit students' classrooms and meet their teachers</i> <i>2) Winter Arts Festival – a night for families to come and see student performances and celebrate successes</i> <i>3) First Cup – a set time for families to come, have coffee, and talk with school leadership</i> <i>4) Muffins with Mama/ Daddy Drop-off – a series of morning events for students and their parents/guardians to have time together</i>
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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.

Through Schoolzilla, our central data platform, teams are able to build new student reports, as well as refine, review and learn from existing reports. Each year since we switched from LUMOS to Schoolzilla, we have collected feedback from our leadership teams and our Data Team has incorporated it into Schoolzilla dashboards for the upcoming year. SY19-20 will be the fourth year utilizing this platform, and it has largely been a success.

DC Prep is excited about the continued potential of the 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 nearly half of our students being identified as "at-risk" based on city-wide criteria, 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 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 eighth consecutive year, DC Prep is the highest-performing network of public charter schools in the nation's capital, based on results from the 2019 PARCC assessment. Network-wide, approximately 71% and 75% 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 2019 PARCC results.

2019 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 %	37.5%	32%	60%	55%
DC Prep %	47.6 ⁰ %	47 ⁰ %	71 ⁰ %	75 ⁰ %

Two DC Prep campuses were in the top 10 performing schools for 3rd-8th grade students in ELA, and three campuses were in the top 10 performing schools for 3rd-8th grade in Math. Additionally, our at-risk students significantly outperformed the citywide average for at-risk students 40% (DC Prep) to 21% (citywide) in ELA, 37% to 16% in Math. 58% of our Senior Academy students met or exceeded expectations in Math and 64% in ELA, and our 7th and 8th grade "at-risk" students' scores were the highest in the city.

Our goal remains to provide the very best education possible to students in Washington, DC. While we know we can continue to improve, we believe we are on the right track. For additional information on DC Prep's 2019 PARCC results, visit https://www.dcprep.org/News/2019_PARCC_Results.

Additional highlights from the 2018-19 school year include:

- All five DC Prep campuses received a Tier 1 rating from the DC Public Charter School Board.
- EmpowerK12 named three DC Prep campuses (of the 4 who were eligible) as 2018 Bold Performance Schools – schools that are proving that socio-economic hardships do not limit how academically successful their students can be.
- DC Prep's Clinical Teams have continued to expand our mental wellness capabilities to provide on-site care for qualifying families and Preppies. In addition, the team hosted a variety of family engagement "Parent University" workshops throughout SY18-19.
- Councilmember Robert White participated in our annual "Mock Interview Day" which helps our eighth-grade students prepare for their high school interview process. Georgetown University students also participated in the event, as did a group of doctoral students from Howard University.

Alumni Success

Consistent with our mission, all students in DC Prep's first twelve graduating classes (~590) 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 \$9M 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)
Choate Rosemary Hall (CT)	Phillips Exeter Academy (NH)
DeMatha Catholic High School	Potomac School
Don Bosco Cristo Rey	Proctor Academy (NH)
Duke Ellington School for the Arts	School Without Walls
Edmund Burke	St. Albans School
Elizabeth Seton High School	St. Andrew's (DE)
The Field School	St. Anselm's Abbey School
Foxcroft	St. Margaret's (VA)
Georgetown Day School	St. Timothy's School
Georgetown Prep	School Without Walls
Georgetown Visitation	Sidwell Friends School
The Hill School	Solebury School (PA)
KIPP College Prep	Stone Ridge School of the Sacred Heart
Maret School	Thurgood Marshall PCS
McKinley Technology High School	Washington Latin PCS
Mercersburg Academy (PA)	Woodberry Forest (VA)

MONETARY AND IN-KIND DONATIONS: CASH RECEIVED FY19

Jenny Abramson	Boyden Gray	Louise Ross
Alexandra Adams	Patrick Gross	Fran Rumford
Scott Afzal	Noel Gunther	Robert Samit
Robert Amis	Ahmad Hajj	Bob Schieffer
Patricia Barmeyer	Lindsay Haldeman	Mark Schuman
Timothy Bass	Jill Hall	J. Kearney Shanahan
John Beaty	Gates Hawn	Milton Shinberg
Peter Bergen	Lauren Hilyard	Brian Shure
Katherine Boone	Elise Hoffman	Christina Silberman
Peggy Bourjaily	Nadine Idriss	Les Silverman
Amanda Bowker	Chris Jensen	Tiernan Sittenfeld
Stephen Boyd	Elizabeth Jeppson	Niente Smith
Betty Boyle	Diena Johnston	Isaac Stein
Joseph Bracewell	Peter Kaplan	Sarah Stettinius
Stephen Bralove	Hady Khoury	Brendan Sullivan
Jeanette Brophy	Andrew King	Hilary Swain
Anthony Bruce	Amy Knight	Judith Urbanczyk
Joseph Bruno	Judy Kovler	Bailey Williams
David Burg	Megan Latcovich	Kendal Wilson
Susan Burke	David Leahy	Maureen Witter
Annie Burnquist	Lauralyn Lee	Bob Youngentob
John Chapoton	Lee Lockwood	Alliance Insurance Services, Inc.
Virginia Chew	Cinthia Lopez	AmazonSmile Foundation
Alexis Cho	Rebecca Mahoney	Bainum Family Foundation
Tearsa Coates	Kristine McBrady	Bank of America
Katherine Coleman	Arthur McKee	Brailsford and Dunlavey
Ana Collins	Allan McKelvie	Building Hope
George Cooper	Judith Meltzer	Christ Church
Bill Cooper	Jason Michel	CityBridge Foundation
Carol Crawford	Fernanda Montano	EdOps
Susan Cunningham	Mary Jo Myers	Eugene B. Casey Foundation
Louisa Duemling	Bridget Nikodem	Florida & Q Street, LLC
LeRoy Eakin	Katie Norton	Hershey Trust Company
Michela English	Phillip Norton	Law Office of Lauren E. Baum, PC
Paul Escobosa	Lawrence Nussdorf	Lowe's Charitable and Educational Foundation
Claire Farver	Darcy Ochs	M&T Bank
Elizabeth Fawell	Carol Pensky	MCN Build
Stefanie Firestone	Stuart Pergament	NFP Meltzer Group
Nancy Folger	Phil Perkins	Share Fund
Lee Folger	Robert Phay	The Boone Family Foundation
Beth Fotheringill	Katherine Powell	The Boston Consulting Group, Inc.
Barbara Franklin	Eric Price	The Herb Block Foundation
Michael Galvin	Denise Prince	The Jockey Hollow Foundation
Tom Gardner	Ursula Quin	The Norman and Ruth Rales Foundation
Lisa Garnett	Kathy Raffa	Walton Family Foundation
Kelly Garrett	Allison Riepe	YourCause, LLC Trustee for Mastercard International, Inc.
Nathalie Gilfoyle	Gloria Riviera	
Diana Goldberg	John Rockefeller	
Anthony Gould	Valerie Rockefeller	
Piper Gould	James Rooney	

SY 18-19 Campus Data Reports

SY18-19 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 – 2 nd grade
PCSB	Overall Audited Enrollment: 380

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	77	76	73	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	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: 92.1%
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: 2.64%
PCSB	Midyear Entries: 0%
PCSB	Promotion Rate (LEA): 98.6%
PCSB	College Acceptance Rates: Not Applicable

(SY15-16)	
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: 57%
School	Number of Teachers: 35 "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 (Across all 5 DC Prep Campuses) Average: \$66,781 Range -- Minimum: \$50,532.21 Maximum: \$104,728.00

SY 2018-2019 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: 455

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	67	85	79	75	73	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: 92.3%
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: 4.01%
PCSB	Midyear Entries: 0.22%
PCSB	Promotion Rate (LEA): 98.6%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Retention Rate: 66%
School	Number of Teachers: 47 "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 (Across all 5 DC Prep Campuses) Average: \$66,781 Range -- Minimum: \$50,532.21 Maximum: \$104,728.00

SY 2018-19 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: 345

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	81	79	73
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	61	51	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%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.07%
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: 1.47%
PCSB	Midyear Entries: 0.29%
PCSB	Promotion Rate (LEA): 98.6%
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: 34 "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 (Across all 5 DC Prep Campuses) Average: \$66,781 Range -- Minimum: \$50,532.21 Maximum: \$104,728.00

SY 2018-19 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: 457

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	84	71	75	76	76	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

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: 2.66%
PCSB	Midyear Entries: 0%
PCSB	Promotion Rate (LEA): 98.6%
PCSB (SY15-16)	College Acceptance Rates: Not Applicable
PCSB (SY15-16)	College Admission Test Scores: Not Applicable
PCSB (SY15-16)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Retention Rate: 73%
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 (Across all 5 DC Prep Campuses) Average: \$66,781 Range -- Minimum: \$50,532.21 Maximum: \$104,728.00

SY 2018-19 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: 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	74	68
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	63	51	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.

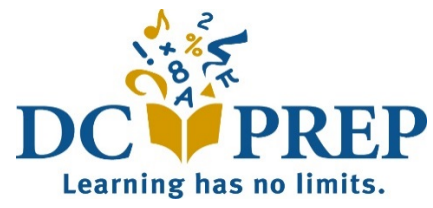
Student Data Points

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: 0.3%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.06%
PCSB	In-Seat Attendance: 94.2%
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: 1.8%
PCSB	Midyear Entries: 0.3%
PCSB	Promotion Rate: 98.6%
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: 83%
School	Number of Teachers: 35 "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 (Across all 5 DC Prep Campuses) Average: \$66,781 Range -- Minimum: \$50,532.21 Maximum: \$104,728.00



APPENDICES

SY18-19 BOARD OF DIRECTORS

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

Brian Jones, Vice Chair: President, Strayer University

Valerie Rockefeller, Board Secretary: Philanthropist and former special education teacher

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

***Tearsa Coates:** Parent of a DC Prep student

***Charis Drant:** Lawyer and Philanthropist

***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

***Lawrence C. Nussdorf:** Chairman and Chief Executive Officer, Clark Enterprises

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

**DC resident*

SY18-19 STAFF ROSTER

Campus	Name	Title
Anacostia Elementary	Allen, Darricka T.	Academic Intervention Fellow
Anacostia Elementary	Artis, Jaqueline S.	Operations Assistant
Anacostia Elementary	Banks, Eugene H.	2nd Grade Teacher & GLL
Anacostia Elementary	Baptist, Holly G.	Kindergarten Teacher
Anacostia Elementary	Berick, Tamara J.	Student Support Coordinator
Anacostia Elementary	Bivona, Emma K.	AEC ELA Department Chair
Anacostia Elementary	Bridgewater, Phylcia	Assistant Principal
Anacostia Elementary	Brown, Qualitra	1st Grade Math Teacher & GLL
Anacostia Elementary	Butcher, Robyn M.	Prekindergarten Teacher
Anacostia Elementary	Callahan, Anzjole S.	2nd Grade ELA Teacher
Anacostia Elementary	Cayemite, Jennifer K.	Dean of Student Support
Anacostia Elementary	Chisolm-Okuneye, Felicia Y.	Academic Intervention Fellow
Anacostia Elementary	Coleman, Desiree L.	Prep EX Teacher
Anacostia Elementary	Desai, Neema	Principal
Anacostia Elementary	Diamond, Marcus W.	Safety and Facilities Associate
Anacostia Elementary	Dieringer, Colleen M.	Kindergarten teacher and GLL
Anacostia Elementary	Donawa-Johnkins, Shandrika P.	Kindergarten Teacher
Anacostia Elementary	Esherick, Tayler G.	1st/2nd Special Education Math Teacher
Anacostia Elementary	Gerald, Andrea	Music Teacher
Anacostia Elementary	Grady, Alise N.	Pre-Kindergarten Teacher
Anacostia Elementary	Granville, Samantha	Assistant Principal
Anacostia Elementary	Griffin, Emily E.	Kindergarten Teacher and Curriculum Planner
Anacostia Elementary	Harris, Aliah M.	Prep EX Teacher
Anacostia Elementary	Hay, Ayana B.	Preschool Teacher
Anacostia Elementary	Hoffman, Katherine S.	Preschool Teacher
Anacostia Elementary	Hughes Sheppard, Alayne	Teacher
Anacostia Elementary	Hunt, Shadjah A.	Prep EX Teacher
Anacostia Elementary	Jones, Dana S.	Kindergarten Teacher
Anacostia Elementary	King, Lindsay E.	Licensed Professional Counselor
Anacostia Elementary	Kuzma, Katherine A.	Assistant Principal
Anacostia Elementary	Lewis, Brittany	AEC Math Department Chair
Anacostia Elementary	Lockett, Cassaundra T.	Early Childhood Support Coordinator
Anacostia Elementary	Lopez, Jose I.	Custodian
Anacostia Elementary	Madison, Kandace R.	Pre-Kindergarten Teacher
Anacostia Elementary	Matthews, Jaleesa	Special Education Teacher
Anacostia Elementary	Maxwell, Elizabeth L.	Prep EX Program Leader
Anacostia Elementary	McLean, Teara S.	Food Service Coordinator
Anacostia Elementary	Monroe, Diamond D.	Pre-Kindergarten Teacher
Anacostia Elementary	Moore, Monique	Operations Manager
Anacostia Elementary	Muller, Kelly A.	Special Education Coordinator
Anacostia Elementary	Patil, Radhika R.	Preschool Teacher & GLL
Anacostia Elementary	Peterson, Crystal Y.	Preschool Teacher
Anacostia Elementary	Phillips, La'Bryant	Academic Intervention Fellow
Anacostia Elementary	Porter Jr., Terrence M.	Prep EX Teacher
Anacostia Elementary	Pozo, Angelica C.	Kindergarten Teacher

Anacostia Elementary	Robinson, Lauren	Prekindergarten Teacher
Anacostia Elementary	Skipper, Derrick M.	K-1 Science Teacher
Anacostia Elementary	Slater, Amber S.	Preschool Teacher
Anacostia Elementary	Smith, Donna M.	2nd Grade ELA Teacher
Anacostia Elementary	Spann, Aasiya S.	Prekindergarten Teacher
Anacostia Elementary	Thomas, James A.	Physical Education Teacher
Anacostia Elementary	Thomas, Jasmin J.	Prekindergarten Teacher
Anacostia Elementary	Tobechi, Chinara A.	Prep EX Teacher
Anacostia Elementary	Tymus, Princeton J.	Art Teacher
Anacostia Elementary	Vaught, Jasmine	Operations Assistant
Anacostia Elementary	Wagoner, Catherine M.	ELA Teacher
Anacostia Elementary	Wheeler, Tamiya S.	Prep EX Teacher
Anacostia Elementary	Williams Sr., Steven L.	Facilities Engineer
Anacostia Elementary	Williams, Rasaan A.	1st Grade ELA Teacher
Anacostia Elementary	Woody, Gabrielle J.	Prep EX Teacher
Anacostia Elementary	Young, Monque D.	Early Childhood Special Education Teacher
Benning Elementary	Archer, Sandra M.	BEC ELA Department Chair
Benning Elementary	Bogan, Aja D.	Operations Assistant
Benning Elementary	Boland, Kathleen G.	Kindergarten Teacher
Benning Elementary	Bronowicki, Alicja	2nd Grade ELA Teacher
Benning Elementary	Brooks, Jeremy	Elementary School Teacher
Benning Elementary	Brown, Devin L.	Kindergarten Teacher
Benning Elementary	Cannady, Deshaun O.	Academic Intervention Fellow
Benning Elementary	Cayard, Victoria L.	Early Childhood Teacher & GLL
Benning Elementary	Chatzinoff, Jill H.	Elementary ELA SPED Teacher
Benning Elementary	Clark, April N.	Academic Intervention Fellow
Benning Elementary	Clark, Caitlin R.	Elementary ELA SPED Teacher
Benning Elementary	Connelly, Anne R.	Early Childhood Teacher
Benning Elementary	Cooke, Sarah L.	School Psychologist
Benning Elementary	Crain, Daniel W.	Elementary Math SPED Teacher
Benning Elementary	Cullum-Price, Degarrius M.	Dean of Student Support
Benning Elementary	Davis, Chelsetia T.	Early Childhood Teacher
Benning Elementary	Desiderio, Christopher M.	Elementary ELA Teacher
Benning Elementary	Edmunds, Brianna	Prep EX Teacher
Benning Elementary	Englander, Maura	Principal
Benning Elementary	Etienne, Stephanie C.	Kindergarten Teacher
Benning Elementary	Evans, Stephanie T.	Early Childhood Teacher
Benning Elementary	Faison, Trina A.	Prep EX Teacher
Benning Elementary	Fields, Cassandra D.	Academic Intervention Fellow
Benning Elementary	Flynn, Siobhan M.	Early Childhood Teacher
Benning Elementary	Ford, Linda	Early Childhood Teacher
Benning Elementary	Grant Dixon, Kiera	Early Childhood Special Education Teacher
Benning Elementary	Haines, Rebecca R.	Early Childhood Teacher
Benning Elementary	Harlee, Ciera M.	1st Grade ELA Teacher
Benning Elementary	Harris, Marissa R.	Academic Intervention Fellow
Benning Elementary	Hogue, Jonathan S.	3rd Grade ELA Teacher
Benning Elementary	Holloway, Randall C.	Art Teacher
Benning Elementary	Hood, Ashley E.	Early Childhood Support Coordinator

Benning Elementary	Humble, Sidney T.	Kindergarten Teacher
Benning Elementary	Hunter, Kourtney N.	Academic Intervention Fellow
Benning Elementary	Jeffries, Emily	Special Education Coordinator
Benning Elementary	Jenkins, Whitney S.	Prep EX Program Leader
Benning Elementary	Johnson, Connie	Foodservice Coordinator
Benning Elementary	Jones, Kawan M.	2/3 Science Teacher & GLL
Benning Elementary	King, Erica E.	Early Childhood Teacher
Benning Elementary	Kobilka, Ashley R.	Assistant Principal
Benning Elementary	Krauser, Valerie	Elementary Math Teacher
Benning Elementary	Long, Mary Virginia W.	Early Childhood Teacher
Benning Elementary	Lotson, Grace Ann A.	Assistant Principal
Benning Elementary	Mance Jr., Priestly J.	Facilities Engineer
Benning Elementary	Marshall, Dominique	Academic Intervention Fellow
Benning Elementary	McDonald, Alicia R.	Prep EX Teacher
Benning Elementary	Miceli, Shanna M.	ELL/Intervention Teacher & Language Access Coordinator
Benning Elementary	Mulligan, Isaiah	1st Grade ELA Teacher & GLL
Benning Elementary	Nguyen, Lan T.	3rd Grade Math
Benning Elementary	Nicks, Solisa D.	Academic Intervention Fellow
Benning Elementary	Odom, Dionne S.	Operations Assistant
Benning Elementary	Overland, Katherine	1st Grade Special Education Teacher
Benning Elementary	Paige, Tiara M.	Early Childhood Teacher
Benning Elementary	Pinkett, Ieshia D.	Prep EX Teacher
Benning Elementary	Pratt, Angel	Prep EX Teacher
Benning Elementary	Prince, Louise L.	Kindergarten Teacher & GLL
Benning Elementary	Redd, Harrison A.	Prep EX Teacher
Benning Elementary	Renford, Jarod E.	Elementary Math Teacher
Benning Elementary	Rhea, Sakeithia L.	Prep EX Teacher
Benning Elementary	Riddle, Amanda L.	Academic Intervention Fellow
Benning Elementary	Roberts, Jasmine D.	Operations Manager
Benning Elementary	Sellman, Samuellyn K.	Kindergarten Teacher
Benning Elementary	Smith, Mariama	PrepEX Teacher
Benning Elementary	Smith, Natalya S.	Early Childhood Teacher & GLL
Benning Elementary	Snowden, Aishatu T.	Early Childhood Teacher
Benning Elementary	Strader, Kent C.	Assistant Principal
Benning Elementary	Stragar-Rice, Colin D.	K/1 Science Teacher
Benning Elementary	Talewsky, Meg H.	Math Department Chair
Benning Elementary	Thomas-Alexander, Kolanje	3rd Grade Math Special Education
Benning Elementary	Thomas-Hay, Deborah	Music Teacher
Benning Elementary	Thompson, Harold	Safety and Facilities Associate
Benning Elementary	Toeller, Amber	School Counselor (10-month)
Benning Elementary	Townsley, Ryan D.	Elementary ELA Teacher & GLL
Benning Elementary	Trotter, Danna C.	Prep EX Teacher
Benning Elementary	Vasquez, Evelyn G.	Early Childhood Teacher
Benning Elementary	Warren, Ronica R.	Early Childhood Teacher
Benning Elementary	West, Taschet N.	Prep EX Teacher
Benning Elementary	White, Wikina V.	Prep EX Teacher
Benning Elementary	Williams, Justin M.	Physical Education Teacher

Benning Elementary	Wimbish, Aaron	Safety and Facilities Associate
Benning Middle	Ajetunmobi, Bukola	Operations Manager
Benning Middle	Anderson, Patrice D.	Dean of Student Support
Benning Middle	Barrett, Samuel C.	Art Teacher
Benning Middle	Benjamin, Ryan	6th Grade Math Teacher and Grade Level Lead
Benning Middle	Bien-Aime, Tatiana	School Counselor (12-month)
Benning Middle	Bittick, Kathryn E.	7th ELA SPED teacher
Benning Middle	Cato Jr., McArthur	5th ELA Sped teacher
Benning Middle	Conroy, Shana	Middle School Science Department Chair
Benning Middle	DeFay, Marcello J.	6th ELA Sped
Benning Middle	Fernandez, Andria I.	8th Grade Math Teacher
Benning Middle	Gordon, Peter J.	6th Grade ELA Teacher
Benning Middle	Gould, Crystal	7th Grade Math Teacher
Benning Middle	Guerrero, Matthew	Special Education Coordinator
Benning Middle	Hamann, Caelin R.	7th/8th Special Education Math
Benning Middle	Harbaugh, Emma H.	Math Department Chair
Benning Middle	Harris III, James W.	Academic Intervention Fellow
Benning Middle	Jones, Brooke L.	8th Grade ELA teacher (High School Placement Counselor)
Benning Middle	Kirkland, Edward J.	5th Grade Math Teacher
Benning Middle	Lawrence Jr., Frankie J.	Physical Education Teacher
Benning Middle	Leepow, Danielle I.	4th Grade Math Teacher & GLL
Benning Middle	Maranchuck, Kelly L.	ELA interventionist
Benning Middle	Martorana, Ashley K.	5th Grade Math Teacher
Benning Middle	McDonald, Shiosha T.	5th Grade ELA Teacher & GLL
Benning Middle	McGraw, Jody L.	5th and 6th Math Special Education Teacher
Benning Middle	Miles, Shanita R.	Operations Assistant
Benning Middle	O'Quinn, Kevin H.	7th Grade ELA Teacher & GLL
Benning Middle	Orr, Ebonie	4th ELA SPED Teacher
Benning Middle	Palmer, Danielle	School Psychologist
Benning Middle	Pasake, Meredith	Assistant Principal
Benning Middle	Pockros, Julia N.	ELA Department Chair
Benning Middle	Price, Alicia	Academic Intervention Fellow
Benning Middle	Raghothama, Rachana	6th Grade Math Teacher
Benning Middle	Rasnake, Samantha E.	4th Grade Math Teacher
Benning Middle	Ray, Devin D.	Assistant Principal
Benning Middle	Rijke, Brendan	4th/5th Science Teacher
Benning Middle	Rios, Jessica	6th/7th Grade ELA Intervention Teacher
Benning Middle	Roberts, Frank X.	6th Grade ELA Teacher
Benning Middle	Romeo, Brittany N.	Middle School Special Education Teacher & GLL
Benning Middle	Sellman Jr., John H.	Academic Intervention Fellow
Benning Middle	Swann, Crystal N.	Teacher
Benning Middle	Thomae, Taylor S.	6th Grade Social Studies Teacher
Benning Middle	Tucker, Dejon D.	4th Grade ELA teacher
Benning Middle	Wade, LaShella	Academic Intervention Fellow
Benning Middle	Waldron, Erin M.	Principal
Benning Middle	Watkins, Donsha	7/8th grade Social Studies Teacher
Benning Middle	Watson, Christina A.	Operations Assistant
Benning Middle	Williams, Sharnita M.	Academic Intervention Fellow

Benning Middle	Wilson, Jaron D.	4th Grade Math Special Education Teacher
Benning Middle	Wilson, Trevor A.	Academic Intervention Fellow
Edgewood Elementary	Alexander, Rashawn R.	Prep EX Teacher
Edgewood Elementary	Alvarez, Sandy M.	Kindergarten Teacher
Edgewood Elementary	Andrews, Dionna D.	Academic Intervention Fellow
Edgewood Elementary	Babb, Sincarey A.	Pre-K Teacher
Edgewood Elementary	Barr II, Darrell A.	Physical Education Teacher
Edgewood Elementary	Bernard, Michele R.	Teacher
Edgewood Elementary	Bland, Taylor M.	Prekindergarten Teacher
Edgewood Elementary	Branham, Kyia	Academic Intervention Fellow
Edgewood Elementary	Brooks, Michael	Safety and Facilities Associate
Edgewood Elementary	Brown, Tiffany A.	Academic Intervention Fellow
Edgewood Elementary	Bussie, Clifford A.	Preschool Teacher
Edgewood Elementary	Caldera, Jonathan	Assistant Principal
Edgewood Elementary	Canty, Brianna	Elementary Math Teacher
Edgewood Elementary	Childs, Darin D.	Academic Intervention Fellow
Edgewood Elementary	Christian, Sheneil R.	Assistant Principal
Edgewood Elementary	Conway, Andrea M.	1st grade ELA Teacher
Edgewood Elementary	Crawford, Lynette L.	Prep EX Teacher
Edgewood Elementary	Deibel, Jillian	2/3 Science Teacher and 3rd Grade GLL
Edgewood Elementary	Dennis, Madalyn M.	Kindergarten Teacher & GLL
Edgewood Elementary	Dixon, Duane	Academic Intervention Fellow
Edgewood Elementary	Elliott, Grace E.	Kindergarten Teacher
Edgewood Elementary	Ellis, Kimberly D.	Special Education Teacher
Edgewood Elementary	Fansler, Jennifer G.	ELA Intervention Teacher
Edgewood Elementary	Garcia, Cristino	Facilities Engineer
Edgewood Elementary	Giddy, Laura E.	Operations Manager
Edgewood Elementary	Grella, Jennifer L.	K/1 Special Education Teacher
Edgewood Elementary	Gross, Sharon A.	Prep EX Teacher
Edgewood Elementary	Hay, India	Teacher
Edgewood Elementary	Hayes, Avise	Principal
Edgewood Elementary	Helms, Amy K.	Assistant Principal
Edgewood Elementary	Hilliard, Lakisha	Early Childhood Support Coordinator
Edgewood Elementary	Hinds, Marie	Music Teacher
Edgewood Elementary	Hobbs, Mieosha A.	1st Grade ELA Special Education Teacher
Edgewood Elementary	Hoover, Christopher N.	1st Grade Math Teacher & GLL
Edgewood Elementary	Howard, Ranika E.	Academic Intervention Fellow
Edgewood Elementary	Jimenez, Margarita	Food Service Coordinator
Edgewood Elementary	Johnson, Ashley R.	Preschool Teacher
Edgewood Elementary	Jones, Crystal	Operations Assistant
Edgewood Elementary	June, Elizabeth R.	1st Grade ELA Teacher
Edgewood Elementary	Kadzamira, Brenda T.	Prep EX Teacher
Edgewood Elementary	Kerstetter, Jordan	Pre-K Teacher
Edgewood Elementary	Locklin, Kayla	Pre-K Teacher
Edgewood Elementary	Love, Sarah E.	2nd Grade Math Special Education Teacher
Edgewood Elementary	Lynott, Haley R.	Pre-K Teacher & GLL
Edgewood Elementary	Mason-Austin, Kanita D.	ELA Department Chair
Edgewood Elementary	Matthews, Danielle N.	Kindergarten Teacher

Edgewood Elementary	McDermott, Paige C.	Special Education Teacher
Edgewood Elementary	McKoy, Wilfred	Prep EX Teacher
Edgewood Elementary	McMahon, Kelly M.	Preschool Teacher & GLL
Edgewood Elementary	Miller-Foster, Bryan K.	Academic Intervention Fellow
Edgewood Elementary	Mitchell, Tarik	Prep EX Teacher
Edgewood Elementary	Morant, Winter N.	Operations Assistant
Edgewood Elementary	Orr, Janeria D.	2/3 ELL/Intervention Teacher
Edgewood Elementary	Parker, Dion L.	Safety and Facilities Associate
Edgewood Elementary	Pierce, Alexandra	3rd Grade ELA Teacher
Edgewood Elementary	Rainey, Erin	EC Special Education Lead Teacher
Edgewood Elementary	Ray, Kate E.	Special Education Teacher
Edgewood Elementary	Ressler, Laura	Special Education Coordinator
Edgewood Elementary	Rich, Melissa	Math Department Chair
Edgewood Elementary	Robertson, Renee A.	Kindergarten Teacher
Edgewood Elementary	Robinson, Antoneisha	Prep EX Teacher
Edgewood Elementary	Rooths, Miana Z.	Prep EX Teacher
Edgewood Elementary	Schnakenberg, Nicole B.	Preschool Teacher
Edgewood Elementary	Schoppert, Shay	Preschool Teacher
Edgewood Elementary	Sellers Jr., Michael A.	ELL/Intervention Teacher
Edgewood Elementary	Shumake, Cheryl M.	Preschool Teacher
Edgewood Elementary	Simmons, Lavelle	Prep EX Teacher
Edgewood Elementary	Small, Nicole	Preschool Teacher
Edgewood Elementary	Stanley, Erin D.	Student Support Coordinator (12-month)
Edgewood Elementary	Suber, Kelley	Preschool Teacher
Edgewood Elementary	Swain, Rose M.	Academic Intervention Fellow
Edgewood Elementary	Terry, Diamond	2nd Grade ELA Teacher
Edgewood Elementary	Thomas, Annmarie	Kindergarten Teacher
Edgewood Elementary	Thomas, Whitney N.	Academic Intervention Fellow
Edgewood Elementary	Walker, Marjorie	Art Teacher
Edgewood Elementary	Walker, Tola S.	Prep EX Teacher
Edgewood Elementary	Weiss, Stephanie	Licensed Professional Counselor
Edgewood Elementary	Wheeler Harris, Ronginea K.	Prep EX Teacher
Edgewood Elementary	Williams, Brittney J.	Dean of Student Support
Edgewood Elementary	Williams, Emma R.	2nd Grade ELA Teacher
Edgewood Elementary	Williams, Ieisha T.	Prep EX Teacher
Edgewood Elementary	Woodworth, Rebecca E.	2nd Grade Math Teacher
Edgewood Elementary	Woolcock, Lejae S.	Pre-K Teacher
Edgewood Elementary	Young, Antonia	Prep EX Teacher
Edgewood Elementary	Zogby, Mary-Margaret	3rd Grade ELA Teacher
Edgewood Middle	Arevalo, Cindy N.	ELL/Intervention Teacher
Edgewood Middle	Becker, John	6th Grade Math Teacher & Grade Level Leader
Edgewood Middle	Brock, Nichole D.	5th Grade Math Teacher
Edgewood Middle	Butler, Marlon	6th/7th Grade Social Studies Teacher
Edgewood Middle	Carothers Jr., Matthew	Student Support Coordinator (12-month)
Edgewood Middle	Chang, Sunny S.	Senior Academy Math Special Education Teacher
Edgewood Middle	Colbert, Denise S.	Dean of Student Support
Edgewood Middle	Collins, Fabianne L.	6th Grade Math Special Education Teacher and Math Department Chair

Edgewood Middle	Cruz, Olga E.	Food Service Coordinator
Edgewood Middle	Cunningham, Jia M.	5th Grade ELA Teacher
Edgewood Middle	Dufner, Kathleen M.	7th Grade ELA Teacher and Curriculum Planner
Edgewood Middle	Easley, Janee M.	4th Grade Math Teacher & GLL
Edgewood Middle	FULLER, ZANIER A.	7th/8th Grade Math Teacher
Edgewood Middle	Howe Sr., Jeremiah	Academic Intervention Fellow
Edgewood Middle	Iqbal, Tara	Assistant Principal
Edgewood Middle	Kim, Samuel C.	8th Grade ELA Special Education Teacher & Grade Level Leader
Edgewood Middle	Kipperman, Dan	Specials Department Chair & Physical Education Teacher
Edgewood Middle	Kravis, Laura J.	Junior Academy Literacy Intervention Teacher
Edgewood Middle	Lee, Kamishia C.	Art Teacher
Edgewood Middle	Leopold, Monique	School Psychologist
Edgewood Middle	Liburd Jr., Calvet E.	Operations Manager
Edgewood Middle	Martin, India C.	Academic Intervention Fellow
Edgewood Middle	Matthews, William T.	7th Grade Math Teacher
Edgewood Middle	McClam, Rachel	Principal
Edgewood Middle	McDermott, Carl L.	8th Grade Math Teacher
Edgewood Middle	McDermott, William	7th and 8th Grade Social Studies Teacher and Department Chair & GLL
Edgewood Middle	Moeller, Julie	Director of High School Placement
Edgewood Middle	Mosley, Christa L.	6th and 7th Special Education ELA Teacher
Edgewood Middle	Myers, Jennifer M.	5th Grade ELA Teacher
Edgewood Middle	Myers, Richard B.	6th Grade Math Teacher
Edgewood Middle	Nelson Jr., Gary S.	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 E.	7th/8th Grade Science Teacher
Edgewood Middle	Ray, Ciara T.	6th Grade ELA Teacher
Edgewood Middle	Rogers, Dawn M.	Operations Assistant
Edgewood Middle	Romero, Emily P.	4th and 5th Grade Math Special Education Teacher
Edgewood Middle	Royal, Simone P.	4th grade ELA Sped Teacher
Edgewood Middle	Salzberg, Anna N.	6th Grade ELA Teacher and Department Chair
Edgewood Middle	Shepard, Kendall C.	Campus Operations Assistant
Edgewood Middle	Silva, Chenata D.	4th Grade ELA Teacher
Edgewood Middle	Smith, Mignon S.	Assistant Principal
Edgewood Middle	Stuart, Matthew R.	Senior Academy ELA Teacher
Edgewood Middle	Taylor, Morgan D.	Academic Intervention Fellow & PE Teacher
Edgewood Middle	Thomas, Kara L.	Special Education Coordinator
Edgewood Middle	Valencia, Tania	4th Grade ELA Teacher
Edgewood Middle	Wells Jr., Edward L.	Junior Academy Science Teacher & GLL
Edgewood Middle	Wiggins, Rachel	4th Grade Math Teacher
Edgewood Middle	Wigglesworth, Quaashie	Academic Intervention Fellow
Edgewood Middle	Wilson, Ashli	JA ELA Special Education Teacher
Edgewood Middle	Wilson, Kerry F.	Junior Academy Science Teacher
Edgewood Middle	Wright, Stephanie	Academic Intervention Fellow
Home Office	Abdul-Karim, Tawfiq	PrepNext Associate
Home Office	Ables, Tayler N.	Intern

Home Office	Allen, Keira	Intern
Home Office	Blueitt, Kalyn L.	Director of Facilities and Business Operations
Home Office	Bradley, Janelle E.	Associate Director of High School Support
Home Office	Bryant, Danielle	Associate Director of People Operations
Home Office	Dauffenbach-Tabb, Hilary	Director of Analysis, Data, and Enrollment
Home Office	Dias, Rachel M.	Director of Finance
Home Office	Edmonds, Shaunte	Director of Schools
Home Office	Edmunds, Marilyn M.	Associate Director of Recruitment
Home Office	Englander, Daniel	Chief Operating Officer & Chief Financial Officer
Home Office	Ford, Dwayne R.	Technology Sr. Associate
Home Office	Hess, Michelle	Sr. Director of Student Support
Home Office	Jeppson, Elizabeth S.	Chief Development Officer
Home Office	Johannsen, Emily	Sr. Director of Operations
Home Office	Lambert, Johnleia D.	Associate of High School Support
Home Office	Lawson, Emily	Chief Executive Officer
Home Office	Lawson, Maria D.	Senior Associate of High School Support
Home Office	Liguori, Alyssa R.	Associate Director of Data & Evaluation
Home Office	Maestas, Laura A.	Chief Executive Officer
Home Office	Mutamba, Ken M.	Intern
Home Office	Nadolny, Heather R.	Associate Director Development and Communications
Home Office	Nwosu, Catherine	Director of Extended Learning
Home Office	O'Flaherty, Tara	Senior Director of Schools
Home Office	Patel, Suraj	Chief Talent Officer
Home Office	Pendleton, Mary A.	Director of ELA Curriculum
Home Office	Perez, Ian	Intern
Home Office	Pergament, Cassie A.	Senior Director of Programming
Home Office	Prince, Dominique C.	Intern
Home Office	Salisbury, Jill E.	Director of PrepNext
Home Office	Schoppert, Shelley A.	Technology Associate
Home Office	Severn, Katie	President and Chief Academic Officer
Home Office	Smith, Deandra J.	Associate Director Postsecondary Success
Home Office	Smyth, Mary-Frances	Associate Director of Recruitment
Home Office	Steplight, Cheryl L.	Intern
Home Office	Swain, Emily M.	Associate Director of Data and Analysis
Home Office	Tavarez, Cindy V.	Director of Student Recruitment
Home Office	Thomas, Dustin	Director of Talent Management
Home Office	Troncoso Ramirez, Jorge R.	Director of Information Technology
Home Office	Ugwu-oju, Kelly	Director of Math Curriculum
Home Office	Ulu, Bertha C.	Administrative Assistant
Home Office	Vines, Kumasi	Senior Director of Finance and Real Estate
Home Office	Vinson, Janol	Senior Associate of High School Support
Home Office	Weeden, Raymond	Senior Director of Policy and Community Engagement

40% PERCENT OF DC PREP TEACHERS HAVE EARNED A MASTER'S DEGREE.

SY18-19 UNAUDITED YEAR-END FINANCIAL STATEMENT

DC Preparatory Academy
SY18-19 Annual Budget

**DC
Preparatory
Academy
Consolidated**

	Q4			Year to Date		
	Actuals	Budget	Variance	Actual	Budget	Variance
REVENUE						
Per Pupil Charter Payments - General Education	5,848,793	5,830,299	18,494	23,395,165	23,321,196	73,969
Per Pupil Charter Payments - Categorical Enhancements	1,901,319	1,505,742	395,577	7,388,206	6,022,967	1,365,239
Per Pupil Facilities Allowance	1,592,343	1,588,250	4,093	6,369,375	6,352,999	16,376
Federal Funding	619,075	320,640	298,435	1,686,601	1,282,559	404,043
Other Government Funding/Grants	659,088	443,653	215,435	2,368,504	1,736,745	631,759
Private Grants and Donations	316,348	797,500	(481,152)	1,418,031	3,490,000	(2,071,969)
Activity Fees	74,236	88,738	(14,502)	253,710	346,079	(92,369)
In-kind revenue	66,054	3,750	62,304	164,585	15,000	149,585
Other Income	121,529	9,465	112,064	373,113	37,087	336,026
TOTAL REVENUES	11,198,785	10,588,035	610,750	43,417,290	42,604,631	812,659
FUNCTIONAL EXPENSES						
<i>Personnel Salaries and Benefits</i>						
Principal/Executive Salary	733,978	692,912	41,066	2,641,628	2,716,592	74,965
Teachers Salaries	2,840,153	3,055,246	(215,092)	10,293,867	11,376,518	1,082,651
Special Education Salaries	983,790	803,208	180,582	3,513,110	2,990,769	(522,341)
Other Education Professionals Salaries	-	-	-	-	-	-
Business/Operations Salaries	371,586	427,400	(55,813)	1,896,835	1,601,678	(295,158)
Administrative/Other Staff Salaries	1,382,322	1,513,626	(131,304)	5,519,697	6,087,853	568,156
Employee Benefits and Payroll Taxes	1,187,956	1,170,033	17,923	4,525,277	4,709,073	183,795
Subtotal: Personnel Expense	7,499,786	7,662,425	(162,639)	28,390,415	29,482,484	1,092,069
<i>Direct Student Expense</i>						
Educational Supplies and Textbooks	110,025	95,390	14,636	469,559	620,500	150,941
Student Assessment Materials/Program Evaluation	45,941	51,146	(5,205)	180,416	204,583	24,167
Contracted Student Services	346,040	147,373	198,668	1,446,884	574,753	(872,131)
Food Service	300,704	301,278	(575)	1,076,562	1,174,985	98,423
Other Direct Student Expense	8,080	50,451	(42,372)	94,521	207,095	112,574
Subtotal: Direct Student Expense	810,790	645,638	165,152	3,267,943	2,781,916	(486,026)
<i>Occupancy Expenses</i>						
Rent	7,013	26,588	(19,575)	39,205	106,350	67,145

Depreciation (facilities only)	538,298	533,316	4,982	2,152,930	2,133,262	(19,668)
Interest (facilities only)	641,203	634,994	6,209	2,559,579	2,539,977	(19,601)
Building Maintenance and Repairs	49,221	48,366	856	193,627	193,463	(164)
Contracted Building Services	219,983	248,912	(28,929)	849,484	995,647	146,163
Other Occupancy Expenses	161,990	146,766	15,225	594,418	587,063	(7,356)
Subtotal: Occupancy Expenses	1,617,708	1,638,941	(21,233)	6,389,243	6,555,762	166,519
General and Administrative Expenses						
Office Supplies and Materials	75,930	62,201	13,729	267,407	248,803	(18,604)
Office Equipment Rental and Maintenance	20,235	39,728	(19,493)	110,228	158,912	48,685
Telephone/Telecommunications	45,398	33,090	12,307	174,104	120,968	(53,136)
Legal, Accounting and Payroll Services	152,525	106,811	45,714	642,711	538,609	(104,101)
Insurance	33,419	35,000	(1,581)	134,408	140,000	5,592
Transportation	127,925	155,862	(27,937)	215,205	268,349	53,144
Professional Development	116,734	94,750	21,984	414,945	379,000	(35,945)
PCSB Administrative Fee	87,900	87,974	(74)	351,600	351,897	297
Management Fee	-	-	-	-	-	-
Interest Expense (non-facility)	-	-	-	-	-	-
Depreciation and Amortization (non-facility)	75,933	82,865	(6,932)	308,090	331,462	23,372
Other General Expense	602,232	461,174	141,058	2,044,574	1,866,145	(178,429)
Subtotal: General Expenses	1,338,230	1,159,457	178,774	4,663,270	4,404,146	(259,124)
TOTAL EXPENSES	11,266,514	11,106,460	160,054	42,710,871	43,224,308	513,437
NET INCOME	(67,729)	\$ (518,425)	\$ 450,696	706,419	\$ (619,677)	\$ 1,326,096

PCSB Format Balance Sheet

As of June 30, 2019

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

Checking/Savings	13,119,859
Accounts Receivable	1,942,740
Prepaid Expenses	365,036.75
Other Current Assets	1,014,100

Total Current Assets 16,441,736

Property, Building and Equipment, net 58,691,733

Other Assets 6,634,529

TOTAL ASSETS 81,767,998

LIABILITIES**Current Liabilities**

Accrued payroll and benefits	1,488,011
Accounts payable and accrued expenses	802,945
Deferred Revenue	37,420
Current portion of long-term debt	1,540,000

Total Current Liabilities 3,868,377

Long-term liabilities 62,547,385

TOTAL LIABILITIES 66,415,761

NET ASSETS

Unrestricted	13,928,459
Temporary Restricted	717,358
Permanently Restricted	-
Net Income for the year	706,419

TOTAL NET ASSETS 15,352,236

TOTAL LIABILITIES AND NET ASSETS 81,767,998

D.C. Preparatory Academy (DC Prep)

FY20 Budget

PCSB-Formatted Financials

Income Statement		SY19-20
Revenue		
Per Pupil Charter Payments - General Education		31,761,508
Per Pupil Facilities Allowance		6,716,193
Federal Funding		1,960,311
Other Government Funding/Grants		1,563,266
Private Grants and Donations		2,354,123
In-kind Contributions		42,643
Activity Fees		15,000
Other Income		420,469
TOTAL REVENUES		44,833,513
Operating Expense		
Personnel Salaries and Benefits		
Principal/Executive Salary		2,912,070
Teachers Salaries		11,981,782
Special Education Salaries		3,767,419
Other Education Professionals Salaries		-
Business/Operations Salaries		1,781,896
Administrative/Other Staff Salaries		4,882,304
Employee Benefits and Payroll Taxes		5,172,713
Total Personnel Salaries and Benefits		30,498,183
Direct Student Expense		
Educational Supplies and Textbooks		536,208
Student Assessment Materials/Program Evaluation		258,454
Contracted Student Services		920,000
Food Service		1,156,232
Other Direct Student Expense		158,153
Total Direct Student Expense		3,029,047
Occupancy Expense		
Rent		61,506

Depreciation (facilities only)	2,125,643
Interest (facilities only)	2,537,573
Building Maintenance and Repairs	210,000
Contracted Building Services	1,093,891
Other Occupancy Expenses	571,703
Total Occupancy Expenses	6,600,316
General Expense	
Office Supplies and Materials	247,112
Office Equipment Rental and Maintenance	125,129
Telephone/Telecommunications	201,375
Legal, Accounting and Payroll Services	651,131
Insurance	137,202
Transportation	274,957
Professional Development	380,021
PCSB Administrative Fee	382,180
Management Fee	-
Interest Expense (non-facility)	-
Depreciation and Amortization (non-facility)	328,888
Other General Expense	2,748,345
Total General Expenses	5,476,338
TOTAL EXPENSES	45,603,884
Net Income	(770,371)

Top 5 Salaries for SY18-19

SY18-19			
Severn, Katie	President and Chief Academic Officer	\$	225,377
Maestas, Laura	Chief Executive Officer	\$	200,000
Englander, Daniel	Chief Operating Officer & Chief Financial Officer	\$	171,750
O'Flaherty, Tara	Senior Director of Schools	\$	154,014
Pergament, Cassie	Senior Director of Program	\$	151,896