

District of Columbia International School



**Annual Report
School Year 2023-2024
Amended June 2025**

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Narrative

School Description

Founded in 2014, District of Columbia International School (DCI) is a high performing public charter school serving over 1,600 students in grades 6-12. Our student population is incredibly diverse with no subgroup holding a majority. In school year 2023-24 our students identified as 41% Hispanic / Latinx, 26% Black, 20% White (non-Hispanic), 10% Multiracial, 3% Asian, <1% Native American / Alaska Native, and <1% Native Hawaiian / Other Pacific Islander. 19% received specialized education services, 12% were English Learners, and over 40% qualified for free and reduced lunch. Students that attend DCI come from all eight Wards of the District.

Mission Statement

DCI inspires inquiring, engaged, knowledgeable, and caring secondary students. Our mission is to cultivate multilingual, culturally competent individuals committed to creating a socially just and sustainable world. We take pride in being a trailblazer for equitable education through our "IB for ALL" and language at the core programming, making a traditionally selective curriculum accessible to all students through strong support systems.

School Program

Curriculum design and instructional approach

DCI's instructional vision is designed to prepare all students for post-secondary success and life-long learning. DCI is an authorized International Baccalaureate (IB) World School and employs the IB's interdisciplinary curriculum program to engage all students in authentic and deep learning.

International Baccalaureate (IB) for All

DCI is unique in that it is IB for All. There are very few schools in the US that offer the IB Diploma Program (DP) and Career Program (CP) to ALL of their students. In most cases, the programs are test-in or opt-in within a school, or limited to private schools with entrance exams. At DCI, all students in 11th and 12th grade take DP and CP courses and work toward completing the requirements of the Career and Diploma Programs. Like AP classes, DP and CP classes are rigorous, college prep courses. Some consider IB DP classes more challenging and better prep for college than AP courses. ([Read a comparison here.](#)) We chose these programs because we know that these rigorous classes and the full programs will prepare our students for college, career, and their future aligned to our broader mission.

The IB continuum of international education challenges schools and students to excel within an inquiry based curriculum and assessment model that places the learner in the center. Driven by a rigorous pedagogical philosophy, IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

DCI employs the interdisciplinary approach of the world-class IB Middle Years Program (MYP), Diploma Program (DP) and Career-related Program (CP). [All three programs are well known](#) for

their depth, rigor, and strong preparation for postsecondary success. The MYP is designed for students in grades 6-10. It provides a framework of learning which encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement.

In 11th grade, DCI learners choose between two IB pathways: the DP or the CP. Traditionally these programs are reserved for “honors” tracks in schools that place students based on perceived ability. At DCI, we pride ourselves on an educational model that aims to empower all students for post-secondary success. All 11th graders pursue either the DP or CP program, which means that 100% of our 11th and 12th grade students are taking IB classes.

The DP is an academically challenging and balanced program of education with final examinations that prepare students for success at university and life beyond. It has been designed to address the intellectual, social, emotional, and physical well-being of students. The program has gained recognition and respect from the world’s leading universities. The CP incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning. The IB Career Program at DCI offers four tracks: audio video production, computer science, engineering, and health sciences. We institute these pathways in partnership with the National Academy Foundation (NAF) and its DC affiliate, the DC Career Academy Network (DCAN).

Language at the Core

Cross-cultural communication is a key to success in the 21st century and it is a requirement of the IB MYP, DP, and CP Programs. Bilingualism is key to achieving global citizenship and is necessary to understand and to participate authentically in the world. All DCI students study advanced Chinese, French, or Spanish. Most students entering the secondary program have achieved a moderate level of fluency and literacy in their target language. At DCI, a selection of students’ classes, including World Language, Arts, Middle School Social Studies, and electives, are taught in an immersion environment. Our program allows students to continue their progress in a second language and cultural literacy, and even provides them with the opportunity to deepen their language learning abroad through our signature Voyager exchange program and / or learn a third language. Students new to World Language education are able to enter a beginning language track in one of the three target languages and are expected to continue to study at the IB level until graduation.

DCI was originally founded by the five DC public charter language immersion elementary schools that serve PK3 – Grade 5: DC Bilingual PCS (Spanish), Elsie Whitlow Stokes Community Freedom PCS (Spanish and French), Latin American Montessori Bilingual PCS (Spanish), Mundo Verde Bilingual PCS (Spanish), and Washington Yu Ying PCS (Chinese). Member school students are prioritized in the citywide My School DC lottery for 6th grade at DCI. This creates a unique Pre-K through 12th grade continuum in the target language. Students who do not attend a member school can also apply by way of the My School DC

lottery to DCI in grades 6-9 with or without language learning experience in our three target languages.

Student Agency

At DCI, students pave their IB journey. Through a structured yearlong process, students independently select an action and / or study that meets their passions when conducting their [IB MYP Community Project](#)¹ in 8th grade and [IB MYP Personal Project](#)² in 10th grade. In 11th grade students choose between pursuing the DP or CP IB pathways. Eleventh and twelfth grade students in the Diploma Program write an “Extended Essay” about an academic topic, while students in the Career Program write a “Reflective Project” examining an ethical issue in a career field. Both of these capstone projects allow students to apply their Approaches to Learning (ATL) Skills that they begin developing in 6th grade in the longest piece of academic writing they will undertake during their secondary education. Students also have a voice in determining what electives will be offered each school year. This school year our High School offered the following electives based on student interest: ACT / SAT Prep, Conceptual Art, Criminology, Culinary Arts, Financial Literacy, Geography, Graphic Design, Greek Mythology, Human Anatomy and Physiology, Marine Biology, Social Justice in Art, Theater, and Upcycle Design; and our Middle School offered the following electives based on student interest: Fashion and Cosmetology; Creative Writing; Introduction to Dance; Video Game Design and Coding; Morning Announcements; GeoPlunge; and Introduction to Cinematography.

Parent and Guardian Involvement Efforts

DCI recognizes the central importance of active parent and guardian involvement and partnership in order to achieve success as a school community. As a result, we have a variety of structures in place for strong family partnerships:

- Our student advisory model (Approaches to Learning (ATL) in Middle School and Family courses in High School) is a centerpiece of parent engagement. Our instructional advisors function as primary points of communication between the school and their students’ parents and guardians. Our advisors meet with parents and guardians in goal setting and student-led conferences in the fall and spring.
- We have a dedicated Family Engagement Liaison who fosters our culture of community and engagement with families by hosting family information workshops and Café y Charla sessions – school info sessions specifically targeted for our Spanish-speaking community – on key school topics (grading, after school activities, our technology platforms), conducts our annual parent belonging survey, builds relationships with our member schools and their families by organizing our member school “Buddy Days”, and coordinates school events with staff and families.

¹ The MYP Community Project is a service-learning project where students actively identify a need within their community, research potential solutions, and then implement a project to address that need, often involving direct action and reflection on the learning process.

² The MYP Personal Project is a long-term, independent learning experience for students. It helps students to develop the attributes of the IB learner profile, provides them with an essential opportunity to practice and strengthen ATL skills developed through the MYP, and fosters their development as independent, lifelong learners.

- We have systems in place to ensure that DCI staff communicate with families in a language they best understand. To support equitable access to school programming and leadership for our limited and non-English speaking community, interpretation and written translation is provided at family engagement events, including student-led conferences. We also prioritize language when hiring for key roles that engage directly with families on a daily basis, including our front office team, our restorative justice team, our student support team, and our instructional aide team.
- Supporting our sports teams is our parent-organized Athletic Booster Club (ABC). The ABC supports all our sports teams, puts on our annual Fun Run, and runs concessions at athletics events.
- We ensure differentiated communication of school news and notifications with our families, including a weekly newsletter, standard email communications, text messaging, and social media engagement in English and Spanish.
- We hold a wide variety of parent information meetings in order to ensure our parents and guardians are engaged in all aspects of our community, including Back to School Nights, college finance and entrance orientations, curriculum, assessment and grading orientations, and a Dragon induction for newly enrolled students and families.

DCI is also explicit in its commitment to family partnership in its [Student & Family Handbook](#) and lays out the following responsibilities for staff:

- Initiate consistent, positive contact with all families;
- Make themselves accessible to families at flexible times that are clearly communicated and provide multiple ways for families to get in touch;
- Use information about families' backgrounds, strengths, and preferences to differentiate communication to families and enrich learning and curriculum;
- Create proactive systems for soliciting and responding to families' feedback, suggestions, or concerns;
- Create plans to address families' feedback and follow-up on the plan accordingly;
- Communicate with families in a language they understand; and
- Provide frequent information on student academic performance

School Performance and Progress

Meeting the Mission

In order to ensure all of our students are well prepared for the rigorous expectations of the IB program, including supporting their advanced language learning, we ensure that student coursework matches that level of rigor and is aligned with differentiated support.

Instructional Programming

At our Middle School, we have an alternating A/B day schedule, with Approaches to Learning (advisory), Language, English, Science, Individuals & Societies, and Math classes meeting every day. Arts, Design, Physical Education, and most electives meet every other day. Students take up to two electives, either in the target language (such as classes in Chinese, French or Spanish culture) or in English (such as Student-Led Inquiry, Theater, or Design). Students with proficient language skills take Art and Individuals & Societies in their target language when their schedule allows. We offer both lunch period and after school tutoring, club meetings, and student break time. Academic supports include Reading, Writing, Math, and Executive Functioning Support classes for students in need, as well as co-teaching and self-contained classes for students with special education or English Learner needs. We also offer a variety of related services such as occupational therapy, counseling, and speech therapy.

In High School, students have a block schedule on an A/B day rotation. Ninth and tenth graders take credit-bearing, Middle Years Program courses including English, Math, Science, History, their second language, Music, Health and Physical Education, and two to three electives (which they choose). Our tenth graders completed the IB MYP personal projects. All high schoolers also take Family (advisory) daily. All DCI eleventh and twelfth graders completed IB Diploma courses in all core subjects (IB English, Chinese, French or Spanish, IB History, IB Science (Physics, Biology, Chemistry, or Sports Exercise and Health Sciences), and IB Mathematics) and additional electives. IB Diploma Candidates also completed IB Visual Arts, IB Film, IB Psychology, IB Global Politics, IB Philosophy, or another Group 6 choice in Foreign Language or History and two years of IB Theory of Knowledge; participated in extracurricular activities that are creative, involve action and community service as part of the IB Creativity, Action and Service (CAS) program; and began research for their Extended Essays (a 4,000 word investigation focussed on a particular complex question within a subject area). In addition to the core IB DP courses above, IB Career-related Program students completed IB Personal and Professional Skills, a career-related studies coursework (Health Sciences or IT Academy), service learning, and a Reflective Project.

Staff Professional Development

We provide our staff weekly professional development and collaboration as they implement our “IB for All” curricular model. Given that our teachers are teachers of learners, not simply teachers of content, it is our responsibility to also support our team’s continued learning and development so they can best support our students. Throughout the 2023-2024 school year, our professional development focussed on leveraging positive student-teacher relationships to implement IB inquiry-based instruction in all of our classrooms, as well as included opportunities

for teachers to analyze and act on student assessment data by building more differentiated support for their students. We also sponsor many of our teachers to attend PD from the International Baccalaureate Organization (IBO) annually.

Community focus and restorative justice

DCI has adopted policies, procedures and plans to ensure a safe and supportive school environment that:

- Emphasizes care, effective communication and quality relationships based on mutual respect;
- Values effort, presents achievable but challenging expectations, builds self esteem and encourages students to be responsible and independent learners; and
- Promotes the development of knowledgeable, morally and socially responsible citizens who are self-determined.

In line with our guiding principles, DCI only considers student suspension or expulsion for serious / repeated conduct that violates the rights of others in the school community to feel safe, learn, or maintain property. DCI aims to be a low-suspension / no expulsion school. DCI may invite parents/guardians to spend days at school with their children in lieu of suspension.

We believe in consequences that have the student making restitution rather than being excluded from learning. DCI observes the tenets of restorative justice and positive behavior interventions and supports because it believes that students a) belong in school, and b) that punishment does not change behavior, but intervention and logical consequences does. DCI includes restorative justice practices such as restorative conferences and family conferences in order to be proactive about preventing suspension or expulsion. The discipline provisions of the Individuals with Disabilities Education Act (IDEA) are observed regarding consequences for students with disabilities.

DCI's suspension and expulsion rates continued to remain low in SY 2023-24.

Mental Health Support

DCI is invested in ensuring our students feel safe physically, emotionally, and mentally. We have a robust mental health model at DCI with one counselor per grade-level, one social worker per school (with an investment to increase to two social workers per school in the 2024-25 school year), and additional onsite counseling support provided by our external partners – the Department of Behavioral Health and Mary's Center – as well as a full-time nurse. We also have a partnership through WISE for staff mental health support.

Student Life

DCI's programming also has an incredible student life component. 60% of our students engage with the school and our staff in creative ways outside the classroom and that number continues to grow.

- Students can participate in lunch and after-school clubs through our Activities, Clubs and Extracurriculars (ACE) program. We sponsor roughly 30 lunch clubs per year, 60 after-school clubs per trimester, and engage 500+ students in clubs per trimester. Club activities range from our outstanding Robotics club, the Dungeons and Dragons club, Cooking and Baking clubs, Model UN, our affinity clubs such as our Black Student Union (BSU) and Latinx Student Union (LSU), theater productions, and many other outstanding opportunities.
- 600+ student-athletes participated in 15 sports across 42 teams this year. We won 11 Public Charter School Athletic Association (PCSAA) Championship and two District of Columbia State Athletic Association (DCSAA) Championships this year, and 60% of our student athletes were on the Principal's List or Honor roll this school year!
- Our signature Voyager exchange program where High School students study abroad at partner schools in Argentina, France, Spain, and Taiwan truly brings our mission to life. 70 students (an increase from 53 last school year) traveled abroad accompanied by our staff chaperones and we added a fifth partner school (our second in Taiwan due to the high demand for international travel in our Chinese language track) this year! Below are a few takeaways from our students who traveled last year:
 - 98% felt like the years they have dedicated to learning their target language have been worth it.
 - 97% felt like DCI chaperones cared for them and their well-being leading up to and throughout the trip
 - 87% felt that the trips increased their motivation to improve their target language skills at DCI

To put it simply, DCI emphasizes holistic development and deepens student belonging by providing students the opportunity to make choices for their own education.

Meeting Goals & Academic Achievement Expectations³

At DCI, our mission is to set our students up for long-term success in our global society beyond Middle and High School. To achieve this, we constantly look for and reflect on student data that can give us insights into what is going well in our programming and what can be improved. Assessment data, when used appropriately, can be incredibly helpful toward achieving our mission.

Assessment Data and Academic Achievement

Below, we share our International Baccalaureate (IB) results from the 2023-24 school year and the celebrations and opportunities inherent in these data. We also include results from DC CAPE data and the celebrations and opportunities inherent within.

Diploma Program (DP)

Completing the full Diploma Program is a huge accomplishment. It involves taking six DP classes (usually three Standard Level and three Higher Level, both of which are considered honors level), a 4000 word extended essay, a Theory of Knowledge course, service requirements and more. To earn the diploma, students must receive a 4 or higher on each of the DP classes and complete the other requirements for a minimum of 24 points.

- 65 students pursued the DP Program and sat for exams
- Of those, 36 students or 55% were awarded the IB Diploma (an increase from 30% last year)
- 7 students received the IB Bilingual Diploma (3 in French and 4 in Spanish)

Career Program (CP)

Pursuing the Career Program is equally a huge accomplishment. Students must take a Career Certificate Program, complete an internship, complete a 1500 word Reflective Project and take DP core courses alongside their peers. At DCI, the Career Program focuses on technology (hardware, coding, graphic design, and video production) and health sciences (nursing / pre-medical). To receive the CP Certificate, students must receive a 4 or higher on two DP classes, receive a passing grade on the Reflective Project essay, and complete their career certificate and internship.

- 89 students pursued the Career Program and sat for exams
- Of those, 57 students or 64%, received the IB Career Program Certificate (an increase from 57% last year)

Our IB results also show us where we need to focus as a school to better serve our students, specifically our English Learners (ELs) and students who are identified by the city as “economically disadvantaged”⁴ who are underperforming relative to their peers. We are already working on plans to increase these opportunities for our EL students by hiring additional EL

³ DCI acknowledges that DC PCSB’s review and publication of this annual report does not imply concurrence or disagreement with the content herein.

⁴ “Economically Disadvantaged” is defined as students who qualify for Temporary Assistance for Needy Families (TANF), receive benefits from the Supplemental Nutrition Assistance Program (SNAP), were identified as homeless during the academic year or are under the care of the Child and Family Services Agency (CFSA or “foster care”).

teachers for school year 2024-25 and realigning instructional and case management strategies built from prior successes, and we will continue to closely monitor academic progress, assessment data, and our strategic plans to identify critical interventions and support more broadly.

DC CAPE

DC CAPE⁵ (formerly PARCC) shows us how students are performing on grade-level standards. DCI students continue to significantly outpace their charter school peers on this assessment. We are excited that some of our students are performing well, and we will continue to explore these data and other data sources through the lens of equity gaps. We want our instructional and social / emotional programming to support all learners in having academic success at DCI.

2023-24 DC CAPE Scores

MS Grades (4+)			
	23-24	22-23	△
ELA	55%	54%	+1
Math	33%	39%	-6
MS Grades (3+)			
	23-24	22-23	△
ELA	74%	74%	0
Math	63%	70%	-7

HS Grades (4+)			
	23-24	22-23	△
ELA	40%	42%	-2
Math	12%	23%	-11
HS Grades (3+)			
	23-24	22-23	△
ELA	64%	63%	+1
Math	37%	55%	-18%

2023-2024 DC CAPE Results

(Grades 6-8)

- For the English Language Arts / Literacy (ELA) assessment, DCI outperformed the District's charter sector in all grade levels.
- There was a significant improvement in EL performance on 3+ for ELA (19% gain) and Math (9% gain).
- 62.5% of 6th Grade students earned a 4+, and 82.5% earned a 3+ on the 6th Grade ELA assessment, which is the highest grade-wide performance in years.
- For the Math assessment, DCI outperformed the District's charter sector in most grade levels.
- We saw strong improvements in 7th grade, while we still have room to grow with 8th grade.
- For the first time, our 8th graders taking advanced Math courses took the more rigorous exam associated with that course instead of the 8th grade Math assessment from DC CAPE. We believe this is the best long-term approach to ensure that we are challenging

⁵ Beginning last school year (2023-24), DC implemented a new name for its general statewide assessment system (previously PARCC), which includes assessments in English Language Arts / Literacy (ELA), Mathematics, and Science. The District of Columbia Comprehensive Assessments of Progress in Education (DC CAPE) includes the DC ELA assessment (DC ELA), the DC Math assessment (DC Math), and the DC Science assessment (DC Science). Together, these assessments create a comprehensive system that provides important information on students' progress and proficiency relative to DC's educational standards.

our students, and it partially explains some of the drops in “% proficient” for our 8th grade results.

- Almost 50% of students earned a 4+ in 7th Grade Math (46.6%), the highest performance of any grade in Math in years.

(Grades 9-10)

- For the ELA assessment, DCI saw significant improvements with our students in the EL and students with disabilities student groups.
- Last year was a transition year for DCI on the high school DC CAPE Math assessment. We shifted the CAPE assessments our students took to better align with our curriculum and set a more coherent sequence to align with our IB program. This transition also occurred because DC no longer offers an Integrated Mathematics assessment (which DCI students took prior to last year). More specifically, 9th graders in our IM1 course took the Geometry assessment instead of the Algebra 1 assessment.
- Compared to 2022-2023, the percentages of students with disabilities earning a 4+ in math improved over 5%.
- Math results, however, are lower than we projected in 9th and 10th grades, indicating a need for our school to bring more focus and support to our math instruction more broadly.

For more detail, here is a data presentation: [23-24 Assessments - Parent Facing](#)

While we are excited that our students are performing well overall on DC CAPE, these data indicate meaningful opportunities for growth as we work to ensure all students are set up for success. Because of DC CAPE’s alignments with the Measures of Academic Progress (MAP) assessment our students take twice a year, we have opportunities to leverage our past performance to better understand the need for instructional changes to help improve our students’ learning. We also noticed that on the IB assessments, our student performance in math is lower than on humanities assessments, which indicates a trend of students not excelling on STEM-based assessments. We will continue to deepen engagement in classrooms and focus on stronger classroom instruction. We again see opportunities for growth for our students that are considered by the city to be “economically disadvantaged.” This group of students underperformed as relative to their peers and we plan to take a closer look at these data and our strategic plans for this group of students.

Moving from Analysis to Action

Standardized assessment data, when used appropriately, can be incredibly helpful in holding us accountable to our mission to set our students up for long-term success beyond just middle and high school. Reflecting on the IB and DC CAPE data helps us hold to a standard of performance and helps us continue to improve our instructional practices. By identifying important trends in these data, we can better understand our current instructional approaches and make changes and improvements. We will continue to look at these data to make sure we are learning as much as possible from these results and work to improve the way we support our students. We

believe this is the approach that enabled such impressive gains on our IB Assessments and will lead to future progress elsewhere.

While there is continued work to do, we are confident in our learning community. Some of our next steps based on these data are below and we will continue to iterate on our strategy.

- Building Math and Literacy interventions into the middle school schedule to support students in catching up to grade level standards.
- Changing the way we work together to case manage students who are dually identified (receive both EL services and Special Education services).
- Creating schedules for our students with formal supports first, in order to ensure that they have everything that they need and serve as a balance of both academics and electives.
- Partnering with Empower K12 to enhance our data analysis and planning.
- Diving deeper into our math data from several assessment sources, including beginning of the year diagnostics, accompanied with classroom observations and increased development and support of our math teachers.
- Looking closer at the data for our “economically disadvantaged” students to determine root cause of performance and potential next steps for instructional strategy.

In addition to the IB assessments and DC CAPE, DCI monitors student growth internally with the Measures of Academic Progress (MAP) English and Math assessments, the Standards-based Measurement of Proficiency (STAMP) language assessments, the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment for English Learners, grades, student surveys, and attendance tracking. These measures are also broken down into demographic data to monitor academic progress across our student population and ensure that all members of the student population are being served.

Progress to Goals

DCI has adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. Due to accountability system revisions, DC PCSB did not produce PMF results for SY 2023-24. DCI has two additional Mission Specific Charter Goals and they are reported below.

Goal 1: DCI will continue to be an authorized International Baccalaureate (IB) World School

Status: Met

Progress: DCI is authorized by the International Baccalaureate to offer their Middle Years, Diploma and Career-related Programs

Goal 2: 50% of eleventh grade students who study a language at DCI for at least five years will receive a composite STAMP score of at least: 4.0 in Chinese (Intermediate-Low) and 5.0 in French or Spanish (Intermediate-Mid)

Status: Met

Progress: The following percentages of students scored a 4.0 in Chinese and a 5.0 in French and Spanish:

- Total: 72.8%
- Chinese: 71.9%
- French: 63.2%
- Spanish: 75.3%

Strategic Planning

In 2018-19, and upon approaching our fifth year in operation, DCI embarked upon a strategic planning initiative for the next five years. The plan was completed and approved by our Board of Trustees at the end of 2019 and was subsequently interrupted by the COVID-19 pandemic.

DCI embarked on a strategic plan refresh this school year to determine its path for the upcoming five years and has done so with full community input, including our staff, students, families, member schools, and Board of Trustees. Our goal is to build from the successes we have had and make sure that ALL students and student groups are being served in an equitable manner. Our belief and approach remains that we can close some of the persistent gaps between student groups that exist at DCI and more broadly in our society through targeted investments and interventions. Our 2024-29 strategic plan is slated to be reviewed and approved by our Board of Trustees in the 2024-25 school year.

In school year 2023-24 we invested in a number of strategies / initiatives, including the following:

- Clearer codification of our instructional vision and aligned PD and coaching to support all of our teachers in leading inquiry-based classrooms along with the hiring of a Chief Academic Officer (started August 2023)
- New approach to serving EL students with additional staff members and an aligned strategy built from prior successes
- Stronger differentiation and interventions that are built into the school day in a more robust manner – especially in Middle School
- Stronger recruiting and onboarding of new to DCI teachers to set them up for success in our classrooms and carve a path for them to stay at DCI for their full career

As we look to the future, we know we are preparing to navigate further issues like the following:

- Growing Demand: Managing the increasing demand from member schools that are expanding by updating greenlighting criteria for growth in our new strategic plan.
- Student Agency and Social Justice: Emphasizing student agency by focusing more on passion and interest rather than solely on technology, and fostering a socially just community that promotes belonging, inclusion, and broader impact on local and global communities.

Educating English Learner (EL) Students at DCI

At DCI 203 or 13% of our total enrolled students in school year 2023-24 were English Learners (37% were enrolled in Middle School and 63% in High School), and 51% of our ELs were also dually identified meaning that they were classified as both an English Learner and a student with a disability. The majority of students at these proficiency levels are long-term ELs. Most of

these students are US-born English Learners who were identified as ELs when they started school, and have strong social language skills but are still working on developing their academic language skills. As a whole, our students perform highest in the listening domain and lowest in the speaking domain of the ACCESS test, although this varies by grade level and student. Ten students were exited out of EL status in school year 2023-24 compared to 13 in school year 2022-23. As we shared above, our EL community is a priority focus for us and we are closely monitoring our students' academic progress.

Measures taken to Improve EL Student Performance

We provide the following structural supports to improve EL student academic performance and well-being at DCI. We will also hire an additional EL teacher(s) for school year 2024-25 to ensure these interventions are well supported.

Middle School Intervention:

The majority of EL students are in one of two Academic Language Development (ALD) classes. Students were tiered into either class depending on their previous year's ACCESS score. Students with lower ACCESS scores were placed in ALD A and students closer to exiting (4.5) were placed in ALD B. Students in ALD A are working on more foundational skills while students in ALD B are working on higher level skills that will support them to exit the EL program. Teachers also co-teach in different subjects in different grades. For example, 6th grade co-teachers co-teach in science, 7th grade co-teachers co-teach in English, and 8th grade co-teachers co-teach in Individuals & Society.

High School Intervention:

Students in grades 9th and 10th were tiered and placed in English Language Studies (ELS). Students in need of more support were placed in this class to extend their learning from their general education classes, specifically English and History. By extending the lesson into ELS, EL teachers are able to add a language lens to the lesson and build student knowledge so they are successful in their general education classes. In 10th and 11th grade, students are either in ELS (11th) or a structured study hall (11th and 12th). ELS in 11th grade is similar to ELS in 9th and 10th grade in that they support students by building student knowledge. The structured study halls allow EL students to have an opportunity to work on homework/classwork and have an EL teacher available for support. All high school EL teachers co-teach in English and history classes.

Case Management:

All EL students are case managed by their grade level EL teacher. The teacher is responsible for checking in with students twice a month. Teachers check in with students to ensure that students are continuing to do well, where they are struggling, and identifying next steps for them to receive additional support from their teachers. EL teachers also reach out to families at least twice a month to update families on student progress. They will inform parents and guardians if there are any attendance, behavioral, or academic concerns. As part of case management, EL teachers create EL plans for each student that are then shared with each teacher. The EL plan lists the students' ACCESS scores and their linguistic accommodations.

SY 2023-24 DC CAPE Data

Below are our DC CAPE results for our EL students in school year 2023-24 that scored a 4 or above in ELA and Math as compared with data from 2023. We are working to increase the scores for this subgroup through the plans outlined above.

Middle School DC CAPE Results 2023-24

	MS (4+)					
	ELA			Math		
	2024	2023	△	2024	2023	△
EL	33%	23%	+10	15%	12%	+3

High School DC CAPE Results 2023-24

	HS (4+)					
	ELA			Math		
	2024	2023	△	2024	2023	△
EL	8%	7%	+1	0%	6%	-6

Class of 2024 Results

We are so proud of our Seniors and there is so much to celebrate! The Class of 2024 is our fifth graduating class of Seniors who collectively garnered over \$30M in scholarships – the most ever in our school’s history! The official graduation statistics follow.

- 97% of our Seniors graduated on time
- 89% of graduates were accepted into a 2-year, 4-year, or career / prep trade school
- 10% are entering the workforce, the military, or taking a gap year
- 58% of graduates received the Seal of Biliteracy⁶
- Seniors sitting for at least one IB assessment went from 81% to 92%⁷
- 55% of DP candidates were awarded the IB Diploma
- 64% of CP candidates were awarded the Career Certificate
- Seniors receiving “college credit” – a score of 4 or 5 on the IB assessments – went from 63% to 68%⁸

We also hired a Director of College & Career Readiness this school year who is building relationships with our Juniors and Seniors, as well as with our alumni, to provide current students with networking opportunities and mentorship.

⁶ The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

⁷ DCI covers the cost of all assessments for our students.

⁸ College credit varies depending on the college. However, based on a confluence of data most schools look for a 4 or higher for Higher Level (HL) courses and a 5 or higher for Standard Level (SL) courses, which is how we calculate this percentage.

Unique Accomplishments

The 2023-24 school year marked an incredibly special year for DCI. Not only did we celebrate our fifth graduating class of Seniors (Class of 2024) who collectively garnered over \$30M in scholarships – the most ever in our school’s history, but we also celebrated our first graduating class of alumni (Class of 2020)! We also promoted our seventh class of 248 8th graders with fantastic community projects to cap their year, and welcomed 270 6th graders to the DCI family.

The following are highlights of SY 2023-24:

- DC PCSB unanimously voted to renew DCI’s charter for an additional five years without conditions affirming DCI’s commitment to fostering high-quality education for all of our students
- DCI was proudly ranked #4 in the U.S. News & World Report’s 2024 List of “Best DC Public High Schools” and #2 on Niche’s 2025 list of “Best Public Middle Schools in DC”⁹
- DCI celebrated the school’s milestone 10-year anniversary this year with founding members, alumni, families, staff, trustees, and supporters
- Middle School added 7 new electives this school year based on student interest, including Fashion and Cosmetology; Creative Writing; Introduction to Dance; Video Game Design and Coding; Morning Announcements; GeoPlunge; and Introduction to Cinematography
- 99% of students successfully completed their 8th grade community project
- Student voice drove changes to our elective course offerings and selection process
- Middle School held a successful Arts showcase that has spurred more permanent art installations in our school building
- High School added 13 new electives this school year based on student interest, including Financial Literacy, Social Justice in Art, and Upcycle Design, and a new AP course, African American History
- The four students with an Individualized Education Program (IEP) who sat for the IB assessments this school year were awarded an IB Diploma and 10% of our students who sat for the IB assessments were awarded the IB Bilingual Diploma!
- We continued to expand our enrollment in CTE programs, almost doubling the size of health science and adding audio production this year.
- We continued our streak of having at least one Presidential Award for CTE finalist every year!
- We won 11 Public Charter School Athletic Association (PCSAA) Championship and two District of Columbia State Athletic Association (DCSAA) Championships this year, and 60% of our student athletes were on the Principal’s List or Honor roll!
- We expanded our signature Voyager exchange program by adding a second partner school in Taiwan based on high student demand within our Chinese language track!

⁹ School rankings evaluate different criteria and provide varied perspectives. While rankings offer insights, they represent just one measure of our success. We remain committed to our core values and objectives, continuously enhancing the unique programs and approach that distinguish DCI as an exceptional school.

List of Donors

DCI collects tax deductible donations for our programming. Thank you to all our donors who contributed \$500 and more in monetary and in-kind donations to DCI!

Alexandra Pardo
Andrea Lachenmayr
Ann Lefert
ASL Inc
Beekeeper Group
Benevity
Blake Larsen-Humphreys
Bob Lyons
Boland
Carrie Brandt
Chris Chambers
Damien Doyle
David Deal
Dionne Wright
Donalies Financial Planning, LLC
Erica Nelson
Genesys Impact LLC
H2 Design Build, LLC
Hilary Dittmore
HUB International

Karol Erdmann
Kirstin Mobley
Kristofor and Kristine Erickson
Marcum LLP
Mary Barrick
McGuireWoods LLP
Michael Rosskamm
Roots Landscaping
Roy Rogers
Sabriya Williams
Sandi Verbois
Sara Wilson
Sarah and Dean Harris
Sarah Davidson
Sarah Mooney
Schwab Charitable
Simon Rodberg
TASC
The Cleveland Foundation
Tom Gavin

Data Report

SY 2023-2024 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: District of Columbia International School
DC PCSB	Campus Name: District of Columbia International School
DC PCSB	Grades served: 6–12
DC PCSB	Overall Audited Enrollment: 1619

Enrollment by Grade Level According to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	274
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	257	246	241	208	218	175	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: 180
DC PCSB	Suspension Rate: 3.77%
DC PCSB	Expulsion Rate: 0.06%
DC PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.04%
DC PCSB	In-Seat Attendance: 92.07%*
DC 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.)
DC PCSB	Midyear Withdrawals: 0.99%*

DC PCSB	Midyear Entries: 0.00%*
DC PCSB	Promotion Rate (LEA): 99.32%
DC PCSB (SY22-23)	College Acceptance Rate: 71.70%
DC PCSB (SY22-23)	College Admission Test Score: 69.10%
DC PCSB (SY22-23)	Graduation Rate: 87.10%

**Note: The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY23-24 Charter Sector Attendance Qlik application as of October 2024. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.*

TEACHER / ADMIN DATA POINTS	
School	Teacher Attrition Rate: 7.83%
School	Number of Teachers: 166
School	Teacher Salary Please click here to learn about DCI's compensation and payscale philosophy, including our lead teacher salary scale: https://dcinternationalschool.org/compensation-at-dci/
School	Executive Compensation Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2023-24. 1) Salary paid \$270,00 2) Salary paid \$186,704 3) Salary paid \$182,000 4) Salary paid \$158,836 5) Salary paid \$150,640

Appendices

Appendix A: Staff Roster for SY 2023-24

Appendix B: Board Roster for SY 2023-24

Appendix C: Unaudited Year-end 2023-24 Financial Statement

Appendix D: Approved SY 2024-25 Budget

Appendix E: ACCESS Test Scores

Appendix A: SY 2023-24 Staff Roster

Below is the list of our staff community for SY 2023-24. In aggregate, 51% of staff have a Master's degree, 27% a Bachelor's degree, 18% a high school diploma, 2% a Doctoral degree, and 2% an Associate degree.

First Name	Last Name	Role / Responsibility
Zuhra	Abbamin	EL Teacher
Mirna	Abundez	Facilities
Abner	Aldarondo	Teacher Fellow
Carlos	Alfaro	IT Associate
Jahrika	Allen	IT Associate
Astrid	Alvarado	Dedicated Aide
Erik	Amaguaña	School Custodian
Gloria	Argueta	Dedicated Aide
Gisselle	Argueta	Office Administrator
Nancy	Arias Velazquez	Spanish Teacher
Katherine	Artiga	Dedicated Aide
Julia	Astudillo	Math Teacher
Keresa	Atwater	Dean of Students
Tony	Ayala	Asst. Dean of Students
Hemalata	Azemara	Instructional Aide
Xianglan	Bai	Student Support Teacher
Jie	Bao	Chinese Teacher
Natalie	Barbieri	Asst Principal
Brian	Barksdale	Restorative Associate
Raymond Andres	Barquero	Restorative Associate
Emmet	Battenberg	EL Teacher
Alyssa	Beacom	Counselor
Marcela	Bednar	EL Teacher
Danette	Benitez	Instructional Aide
Miguel	Benitez	IT Associate
Yusuf	Benmira	Athletic Specialist
Grace	Benson	Director of Development

Christina	Berger	Teacher Fellow
Renee	Berry	Student Support Teacher
Tatiana	Bien-Aime	College & Career Counselor
Ward	Biggs	Restorative Associate
Carsten	Binsner	IT/Design Teacher
Brian	Biscoe	PE Teacher
Angelica	Blanco Gomez	School Custodian
Aryan	Bocquet	Chief of Staff
Jennifer	Botros	TOK Teacher
Danielle	Boudreaux	English Teacher
Lachelle	Brooks	Science Teacher
Suzanne	Brooks	Dir. Student Support
Darius	Brown	Math Teacher
Angelica	Brown	Student Support Teacher
Natalie	Brown	School Psychologist
Kathryn	Byrd	English Teacher
Cesar	Cagigos Palacin	Spanish Teacher
Peter	Camacho	Assistant Athletic Director
Natalia	Campos	SLI Teacher
Juan	Canel	EL Coordinator
Benjamin	Canfield	English Teacher
Jenae	Carter	MYP Coordinator
Eduardo	Castillo	School Custodian
Elizabeth	Castro Perdomo	Teacher Fellow
Rodolfo	Castropoland	Spanish Teacher
Ronald	Chacon	Art Teacher
Tracia	Chalar	EL Teacher
James	Chapman	Math Teacher
Melanie	Chavez	Student Support Coordinator
Jennifer	Cheng	English Teacher
Lauren	Chestang	Math Teacher
Zhengyu	Chi	Chinese I&S Teacher

Siddhartha	Chowdri	Special Projects Coordinator
Shira	Clair	HR Coordinator
Johan	Clavijo Manrique	Student Support Associate
Dominique	Cleggett	Science Teacher
Bruce	Colburn	Art Teacher
Beverly	Coleman	Counselor
Kimberly	Colley	Dir. MTSS
Briceida	Coronilla-Medina	Instructional Aide
Maria Jose	Cortes Vallejo	Business Manager
Edward	Couther	Science Teacher
Yeshika	Crawford	Assistant Principal
Elisabeth	Cruz	Office Administrator
Emily	Culp	Student Support Teacher
Charlene	Cummings	Asst Principal
Kelly	Custer	Student Support Teacher
Nicholas	Daney-Cuffie	Student Support Teacher
Zachary	Diamond	Music Teacher
Christine	Dineros	EL Teacher
Samuel	Dodson	Art Teacher
Jeny	Dominguez Benjamin	Spanish Teacher
Shane	Donovan	CP Coordinator
Noah	Dougherty	Dir. Educational Development
Danielle	Douglas	PE Teacher
Kyrah	DuVall	Student Support Teacher
Karen	Elias de Callejas	Instructional Aide
Mounia	Elmezrichi	French Language Coordinator
Liza	Enrich	Science Teacher
Nora	Escobar	Cafe Administrator
Deisy	Escobar Ventura	School Custodian
Kailah	Faison	IT Associate
Yueying	Feng	Math Teacher
Claire	Finn	History Teacher

James	Fischer	English Teacher
Laura	Flanagan	Assistant Principal
Dionicio	Flores Montalvo	Spanish Teacher
Rebeca	Flores-Jimenez	Office Administrator
Robin	Froehlich	Student Support/504 Coord
Jessica	Frosztega	SPED Coordinator
Jolene	Galpin	Principal
Carmen	Garcia	Spanish Teacher
Brian	Garcia	Restorative Associate
Nancy	Garcia Gonzalez	Spanish Teacher
Nathan	Garneau	Math Instructional Coach
Michael	Gaskins	Science Teacher
John	Gass	History Teacher
Ronald	Giddings	English Teacher
Lee	Gilliam	Student Support Teacher
Alyssa	Girod	Math Teacher
Mahxwel	Godin	History Teacher
Lauren	Goldeen	Student Support Teacher
Sabre	Goldman	Student Support Teacher
Francisco	Gonzalez Palencia	Spanish Teacher
Mark	Gormley	Science Teacher
Jorge	Granados	Math Teacher
Jennifer	Gray	Counselor
Katherine	Green	Social Worker
Ashley	Grullon	English Teacher
Melissa	Guevara	Instructional Aide
Yanira	Guevara	Instructional Aide
Irma	Guevara de Martinez	School Custodian
Erika	Guevara-Machado	Front Office Manager
Keilah	Gussie	English Teacher
Ana	Guzman	Cafe Administrator
Rabin	Haiju	Student Support Teacher

David	Hajjar	Science Teacher
Timothy	Haley	Restorative Specialist
Cherise	Harrington	Math Teacher
Chuan	He	History Teacher
Charles Russell	Helsabeck-Ochoa	TOK Teacher
Monique	Henderson	Science Teacher
Ryann	Hendricks	PE Teacher
Catherine	Hendrix	English Teacher
Paul	Hernandez	History Teacher
Daniel	Herring	Athletic Trainer
Carissa	Hill	Library & EdTech Specialist
Sabrina	Holliday	Asst. Dean of Students
Emani	Holliday	Instructional Aide
Jocelyn	Holm	English Teacher
Zulakha	Imran	HS History Teacher
Tomesha	Jackson	Dean of Students
Dylan	James	Math Teacher
Mayra	Jaramillo	Spanish Teacher
James	Jenkins	Restorative Associate
Wenjie	Jiang	Math Teacher
Melina	Jimenez-Flores	HR Manager
Jessica	Johnson-Lee	Counselor
Carlos	Jolon Morales	Spanish Teacher
Isha	Jordan	Student Support Teacher
Luisa	Juarez	Enrollment Manager
Costia	Karolinski	Student Support Teacher
Kathleen	Keeler	Chief Academic Officer
Carly	Klinenberg	Math Teacher
Jocara	Knight	PE Teacher
Chikondi	Kulemeka	French Teacher
Engin	Kurt	Dedicated Aide
Jacob	Laden-Guindon	Experiential Learning Coordinator

Delano	Lamy	Spanish I&S Teacher
Arnaud	LeClere	French Teacher
Courtney	Legg	Student Support Teacher
Melissa	Lemmons	History Teacher
Jillian	Levine-Sisson	Dir. of Activities
Tahoma	Lewis	French I&S Teacher
Lori	Lincoln	College & Career Counselor
Mei Kuei	Liu	Chinese I&S Teacher
Jiamin	Liu	Chinese I&S Teacher
Cody	Long	Grants & Development Manager
Mauricio	Lopez	Dedicated Aide
Rosa	Lopez	Instructional Aide
Nicholas	Lopez	Instructional Aide
Tanya	Lopez	Instructional Aide
Oriena	Lopez-Ayon	Spanish Coordinator
Xian	Lu	Chinese Teacher
Denise	Lyons	Chief Operating Officer
Susan	Lyons	Math Teacher
Elizabeth	Lyttleton	English Teacher
Glammann	Makouangou Bounda	French Teacher
Maria Elsa	Maldonado	Custodial Staff
Genevieve	Markee	Chinese Teacher
Jasmine	Marquez	Restorative Associate
Ana	Martinez	Spanish Language Coordinator
Dina	Martinez Salmeron	School Custodian
Pilar	Mateo-Sagasta	Spanish Arts Teacher
Maria	Maza	English Teacher
Antonio	Mazariegos	School Custodian
Elizabeth	McCarthy	EL Teacher
Lawren	McCoy	Restorative Associate
Leslie	Medina	Instructional Aide
Candida	Mejia Velasquez	School Custodian

Darryle	Mensah	Math Teacher
Jessica	Merino	Office Administrator
Alma	Merino	Office Administrator
Fallon	Migliorini	Counselor
Ezra	Miller	DP Coordinator
Paul	Mills	Student Support Teacher
Maya	Mims	Teacher Fellow
Jazmyne	Mitchell	SPED Coordinator
Kirstin	Mobley	PE Teacher
Gladis	Molina	School Custodian
Meghan	Monroe	Dedicated Aide
Paul	Moquin	Science Teacher
Angel	Morales	Family Engagement Coordinator
Ashley	Morales	English Teacher
Brett	Morales	English Teacher
Stephen	Muskett	Design Teacher
Christopher	Nace	Principal
Carlos	Navas	Facilities Manager
Aude	Newton	Math Teacher
Weedner	Normeus	French Teacher
Okezie	Nwoka	Science Teacher
Gladys	Okugbeni	Math Teacher
Michele	Onwochei	Speech Therapist
Mohamed Abdelaziz	OuldMohamedvall	Math Teacher
Jennifer	Paillet	Science Teacher
Jose	Paiz Campos	School Custodian
Jonathan	Pallis	Math Teacher
Shreyas	Patel	Science Teacher
Rodrigo	Pedraza Garcia	Science Teacher
Angelica	Peña	English Teacher
Leah	Pete	Dedicated Aide
Janei	Peterson	EL Teacher

Carlos Roberto	Pineda	Instructional Aide
Samantha	Pineda	Teacher Fellow
Markeisha	Pollard	Science Teacher
Seth	Poore	French Teacher
Ashley	Porter	Film, Media & Design Teacher
Gillian	Pratt	Science Teacher
Odalis	Pupo Batallán	Student Support Teacher
David	Quezada	Math Teacher
Alba	Quintero	School Custodian
Nadine	Quiros	Math Teacher
Vony	Rakotomaniraka	French Teacher
Juan Camilo	Ramirez	I&S Teacher
Krishna	Rampersaud	Asst Principal
Kayla	Reyes	Dedicated Aide
Jose	Reyes	Spanish Arts Teacher
Christian	Reyna	Math Teacher
Sergei	Riddell	Student Support Teacher
David	Roberts	Design Teacher
Jen	Robertson	Athletic Trainer
Esmeralda	Robles	Office Administrator
Inocencia	Rodriguez	Asst Principal
Roy	Rogers	History Teacher
Zachary	Rogstad	Data Manager
Michael	Rohall	Science Teacher
Mark	Rollamas	IT Associate
Michael	Rosskamm	Executive Director
Ginna M	Salaman Sanchez	Spanish Teacher
Liz	Saldanha Olson	Student Support Teacher
Rosa Melida	Salgado Saravia	Talent Associate
Andrew	Sanchez	Director of College & Career Counseling
Adan	Sanchez	Facilities Assistant
Genesis	Sanchez	Facilities Assistant

Karidia	Sanou	School Custodian
Jamie	Sargent	Dir Communications
Naomi	Schatz	Psychology Teacher
Milagritos I	Secer	Math Teacher
Justin	Seimah	Dedicated Aide
Zain E	Shariff	History Teacher
Simon	Shieh	TOK Teacher
Zach	Siegel	English Teacher
Sarah	Silver	EL Teacher
Jamela	Simon	Student Support Teacher
Doreen	Smith	Science Teacher
Adele	Smith	English Teacher
Kennieth	Smith	Math Teacher
Andrew	Stoffel	Theater Teacher
Matthew	Stuart	English Teacher
Xiaomin	Sun	Chinese Teacher
Carolyn	Swen	English Teacher
Mercedes	Tate	Social Worker
Celia	Taylor	Student Support Teacher
Johnathon	Taylor-Wilks	Instructional Aide
Jessica	Terbrueggen	English Teacher
Paul	Thistle	I&S Teacher
Paxton	Thomas	Counselor
Mary	Thomas	Librarian & EdTech Coordinator
Michael	Thomas	English Teacher
Bria	Thomason	Counselors & Social Workers
Synthia	Titely Cardona	TOK Teacher
Hope	Toney	Dedicated Aide
George	Townsend	Student Support Teacher
Robert	Turner	PE Teacher
Adrienne	Underwood	Teacher Fellow
Lucia	Vallaro	Spanish Teacher

Tyrone	Vernon	Music Teacher
Monica	Vivar	Spanish Teacher
Toron	Wallace	Dedicated Aide
Steven	Ware	Science Teacher
Jania	Washington	Health & Safety Coordinator
Dominique	Werthing	Math Teacher
Douglas	White	PE Teacher
Louis Eddison	Wilkinson	English Teacher
Jessica	Williams	Dedicated Aide
Arlisa	Williams	Sr Director of Student Life
Clarissa C	Wright	504/Student Support Coordinator
Taylor	Wright	History Teacher
Jingyi	Wu	Chinese Teacher
Jinny	Wu	Chinese Teacher
Yinghan	Xue	Chinese Language Coordinator
Petrona Eugenia	Yanes de Reyes	EL Teacher
Chantal	You	Chinese Teacher
Ebony	Young	Dedicated Aide
Xiaohang	Yu	Music Teacher
Jane	Zagajeski	Science Teacher
Donna	Zelaya	Office Administrator
Shiying	Zhang	Chinese Teacher
Yangyang	Zhang	Chinese Teacher
Runsheng	Zhu	Chinese Teacher

Appendix B: SY 2023-24 Board Roster

Name	DC Resident	Parent	Role
Dahlia Aguilar	Y	Y	Trustee
David Carl	Y	Y	Committee Chair (Athletics)
Leroy Clay	Y	N	Treasurer, Committee Chair (Facilities and Finance)
Joan Dunlop	Y	Y	Trustee
Brandon Hill	Y	N	Trustee
Jamila Frone	Y	Y	Trustee
Andrea Lachenmayr	Y	N	Vice Chair
Elani Lawrence	Y	Y	Trustee
Alexandra Pardo	Y	Y	Board Chair
Clinton Randolph	N	N	Trustee
Shalini Shybut	Y	N	Trustee, Committee Chair (Education)
Sarah Snyder	Y	N	Secretary, Committee Chair (Governance)
Deanna Troust	Y	N	Trustee, Committee Chair (Public Affairs)
Melinda Wood	Y	Y	Trustee
Barry Wright	Y	Y	Trustee

Appendix C: Unaudited Year-end 2023-24 Financial Statement

Without Donor Restrictions 06/30/2024	With Donor Restrictions 06/30/2024	Total 06/30/2024
\$ 33,363,123	\$ 0	\$ 33,363,123
5,864,019	0	5,864,019
6,776,297	0	6,776,297
17,756	0	17,756
90,334	0	90,334
23,290	0	23,290
527,422	0	527,422
251,602	24,362	275,964
84,500	(84,500)	0
46,998,343	(60,138)	46,938,205
29,907,563	0	29,907,563
4,428,409	0	4,428,409
2,538,288	0	2,538,288
2,097,615	0	2,097,615
38,971,875	0	38,971,875
8,026,468	(60,138)	7,966,330
1,934,632	0	1,934,632
(2,177,110)	0	(2,177,110)
(2,413,456)	0	(2,413,456)
(2,655,934)	0	(2,655,934)
5,370,534	(60,138)	5,310,396
30,407,316	1,426,892	31,834,208
\$ 35,777,850	\$ 1,366,754	\$ 37,144,604

Appendix D: Approved SY 2024-25 Budget

DC International - SY25 Budget

	Budget SY25
Days cash on hand	247
Total student enrollment	1,650
Total # of staff	314
Total # of teachers	195
Revenue	
State and Local Revenue	\$ 44,711,855
Federal Revenue	\$ 1,388,373
Private Grants	\$ -
Earned Fees	\$ 794,559
Donated Revenue	\$ -
Total Revenue	\$ 46,894,786
Operating Expense	
Salaries	\$ 26,659,119
Benefits and Taxes	\$ 7,027,719
Contracted Staff	\$ 361,659
Staff-Related Costs	\$ 408,266
Rent	\$ 165,356
Occupancy Service	\$ 2,330,831
Direct Student Expense	\$ 2,387,430
Office & Business Expense	\$ 1,940,910
Donated Expense	\$ -
Contingency	\$ 937,896
Total Operating Expense	\$ 42,219,185
Net Operating Income	\$ 4,675,601
Operating Margin	9.97%
Interest	\$ 2,139,622
Depreciation & Amort.	\$ 2,753,133
Total Expenses	\$ 47,111,940
Net Income	\$ (217,154)
Net Income Margin	-0.5%
Debt Service Coverage Ratio	1.49

Appendix E: SY 2023-24 ACCESS Test Scores

Grade 12 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 12
Cluster: 9-12

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	0	0%	1	20%	1	20%	0	0%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	1	20%	1	20%	0	0%	0	0%	2	40%	1	20%	2	40%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	1	20%	4	80%	0	0%	3	60%	3	60%	2	40%	1	20%	1	20%
4 – Expanding Knows and uses social English and some technical academic language	1	20%	0	0%	2	40%	1	20%	2	40%	1	20%	1	20%	2	40%
5 – Bridging Knows and uses social and academic language working with grade level material	2	40%	0	0%	1	20%	0	0%	0	0%	0	0%	1	20%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	1	20%	0	0%	0	0%	0	0%	0	0%	0	0%	1	20%	0	0%
Highest Score	476		392		423		427		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	390		338		345		298									
Total Tested	5															

145020-000007-12924

Grade 11 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 11
Cluster: 9-12

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	2	11%	3	16%	5	26%	2	11%	3	16%	3	16%	2	11%	1	5%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	4	21%	1	5%	5	26%	5	26%	3	16%	4	21%	6	32%	6	32%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	3	16%	14	74%	3	16%	6	32%	9	47%	7	37%	6	32%	9	47%
4 – Expanding Knows and uses social English and some technical academic language	6	32%	0	0%	2	11%	5	26%	3	16%	4	21%	1	5%	2	11%
5 – Bridging Knows and uses social and academic language working with grade level material	3	16%	0	0%	2	11%	0	0%	0	0%	0	0%	2	11%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	1	5%	0	0%	1	5%	0	0%	0	0%	0	0%	1	5%	0	0%
Highest Score	476		382		447		413		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	322		172		335		281									
Total Tested	19															

145020-000006-12924

Grade 10 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 10
Cluster: 9-12

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	1	3%	9	28%	0	0%	2	6%	3	9%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	2	6%	5	16%	8	25%	4	13%	6	19%	8	25%	6	19%	5	16%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	9	28%	16	50%	12	38%	21	66%	15	47%	15	47%	12	38%	21	66%
4 – Expanding Knows and uses social English and some technical academic language	9	28%	2	6%	5	16%	5	16%	8	25%	9	28%	4	13%	6	19%
5 – Bridging Knows and uses social and academic language working with grade level material	6	19%	0	0%	5	16%	0	0%	0	0%	0	0%	8	25%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	5	16%	0	0%	2	6%	0	0%	0	0%	0	0%	2	6%	0	0%
Highest Score	455		429		437		413		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	318		172		345		289									
Total Tested	32															

145020-000005-12924

Grade 9 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 09
Cluster: 9-12

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	1	2%	7	16%	2	5%	1	2%	1	2%	0	0%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	2%	6	14%	7	16%	2	5%	5	11%	6	14%	6	14%	3	7%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	9	20%	23	52%	13	30%	24	55%	20	45%	21	48%	9	20%	27	61%
4 – Expanding Knows and uses social English and some technical academic language	14	32%	7	16%	8	18%	16	36%	15	34%	15	34%	16	36%	12	27%
5 – Bridging Knows and uses social and academic language working with grade level material	11	25%	0	0%	8	18%	0	0%	2	5%	1	2%	9	20%	1	2%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	8	18%	0	0%	5	11%	0	0%	0	0%	0	0%	3	7%	0	0%
Highest Score	476		429		442		427		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	311		172		317		281									
Total Tested	44															

145020-000004-12924

Grade 8 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 08
Cluster: 6-8

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	3	9%	10	30%	1	3%	2	6%	2	6%	2	6%	2	6%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	2	6%	7	21%	5	15%	5	15%	3	9%	10	30%	9	27%	6	18%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	6	18%	13	39%	11	33%	20	61%	11	33%	13	39%	10	30%	16	48%
4 – Expanding Knows and uses social English and some technical academic language	7	21%	8	24%	6	18%	5	15%	12	36%	6	18%	3	9%	7	21%
5 – Bridging Knows and uses social and academic language working with grade level material	5	15%	0	0%	0	0%	0	0%	3	9%	0	0%	9	27%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	13	39%	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	486		413		413		400		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	327		148		304		267									
Total Tested	33															

145020-000003-12924

Grade 7 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 07
Cluster: 6-8

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	4	15%	6	22%	1	4%	0	0%	1	4%	0	0%	0	0%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	0	0%	3	11%	9	33%	4	15%	6	22%	7	26%	8	30%	8	30%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	9	33%	10	37%	7	26%	14	52%	5	19%	15	56%	7	26%	12	44%
4 – Expanding Knows and uses social English and some technical academic language	3	11%	10	37%	3	11%	8	30%	13	48%	4	15%	8	30%	7	26%
5 – Bridging Knows and uses social and academic language working with grade level material	10	37%	0	0%	2	7%	0	0%	3	11%	0	0%	3	11%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	5	19%	0	0%	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%
Highest Score	458		401		390		385		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	340		239		320		259									
Total Tested	27															

145020-000002-12924

Grade 6 ACCESS Test Scores



ACCESS for ELLs®
English Language Proficiency Test

District: District of Columbia International School
School: DC International School
Grade: 06
Cluster: 6-8

School Frequency Report — 2024																
Proficiency Level	Listening		Speaking		Reading		Writing		Oral Language ^A		Literacy ^B		Comprehension ^C		Overall Score ^D	
	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested	# of Students at Level	% of Total Tested
1 – Entering Knows and uses minimal social language and minimal academic language with visual and graphic support	0	0%	1	4%	4	15%	2	7%	0	0%	2	7%	0	0%	1	4%
2 – Emerging Knows and uses some social English and general academic language with visual and graphic support	1	4%	3	11%	10	37%	2	7%	2	7%	4	15%	7	26%	2	7%
3 – Developing Knows and uses social English and some specific academic language with visual and graphic support	6	22%	12	44%	8	30%	17	63%	8	30%	14	52%	12	44%	15	56%
4 – Expanding Knows and uses social English and some technical academic language	3	11%	11	41%	1	4%	6	22%	15	56%	7	26%	2	7%	9	33%
5 – Bridging Knows and uses social and academic language working with grade level material	13	48%	0	0%	4	15%	0	0%	2	7%	0	0%	6	22%	0	0%
6 – Reaching Knows and uses social and academic language at the highest level measured by this test	4	15%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Highest Score	458		401		395		400		A – Oral Language = 50% Listening + 50% Speaking B – Literacy = 50% Reading + 50% Writing C – Comprehension = 70% Reading + 30% Listening D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking							
Lowest Score	295		257		304		242									
Total Tested	27															

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