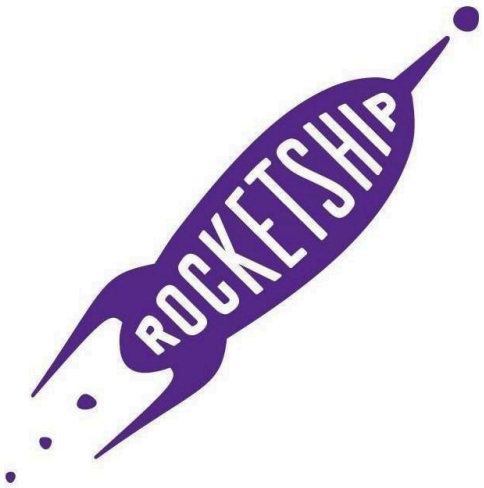
Annual Report on the 2025-2026 School Year



Rocketship Rise Academy
2335 Raynolds Place SE
Washington, DC 20020
(202) 750-7177

Rocketship Legacy Prep
4250 Massachusetts Ave SE
Washington, DC 20019
(202) 803-7004

Rocketship Infinity Community Prep
5450 3rd St NE
Washington, DC 20011
(202) 792-7100

Kamuzu Saunders, Board Chair

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School Description

Mission Statement

At Rocketship Public Schools, we believe in the infinite possibility of human potential. We believe that every student deserves the right to dream, to discover, and to develop their unique potential. And it is our responsibility and our privilege to unleash the potential inside every student we serve. Our mission is to catalyze transformative change in underserved communities through a scalable and sustainable public school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. Our vision is to eliminate the achievement gap in our lifetime.

School Program

At Rocketship DC, we believe that unleashing the potential of all students requires a laser focus on consistent coaching and development for staff, a personalized approach to learning that meet the needs of all learners (including but not limited to thoughtful exploration of concepts, intervention to ensure academic gaps are adequately addressed and wraparound supports meet social and emotional needs) and a commitment to empowering families as change agents in the education of their students and the community at large.

Instructional Program Priorities

Personalized Learning

We believe each Rocketeer has unique needs that can be met by matching each student with the right content at the right time utilizing the effective instructional delivery methods. Many of our students, particularly those in upper grades, arrive at Rocketship performing far below grade level and with a diverse set of academic and social-emotional needs that went unmet in their previous school settings. We address learning gaps by coupling small-group instruction and interventions with purposeful instructional opportunities via strong Tier I instruction and purposeful use of additional supports and interventions. We are currently partnering with several high impact tutoring programs to boost our students reading skills so they are set up for success now and in the long run.

Some of our online learning curricula and programming allow teachers to assign work in specific areas where they see a student struggling, while others are adaptive, allowing Rocketeers to work through relevant content at their own pace. Our Humanities and Math Lab structure enables staff to select students to form narrowly focused intervention groups with similar learning needs. By providing multiple opportunities to achieve mastery, Rocketship's approach to personalized learning accelerates progress for Rocketeers who are far below grade level as well as those already performing at or above grade level expectations.

Rocketship's vision of effective school culture includes developing critical student habits and adult skills through a Positive Behavioral Interventions and Supports (PBIS) framework that explicitly teaches students positive behaviors to replace negative ones and incentivizes habituation of positive behaviors. We engage students in daily practices of strong social emotional skills through Morning

Launch (campus wide assembly) and Community Meeting (daily morning meeting within cohort). With specific social-emotional curriculum, our Rocketeers develop the ability to better identify and manage their emotions, and confront daily challenges. The morning is also a time of reflection, where students can check their progress towards goals and think about the actions they will take to achieve them! This is an important part of our academic model, as these skills support student success in learning and life.

Excellent Teachers and Leaders

Transformational teachers and leaders are at the heart of our organization and fuel our success. A defining component of our teaching model is specialization by content area. Specialization allows us to prepare and develop teachers more effectively by focusing teachers' responsibilities and providing targeted professional development. Purposeful and personalized professional development is woven into teachers' everyday activities through targeted instructional coaching. Each Rocketship teacher receives more than 300 hours of professional development each year, which is comparable to at least 40 days of full-time development per year. This development is delivered in both large doses at the start of the year during Summer Learning Institute as well as during data days at key moments of the year. Additionally, teachers, as well as leaders, receive weekly PD specific to their content.

We have structured staffing to allow school leaders to focus on instructional leadership. Each school leadership team at our Washington D.C. campuses is composed of a Principal, STEM Assistant Principal, an Upper and Lower grade level Humanities Manager, Culture Manager, ISE Manager, Business Operations Manager, and Office Manager. We have also built school wellness teams and programs to focus on the social-emotional health of our staff and students. With key staff members directly responsible for instruction, family engagement and school operations, Rocketship is able to effectively run our schools with adequate leadership. The business operations manager oversees daily operations at our school sites and the office manager leads student recruitment and routine family communication, freeing up an average of 270 hours, or 34 days, for principals, assistant principals, and academic managers to devote to instructional coaching, management, and even small group instruction

Given Rocketship's unique instructional model and culture, we find that the most effective school leaders are those who have a deep understanding of our mission, values and instructional content. To this end, we have developed an internal leadership career path to move high-potential individuals from teacher to assistant principal to principal in order to sustain our organizational growth. We have invested in leadership training and individual coaching for aspiring school leaders and principals with an emphasis on instructional coaching, data-driven instruction and adult leadership. Assistant principals gain coaching and management skills critical to effective instructional leadership. This model increases principals' bandwidth to define the school's instructional vision and monitor progress across the school.

Our staff is our greatest asset, and we work hard to elevate and celebrate their work. We prioritize high achievement results for our students, and retaining high-performing teachers is important to achieving this goal. Some of the strategies that we have found to be particularly impactful to

promote retention of quality talent include above-market compensation, targeted professional development, and varied pathways for career advancement.

Engaged Families
A strong partnership between families and schools is essential to Rocketeers' success and to our ultimate goal of closing the achievement gap in our lifetime. Rocketship is deeply aware that a parent is a child's first teacher and lifelong advocate. We believe it is critical to partner with families on their student's education and to engage them both within the school and in the community. This partnership begins the day families first learn about Rocketship's mission and work. It is fueled by a shared desire to provide all children with a high quality education that recognizes their unique needs while giving them the tools so that they can excel.

This partnership is carefully cultivated by each member of the school team, as teachers visit families in their homes or community location of choice for relationship building home visits, principals listen to parents' hopes and concerns during parent coffees, and families and staff come together for conferences and events. Over time, parents develop a deeper understanding of their children's unique academic and socio-emotional needs and progress, and reinforce Rocketship's work at home. Teachers in turn develop a greater appreciation of students' backgrounds, and learn from the invaluable insights of parents, creating a continuous feedback and improvement loop between families and educators.

Rocketship teachers visit each family to build a relationship and create a learning partnership between families and teachers. Students, families, and educators understand that they all share responsibility for Rocketeers reaching their individual learning goals. Teachers regularly communicate with families about student behavior so families can celebrate their demonstration of our core values and partner to address behavioral challenges. Rocketship encourages families to complete at least 20 school partnership hours each year to strengthen the bond between the families and the school and assist teachers and staff with school operations.

Families are eager to be part of our community, viewing our schools as a place where they can learn from one another and develop deeper relationships with other families. Rocketship encourages all families to attend school community events such as community meetings and learning exhibition nights. School Social Workers also lead workshops for families and community members to address concerns and community needs. These may range from community resource sharing to providing a safe space for student haircuts. High participation demonstrates deep parent engagement and commitment to the schools, but this powerful partnership extends beyond the Rocketship walls. Once parents are engaged as critical partners in their children's education, they become lifelong supporters of their children's educational needs in middle school and beyond. Parents gain the tools and space to come together and exercise the immense power of their collective voice. Together, they leverage their roles as their children's greatest advocates and drivers of transformational change.

School Performance and Progress

Progress Towards Mission
Rocketship has continued to meet its mission--propelling student achievement, developing exceptional educators, and partnering with families who enable high-quality public schools to thrive in their community.

Propelling Student Achievement
Rocketship DC made a significant investment in new curricula, particularly with the implementation of CKLA (Core Knowledge Language Arts) and Eureka Math. The rollout of these programs required a deep commitment from our team. It involved extensive planning, professional development for teachers, and ongoing support to ensure the successful integration of these curricula into our classrooms. The roll out of these curricula required hard work from educators as they familiarize themselves with new content, instructional strategies, and materials. Our teachers spent countless hours in training sessions, studying the curriculum, and collaborating with colleagues to align instruction to the new standards. In addition, the process included continuous reflection and adjustments based on student needs and feedback. Teachers submit plans weekly for feedback and also engage in practice sessions with their coaches and content partners to truly deliver the best instruction possible for their students. The hard work put into the rollout ensures that our students receive a high-quality, cohesive learning experience that builds strong foundational skills in reading, writing, and math, setting them up for long-term success.

Developing Exceptional Educators
At Rocketship DC, we believe that investing in our teachers is key to providing the highest quality education for our students. That's why our educators receive over 400 hours of professional development each year, designed to help them grow as effective and impactful teachers.

These 400 hours include a range of learning opportunities—from intensive summer training to weekly professional development sessions throughout the school year. Teachers participate in workshops focused on curriculum mastery, data analysis, classroom management, and culturally responsive teaching. They also engage in collaborative planning, peer coaching, and reflective practice, ensuring that they continuously refine their instructional strategies.

This investment in professional development allows our teachers to stay at the forefront of educational best practices, improve their craft, and ultimately deliver excellent instruction that drives student achievement. It's part of our ongoing commitment to ensuring that every teacher at Rocketship is equipped to meet the diverse needs of their students and create an engaging, effective learning environment.

Partnering with Families
Rocketship DC has prioritized building strong partnerships with families by hosting a variety of events that foster engagement and celebrate our communities. We've seen major success with family events across our campuses that honor the rich cultural heritage of our communities, facilitate meaningful memory-making experiences (such as Moms and Muffins, Dads and Doughnuts, and Family Teas), and celebrate our students' academic achievements and artistic talents through awards ceremonies and art showcases.

At each of these events, we prioritized connections to the classroom. Students and teachers shared their learning progress in reading or math, along with our academic priorities. These events were designed to foster collaboration and partnership between families and the school, ensuring that families are actively involved in their students' educational experience.

Unique Accomplishments

In the 25.26 school year, Rocketship DC came together to find a solution for elevated absenteeism. Our three schools deepened our commitments to daily wellness and attendance calls and reinvested in educator development during the second half of the year. This renewed focus strengthened classroom instruction, deepened family partnerships, and helped more students unleash their potential.

Major Gains Against Chronic Absenteeism

- Rocketship Rise Academy reduced chronic absenteeism from 72% to 47%

Conditions

As part of our commitment to academic excellence and continuous improvement, Rocketship Public Charter Schools partnered with the DC Public Charter School Board (DC PCSB) during the 2026 charter review process to set clear performance benchmarks for Rocketship PCS - Rise Academy and Rocketship PCS - Legacy Prep. To ensure our students receive the high-quality education they deserve, both campuses are dedicated to reaching or exceeding an ASPIRE score of 35.0% (Level 3 / Satisfactory performance) for School Years 2027–28 and 2028–29. If a campus does not reach this performance target, operations for that school will conclude at the end of the following school year (SY 2028–29 or SY 2029–30, respectively), with Rocketship's network enrollment ceiling adjusting to correspond with remaining active campuses. In such an event, the Rocketship PCS Board will submit written notification to DC PCSB within 10 calendar days regarding its intent to close, or formal charter revocation will begin. In alignment with our core belief in open partnership with our families, formal notices were delivered to Rise Academy and Legacy Prep families by May 8, 2026, ensuring our community remains fully informed as we work together toward these high standards.

CAPE Progress/ Performance

See the performance of Rocketship DC students on the 2025 CAPE administration:

2025-2026 CAPE: 3rd-5th Grade Proficiency Rates					
		Levels 4 & 5		Level 3+	
Subgroup	**School**	**ELA**	**Math**	**ELA**	**Math**
All Students	RPS DC	**9%**	**10%**	**29%**	**34%**
Economically Disadvantaged	RPS DC	**6%**	**7%**	**25%**	**29%**

Charter Goals

Goal	Progress Toward Goal Attainment
Rocketship has adopted DC PCSB's Annual School Performance Index Report (ASPIRE) as its goals and academic achievement expectations.	DC PCSB will publicly report the school's performance on ASPIRE annually.

List of Donors

50Can, Inc.	Maggie Marcus
Matthew Aaron	Morris and Gwendolyn Cafritz Foundation
Education Forward DC	Janice Ochs
Nana Hanson-Hall	Office of the Deputy Mayor for Education
Nicole Haynes	Kamuzu Saunders
Ashanti Herndon	Jolene and Stan Sloter
Camilla Jensen	Veronica Smith
Rena Johnson	Ron Sokolov
Louis Jordan	The J. Willard and Alice S. Marriott Foundation
Brittany Kinser	Rachel Tommelleo
Lauren Marcus	

SY 2025-2026 Annual Report: Infinity Community Prep Data Report

Source	Data Point
DC PCSB	**LEA Name:** Rocketship Education DC PCS
DC PCSB	**Campus Name:** Rocketship PCS - Infinity Community Prep
DC PCSB	**Grades Served:** PK3-5
DC PCSB	**Overall Audited Enrollment:** 325

Enrollment by Grade Level

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	37	45	45	46	33	42	40	37	0
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Alternative**	**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

RIC	**Total number of instructional days:** 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
DC PCSB	**Suspension Rate:** 3.69%
DC PCSB	**Expulsion Rate:** 0.0%
DC PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.06%
DC PCSB	**In-Seat Attendance:** 88.23%
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	**Mid-Year Withdrawals:** 5.54%
DC PCSB	**Mid-Year Entries:** 1.23%
DC PCSB	**Promotion Rate (LEA):** 98.63%
DC PCSB (SY 25 – 26)	**College Acceptance Rate:** Not Applicable
DC PCSB (SY 25 – 26)	**College Admission Test Score:** Not Applicable
DC PCSB (SY 25 – 26)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

RIC	**Teacher Attrition Rate:** 14%
RIC	**Number of Teachers:** 17 "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.
RIC	**Teacher Salary:** Average: $82,927 Range: Minimum: $68,000 Maximum: $98,668
RIC	**Compensation Over $100,000** Salaries (including bonuses) of the five most highly compensated individuals in the LEA, if over $100,000, for SY 2025 – 26. This information should align with reporting in the school's Form 990. 1. $354,000 2. $309,000 3. $295,000 4. $284,000 5. $278,471
RIC	**Racial Demographics** **Hispanic or Latino:** 6% **Two or More Races:** 6% **White:** 0% **Asian:** 0% **Not Identified:** 0% **Black or African American:** 88% **Native Hawaiian or Other Pacific Islander:** 0% **American Indian or Alaska Native:** 0%
RIC	**Gender Demographics** **Male:** 18% **Female:** 65% **Not Identified:** 18%

RIC	**Years of Experience**	
	<1	12%
	1	35%
	2	0%
	3	0%
	4	12%
	5	6%
	6	12%
	7	6%
	8	6%
	9+	12%

SY 2025-2026 Annual Report: Legacy Prep Data Report

Source	Data Point
DC PCSB	**LEA Name:** Rocketship Education DC PCS
DC PCSB	**Campus Name:** Rocketship PCS - Legacy Prep
DC PCSB	**Grades Served:** PK3-5
DC PCSB	**Overall Audited Enrollment:** 438

Enrollment by Grade Level

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	51	62	80	55	57	46	51	36	0
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Alternative**	**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

RLP	**Total number of instructional days:** 180 Number of instructional days, not including holidays or professional development days, for the majority of the school.
DC PCSB	**Suspension Rate:** 5.94%
DC PCSB	**Expulsion Rate:** 0.0%
DC PCSB	**Instructional Time Lost to Out-of-School Suspensions**: 0.13%
DC PCSB	**In-Seat Attendance:** 86.22%
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	**Mid-Year Withdrawals:** 6.16%
DC PCSB	**Mid-Year Entries:** 1.6%
DC PCSB	**Promotion Rate (LEA):** 100%
DC PCSB (SY 25 – 26)	**College Acceptance Rate:** Not Applicable
DC PCSB (SY 25 – 26)	**College Admission Test Score:** Not Applicable
DC PCSB (SY 25 – 26)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

RLP	**Teacher Attrition Rate:** 28%
RLP	**Number of Teachers:** 19 "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.
RLP	**Teacher Salary:** Average: $84,207 Range: Minimum: $72,480 Maximum: $116,709
RLP	**Compensation Over $100,000** Salaries (including bonuses) of the five most highly compensated individuals in the LEA, if over $100,000, for SY 2025 – 26. This information should align with reporting in the school's Form 990. 1. $354,000 2. $309,000 3. $295,000 4. $284,000 5. $278,471
RLP	**Racial Demographics** **Hispanic or Latino:** 0% **Two or More Races:** 11% **White:** 0% **Asian:** 0% **Not Identified:** 5% **Black or African American:** 79% **Native Hawaiian or Other Pacific Islander:** 0% **American Indian or Alaska Native:** 5%
RLP	**Gender Demographics** **Male:** 5% **Female:** 37% **Not Identified:** 58%

RLP	**Years of Experience**	
	<1	16%
	1	26%
	2	5%
	3	16%
	4	5%
	5	0%
	6	11%
	7	5%
	8	0%
	9+	16%

SY 2025-2026 Annual Report: Rise Academy Data Report

Source	Data Point
DC PCSB	**LEA Name:** Rocketship Education DC PCS
DC PCSB	**Campus Name:** Rocketship PCS - Rise Academy
DC PCSB	**Grades Served:** PK3-5
DC PCSB	**Overall Audited Enrollment:** 320

Enrollment by Grade Level

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	30	38	46	42	41	46	40	37	0
Grade	**7**	**8**	**9**	**10**	**11**	**12**	**Alternative**	**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

RISE	**Total number of instructional days:** 180 Number of instructional days, not including holidays or professional development days, for the majority of the school..
DC PCSB	**Suspension Rate:** 2.5%
DC PCSB	**Expulsion Rate:** 0.0%
DC PCSB	**Instructional Time Lost to Out-of-School Suspensions:** 0.04%
DC PCSB	**In-Seat Attendance:** 87.63%
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	**Mid-Year Withdrawals:** 3.75%
DC PCSB	**Mid-Year Entries:** 3.44%
DC PCSB	**Promotion Rate (LEA):** 97.81%
DC PCSB (SY 25 – 26)	**College Acceptance Rate:** Not Applicable
DC PCSB (SY 25 – 26)	**College Admission Test Score:** Not Applicable
DC PCSB (SY 25 – 26)	**Graduation Rate:** Not Applicable

Faculty and Staff Data Points

RISE	**Teacher Attrition Rate:** 12%
RISE	**Number of Teachers:** 18 "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.
RISE	**Teacher Salary:** Average: $83,346 Range: Minimum: $70,600 Maximum: $98,685
RISE	**Compensation Over $100,000** Salaries (including bonuses) of the five most highly compensated individuals in the LEA, if over $100,000, for SY 2025 – 26. This information should align with reporting in the school's Form 990. 1. $370,000 2. $310,000 3. $309,000 4. $284,000 5. $277,650
RISE	**Racial Demographics** **Hispanic or Latino:** 0% **Two or More Races:** 6% **White:** 11% **Asian:** 0% **Not Identified:** 6% **Black or African American:** 78% **Native Hawaiian or Other Pacific Islander:** 0% **American Indian or Alaska Native:** 0%
RISE	**Gender Demographics** **Male:** 22% **Female:** 50% **Not Identified:** 28%

RISE	**Years of Experience**	
	<1	0%
	1	39%
	2	6%
	3	11%
	4	0%
	5	6%
	6	11%
	7	0%
	8	6%
	9+	22%

Appendix A - 2025-2026 Staff Roster

Team Member Name	Work Location	Job Title	Highest Level of Education
Devan Accurso	RIC	Assistant Principal	Bachelor's
Keisha Hewitt	RIC	Rocket Booster Teacher	Bachelor's
Imani Beals	RIC	Operations Specialist	Some College
Shaunice Clarke	RIC	Operations Specialist	High School/GED
Tierra Dade-Robinson	RIC	Office Manager	High School/GED
Shanelle Nembhard	RIC	PE Teacher	Bachelor's
Tiffany Posey	RIC	Teacher	Bachelor's
Imani Kenley	RIC	Teacher	Bachelor's
Jonathan Morris	RIC	Music Teacher	Master's
Tameron Colbert	RIC	Operations Specialist	Bachelor's
Jasmine Iman Ewing Lynch	RIC	Rocket Booster Teacher	Bachelor's
Christiana Chark	RIC	Teacher	Bachelor's
Janet Quartey	RIC	Social Worker	Master's
Quinsi Nixon	RIC	Teacher	Master's
Larry Quinn	RIC	Business Operations Manager	Bachelor's
Lanaya Young	RIC	ISE/SPED Paraprofessional	High School/GED
Zoria Lewis	RIC	ISE/SPED Paraprofessional	Bachelor's
Carmen Corneisha Mitchell	RIC	Teacher	Master's
Lynda Fayson	RIC	Assistant Teacher	High School/GED
Dennis Jones	RIC	Site Manager for Extended Learning	Bachelor's
Tiera Sedden	RIC	Assistant Principal, STEM	Doctorate
Gladys Ramirez	RIC	Kitchen Manager	High School/GED
Naheem Height	RIC	Education Specialist	Bachelor's
Patricia Osborne	RIC	Teacher	Bachelor's
Tiyonne Robins	RIC	Operations Specialist	High School/GED
Robert Gatlin	RIC	Operations Specialist	Some College
Shanada Steve	RIC	Education Specialist	Master's
Briana Alvarez	RIC	Teacher	Bachelor's

Brianna Koehler	RIC	ISE/SPED Paraprofessional	High School/GED
Cheris Meadows	RIC	ISE/SPED Paraprofessional	High School/GED
Paige Vaile	RIC	ISE/SPED Paraprofessional	High School/GED
Steeve Alexandre	RIC	ISE/SPED Paraprofessional	Bachelor's
Nosa Odigie	RIC	Teacher	Bachelor's
Gretchen Sewell	RIC	Principal	Doctorate
Candace Hopkins	RIC	Teacher	Master's
Haley Fox	RIC	Education Specialist	Bachelor's
Karen Burton	RIC	Teacher	Bachelor's
Jenn Lewis	RLP	Teacher	Master's
Shandra Stokes	RLP	Senior ISE/SPED Paraprofessional	Associate's
Shaina Kent	RLP	Art Teacher	Bachelor's
Azure Drew	RLP	Teacher	Bachelor's
Sharde Rogers	RLP	Teacher	Some College
Darnita Towles	RLP	Kitchen Manager	Some Colelge
Lavelle Calhoun	RLP	Site Manager for Extended Learning	Associate's
Abria Ellis	RLP	Education Specialist	Bachelor's
Ronnay Aull	RLP	Operations Specialist	Bachelor's
Tinesha Johnson	RLP	Office Assistant	High School/GED
Brenda Wright	RLP	Rocket Booster Teacher	Some College
Donna Young	RLP	Operations Specialist	High School/GED
Cornichia Krider	RLP	Teacher	Bachelor's
Tayon Smith	RLP	Operations Specialist	Bachelor's
Winnie Johnson	RLP	Office Manager	Some College
Dorrelle Smith	RLP	Teacher	Bachelor's
Stephanie Waters	RLP	Social Worker	Master's
Niketa Wise	RLP	ISE/SPED Paraprofessional	Some College
Rhonda Jones	RLP	ISE/SPED Paraprofessional	Some College
Latecye Augburn	RLP	ISE/SPED Paraprofessional	High School/GED
Alexis Thompson	RLP	ISE/SPED Paraprofessional	High School/GED
LaVonya Hammond	RLP	Business Operations Manager	High School/GED

Renita Coghill	RLP	ISE/SPED Paraprofessional	High School/GED
William Hughes	RLP	PE Teacher	Bachelor's
Cinnae Curtis	RLP	Assistant Teacher	High School/GED
Markita Carroll	RLP	Rocket Booster Teacher	High School/GED
Patrice Brown	RLP	Rocket Booster Teacher	Some College
Amorri Jackson	RLP	Rocket Booster Teacher	Some College
Azaria Lee	RLP	Operations Specialist	High School/GED
Funmilayo Bryant	RLP	ISE/SPED Paraprofessional	Bachelor's
Philana Hall	RLP	Operations Specialist	High School/GED
Maya Warren	RLP	ISE/SPED Paraprofessional	Associate's
Evana Boswell-Green	RLP	Education Specialist	Bachelor's
Jay Blackwell	RLP	Assistant Principal	Master's
Karen Pennington	RLP	Rocket Booster Teacher	Bachelor's
Danielle Corbin	RLP	ISE/SPED Paraprofessional	High School/GED
Ebony Makel	RLP	ISE/SPED Paraprofessional	Some College
Shermaine Keys	RLP	Teacher	Bachelor's
Jacqueline Johnson	RLP	Teacher	Master's
Willie Brockington Sr.	RLP	Teacher	Master's
Ahmed Braxton	RLP	Education Specialist	Bachelor's
Cheree Davis	RLP	Principal	Master's
Kaleigh Jackson	RLP	Teacher	Bachelor's
Cheryl Butler-Campbell	RLP	Teacher	Bachelor's
Zhecaria Andrews	RLP	ISE/SPED Paraprofessional	Some College
Paris Baker	RLP	ISE/SPED Paraprofessional	Some College
Arrya Brown	RLP	Teacher	Bachelor's
Helena Page	RLP	Assistant Principal	Master's
Aliya Grooms	RLP	Education Specialist	Bachelor's
Cianna Martin	RLP	Education Specialist	Bachelor's
Eric Frazier	RISE	Assistant Teacher	High School/GED
Shakierah Wright	RISE	Operations Specialist	Bachelor's
Gary Reid	RISE	Operations Specialist	Bachelor's

Angela Whiting	RISE	ISE/SPED Paraprofessional	High School/GED
Bryan Cannon	RISE	Teacher	Bachelor's
Chenata Golden	RISE	Teacher	Bachelor's
Amber Hardy	RISE	Teacher	Master's
Martin Washington	RISE	Site Manager for Extended Learning	Bachelor's
Ebony Guerrero	RISE	Rocket Booster Teacher	Some College
LaQuinya Robinson	RISE	Operations Specialist	Some College
Chanise Lee	RISE	Teacher	Some College
K'nea Anderson	RISE	Art Teacher	Bachelor's
India Howard	RISE	Assistant Teacher	High School/GED
JaQuan Bryant	RISE	Principal	Master's
Zhanelle Jenkins	RISE	Education Specialist	Bachelor's
Elaine Davis	RISE	Assistant Teacher	High School/GED
Katanya Jones	RISE	Kitchen Manager	Some College
Zoey Freeman	RISE	Assistant Teacher	Some College
Kendall Shepard	RISE	Office Manager	Master's
Daquan Burley	RISE	Operations Specialist	Some College
Breyanna Wright	RISE	Teacher	Bachelor's
Taylar Spencer	RISE	Education Specialist	Bachelor's
Kennahd Essix	RISE	Assistant Teacher	Some College
Derrick Spencer	RISE	Teacher	Master's
India Jenkins	RISE	Teacher	Master's
Michael Tepper	RISE	Teacher	Bachelor's
Gia Marrow	RISE	Teacher	Master's
Dwight Tillman	RISE	Assistant Principal	Bachelor's
Avery Smith	RISE	Operations Specialist	Some College
Aliyah Brumfield	RISE	Assistant Principal	Master's
Mackenzie Jones	RISE	ISE/SPED Paraprofessional	Bachelor's
Michael Bailey	RISE	Assistant Principal	Master's
Alan Stewart	RISE	PE Teacher	Bachelor's
Mariah Mkandawire	RISE	Education Specialist	Bachelor's
Paris McCoy	RISE	ISE/SPED Paraprofessional	High School/GED

Brandyn Keys	RISE	ISE/SPED Paraprofessional	Some College
Owo Otubusin	RISE	Education Specialist	Bachelor's
Dimitri Lee	RISE	Education Specialist	Bachelor's
Samaya Mack	RISE	ISE/SPED Paraprofessional	Some College
Zoe Williams	RISE	Teacher	Bachelor's
Kierra Little	RISE	ISE/SPED Paraprofessional	Some College
Nateisha Catnot	RISE	Teacher	Master's
Sherrita Moore	RISE	Teacher	Bachelor's
Jasmine Stephens	RISE	Social Worker	Master's
Andrea Jean Turrentine	RISE	Education Specialist	Bachelor's
Nadjha Stubbs	RISE	Teacher	Master's
Forever Martinez	RISE	Teacher	Bachelor's
Joanner Tucker	RISE	Teacher	Bachelor's
Diamond Blake	RISE	ISE/SPED Paraprofessional	Some College
Kanijah Jones	RISE	ISE/SPED Paraprofessional	High School/GED
Lydia Gibson	RISE	Teacher	Bachelor's
Adrian Carroll	RISE	Business Operations Manager	Bachelor's
Damieon Reaves	RISE	Operations Specialist	High School/GED

Appendix B - 2025-2026 Board Roster

Name	DC Resident	Role on the Board
Ashanti Herndon		Board Member
Camilla Jensen		Board Member
Jennifer McManus		Parent Board Member
Jolene Sloter		Board Member
Kamuzu Saunders	X	Board Chair
Lauren Marcus	X	Board Member
Matthew Aaron	X	Board Member
Melisssa Martin	X	Board Member
Nana Hanson-Hall	X	Parent Board Member
Rachel Tommelleo		Board Member
Zakiya Sackor		Board Member

Appendix C - Finances

Latest Audited Financial Statements

Rocketship Public Charter School DC's latest available audited financial statements may be found at the following link on DC PCSB's Transparency Hub:
https://dcpcsb.org/school-fiscal-audits

Other Financial information Including Budgets

Rocketship Public Charter School DC's additional financial information, including latest available budgets, may be found in the Financial Oversight section of DC PCSB's Transparency Hub at the following link: https://dcpcsb.org/transparency-hub.