



# 2019 ANNUAL REPORT

**CRESCENT CITY  
SCHOOLS**  
INSPIRING WORK  INSPIRING PEOPLE

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When we started Crescent City Schools in 2010, we decided to focus on doing the hard work of school turnaround because that’s what New Orleans needed: experienced leaders who were able to effect change for hundreds of students at a time. That decision and all subsequent decisions made over the last ten years have been guided by our desire to do what is best for children, even when it has involved taking risks, and our courage to embrace the unknown. In order to do what was best for students in New Orleans, Crescent City Schools took a bold step towards growth in the 2018-2019 school year.

As we surveyed the landscape in Algiers, we saw that two nearby schools would soon be closed due to poor academic performance, which would leave hundreds of students looking for a new school. Despite working so hard to successfully transform Harriet Tubman Charter School from a “F” to a “C” in 2011-2012 and 2012-2013, we undertook this significant expansion of Tubman and accepted hundreds of students from failing schools because it was what the community needed us to do.

The decision to take on 450 new students was not the easiest choice to make, but it was the right decision to make for children. Despite the increased demands on veteran staff, additional expense, and logistical challenges, we knew that expanding Tubman would result in better outcomes for more children in New Orleans. This idea, that we do what is best for the children of our city, even when it’s challenging or more expensive, is emblematic of Crescent City Schools’s commitment to the children of New Orleans.

Crescent City Schools is proud to be an open enrollment charter management organization, whose mission is to support and develop open enrollment charter schools that raise student achievement and prepare students for college. After nine years of operating schools, we remain as committed as ever to that mission and will do whatever it takes to help our students succeed.

As you read through this annual report, you will learn about other ways that we are working to make sure that students across our network receive the best educational experience possible, from growing and retaining leaders at each of our schools, to providing students with engaging enrichment opportunities. We thank every person reading this report for the role they play in supporting our students.

With deep gratitude,

Kate Mehok (right)  
Co-Founder  
Chief Executive Officer, Crescent City Schools

Julie Lause (left)  
Co-Founder  
Principal, Harriet Tubman Charter School

# OUR MISSION

*The mission of Crescent City Schools is to support and develop open enrollment charter schools that raise student achievement and prepare students for college.*

Established in 2010, Crescent City Schools was founded on the belief that all students deserve great schools. Crescent City Schools is a Charter Management Organization (CMO) founded by two veteran educators, Kate Mehok and Julie Lause, in order to address the specific need of transforming failing schools.

Crescent City Schools fosters the performance and improvement of schools and provides the support structure necessary for schools to achieve success. Our organization provides sound methodology and implements best practices for teaching and learning to create a model that transforms the lowest-performing schools into excellent educational institutions.

## 2019 Highlights

# 100%

of schools in CCS network outperformed the statewide student growth average in ELA and Math

# 400+

increase in student enrollment from 2018 to 2019

# 100%

of schools in CCS network are located in state-of-the-art facilities



# OUR SCHOOLS



[tubmancharterschool.org](http://tubmancharterschool.org)

# 909

Students enrolled in grades PreK–8



# 68%

of 8th graders scored Basic or Above in Social Studies, outperforming the state and the city

# 94%

of families believe schoolwork at Tubman is meaningful and relevant

# 92%

of Tubman's former 8th grade students are on track to graduate from high school on time



[akiliacademy.org](http://akiliacademy.org)

# 625

Students enrolled in grades PreK–8



# 10<sup>th</sup>

Ranking out of all elementary schools in the city for student ELA growth

# 69%

of 6th graders scored Basic or Above in ELA, outperforming the state and the city

# 5

The number of titles claimed by Akili's football, volleyball, and basketball teams



[habanscharterschool.org](http://habanscharterschool.org)

# 715

Students enrolled in grades PreK–8



# 2<sup>nd</sup>

Ranking out of all open-enrollment elementary schools in New Orleans for top student growth

# 72%

of eighth graders accepted into high-performing high schools

# 73%

of seventh graders scored Basic or Above in ELA, outperforming the state and the city

# TUBMAN EXPANDS TO TWO CAMPUSES AND ASSISTANT PRINCIPALS LEAD THE WAY

Harriet Tubman Charter School has added 450 new students since fall 2018 and 250 of those students came from failing schools. The expansion across two campuses not only enabled Tubman to serve more than 900 students in 2019, it also provided Tubman with the chance to raise up its own, homegrown school leaders. Zondra Howard has been with Harriet Tubman Charter School since its founding in 2011. A New Orleans native, Howard is now the Assistant Principal of the Blue Tubman campus. Mariko Kawate, also a founding Tubman staff member, is now the Assistant Principal of Tubman's Montessori campus.



INTERVIEW WITH ZONDRA HOWARD, ASSISTANT PRINCIPAL, BLUE TUBMAN (GRADES 3-8)

*You are a founding Tubman staff member, so you've been here since 2011. What made you want to teach at Tubman?*

Prior to coming to Tubman, I was a teacher at another school in the city. I actually won an award for Teacher of the Year but I honestly felt like I had so much to learn. When I met Julie Lause, I knew that if I worked at her school, that I would learn so much and become a better teacher. I've stayed because I've become a better educator, coach, and leader every year.

*How have you changed as an educator since you first came to Tubman?*

When I first became a teacher, I was trying to get kids to learn the materials that I presented to them. Now, my goals are bigger. I am trying to put them on a path towards a choice-filled life, to prepare them to be successful in college, to develop optimism, and to believe in themselves. Educating kids is not just about getting them to learn the standards. It's about the whole child. And that was a shift in my thinking that happened throughout my time at Tubman.

*What is the most rewarding part of your work?*

I would say that seeing our eighth grade students on the stage at the end-of-year farewell, and hearing them say where they are going to go to high school, is one of the most rewarding moments for me as an educator.

*You've been at Tubman since 2011. Why have you stayed all these years?*

I've stayed at Tubman because I've built a family and a community here. I work with the best people, who care about our kids so much. I also have incredible relationships with our students' families... and I think you can only build those relationships with parents if you have been at a school for a long time.

*Why do you love working in education?*

Just the incredible little people that I get to mold every day... and they mold me everyday, too! They impact me as much as I impact them. They are incredible little humans. Our kids deserve the world, and that's what we want to give them.

*What is the most rewarding part about working at Tubman?*

I'd have to say happy families, who trust us, believe in the education we're giving their children, and are proud of what their children are accomplishing here. And kids who not only are growing and advancing academically, but are also really happy and love our school.

*How did you feel when you were asked to be the assistant principal at Tubman Montessori?*

I was excited! Because of the different roles that I've had in the past nine years, I've been given chances to lead in lots of different ways that prepared me to lead staff. I think my former students make the biggest deal out of my move to Assistant Principal. When they come back to visit me, and learn that I am now the Assistant Principal, they have big, beaming smiles, and they are so proud of me, which is super sweet.



INTERVIEW WITH MARIKO KAWATE, ASSISTANT PRINCIPAL, TUBMAN MONTESSORI (GRADES PREK-2)

# DEVELOPING SCHOLAR-MUSICIANS IN THE UPPER NINTH WARD

Since Akili's founding in 2008, school leadership has prioritized a rigorous academic environment as well as a diverse offering of enrichment opportunities for students. That vision expanded when Akili relocated to its permanent campus, the historic William Frantz building, in 2013. Since then, Akili has slowly built its music program. The school began its drumline program in 2013 and launched its band program in the 2018–2019 school year.

Although Akili offers musical education to all students, it is for grades 5–8 that the musical offerings expand to include Beginning Band, Advanced Band, Percussion, and Drumline classes. Students are able to choose to enroll in the Beginning Band or the Percussion classes, but they must be invited to participate in the Advanced Band and Drumline classes. Akili's approach ensures that students are able to read music, and have a grasp of the necessary foundational skills, before moving on to more advanced settings.

In 2019, Akili's music program received a grant from the Save the Music Foundation, which provided the school with 36 new instruments, as well as music books, stands, and storage racks. This generous grant enabled the school to expand its music program, from sixty students in 2017–2018 to more than 100 students in 2018–2019. Akili's music program is led by Tryphena Hughes, Dean of Enrichment, who came to Akili after spending six years as Assistant Band Director at a Texas high school.



**When it comes to drumline, I don't stop pushing myself. I've learned how to play every single drum in the drumline. So, because I know all of those drums, I know how to incorporate other people's parts into my memory. I think that's why I was chosen to be the first drum major for Akili's drumline.**

*Divya Dollis, Eighth grader & Drum Major, Akili Academy*

At Akili, we are looking for scholar-musicians, meaning someone who takes care of business in the classroom, is prepared and mindful, and is focused on improving their craft. Music education is important because it teaches students to be extremely disciplined, it builds their confidence, and it teaches them time management skills. Music can also open doors to opportunities. I received an academic and music scholarship to Florida A&M University, so music literally paid for my college education. I've seen a lot because of my musical experiences, and I want to bring those same experiences to our students.

*Tryphena Hughes, Dean of Enrichment and Music, Akili Academy*



# HABANS STUDENTS AND STAFF SET THEIR SIGHTS HIGH

Habans has come a long way since 2013, when Crescent City Schools first assumed operations of the school. At that time, Habans served 330 students in grades PreK-6 and was located in a small building on Herschel Street. Habans was also a failing school.

Over the past seven years, Habans has gone from an overall grade of F to a grade of C, grown to serve more than 800 students, ranked 1st (in 2018) and 2nd (in 2019) out of all K-8 schools in the city for student academic growth, and has received a grade of “A” for academic growth for the past two years.

Transforming Habans from a failing school to an academically rigorous and joyful learning environment required the steadfast determination of staff and the hard work and perseverance of students. And while much progress has been made, school leaders and staff recognize that their work is not yet done. Habans sets its sights on becoming a “B” school and believes that it has the necessary ingredients for student success and academic achievement: mission-aligned staff, ongoing professional development, and a school culture that celebrates academic growth.

Looking at growth, or students’ improvement from one year to the next, is such an important part of evaluating how a school is doing. We know that students begin the school year at different levels, so measuring their progress really helps us see how much every student is learning. For Habans to be designated as an “Outstanding School” by the Louisiana Department of Education shows how hard those students and educators are working and shows us that our students are capable of greatness.

Patrick Dobard, CEO, New Schools for New Orleans



I think Habans keeps experiencing such strong growth for a few different reasons. One of those is that we know that there is an equity gap, not an achievement gap, for our students. We know that all of our scholars can learn, so we are working to provide every kid with what they need in order to move academically. It’s not just one lesson plan for all scholars. We know that we have to do differentiation and scaffolding in order to get scholars where they need to be.

LaKeysha Arthur, Director of Curriculum and Instruction (Grades 3-5), Paul Habans Charter School



*At Crescent City Schools, we believe that every child is capable of learning, whether they are working to get to grade level or if they are already performing at Mastery or Advanced. No matter what a student's current level of achievement is, they should be improving and growing every day that they are in school.*

Kate Mehok, CEO and Co-Founder, Crescent City Schools

# STUDENT ACHIEVEMENT

In 2019, Harriet Tubman Charter School outperformed the city for student academic progress, and the school ranked sixteenth of all K–8 open enrollment schools in the city for overall student academic growth. This ranking is all the more noteworthy in light of Tubman’s significant expansion in the 2018–2019 school year. Since fall 2018, Tubman has added 450 new students, and 250 of those students came from failing schools. Tubman is led by Principal Julie Lause.

Akili Academy ranked 14th of all K–8 open enrollment schools in New Orleans for overall student academic growth in 2019. Akili began operations in 2008, serving students in kindergarten and first grade, and joined Crescent City Schools in 2012. Located in the Upper Ninth Ward in the historic William Frantz Building, Akili is led by native New Orleanian, Allison Lowe.

In 2019, Habans ranked 2nd of all open enrollment K–8 schools in the city for overall student academic growth. Since 2015, Habans has increased its overall School Performance Score (SPS) by more than 22 points. Habans was also designated an “Outstanding School” by the Louisiana Department of Education, based on 61% of its students demonstrating Top Growth in Math and ELA. Habans is led by Elisabeth LaMotte-Mitchell.

## 2019 Growth Progress Index Score

The Louisiana Department of Education measures student academic growth across two years in order to increase data stability and accuracy. The progress score for 2019 thus represents student growth in 2017–18 and 2018–19.

	SCORE	LETTER GRADE
HARRIET TUBMAN	86.9	B
AKILI ACADEMY	89.2	B
PAUL HABANS	103.3	A
NEW ORLEANS	86.5	
LOUISIANA	88.3	

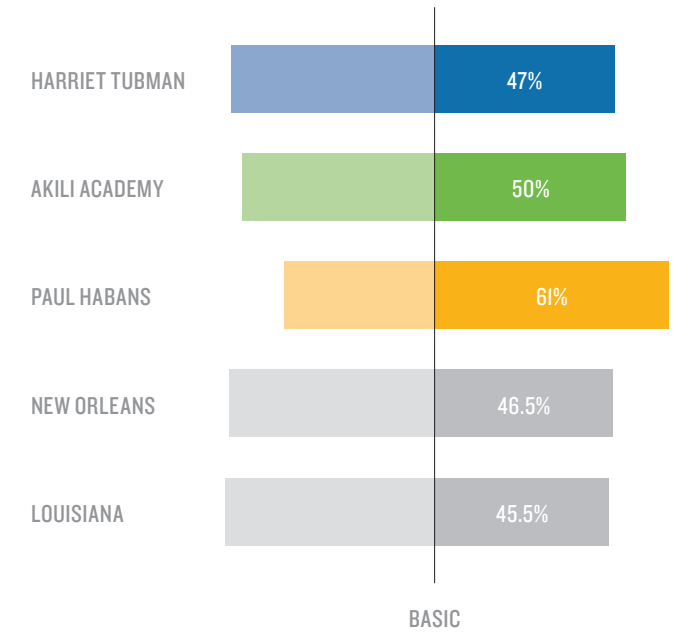


## Composite Top Growth (ELA & Math)

The Louisiana Department of Education tracks what percentage of students achieve “top growth” as they progress academically. Students earn top growth for assessment results that keep them on track to achieving mastery of skills and content (in Math and ELA) by 8th grade or by outperforming other, similar students statewide.

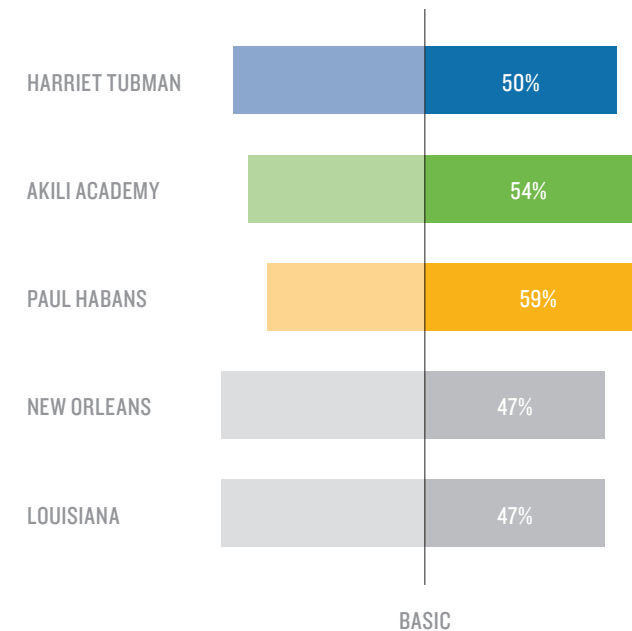
## Composite Top Growth

% of students demonstrating Top Growth



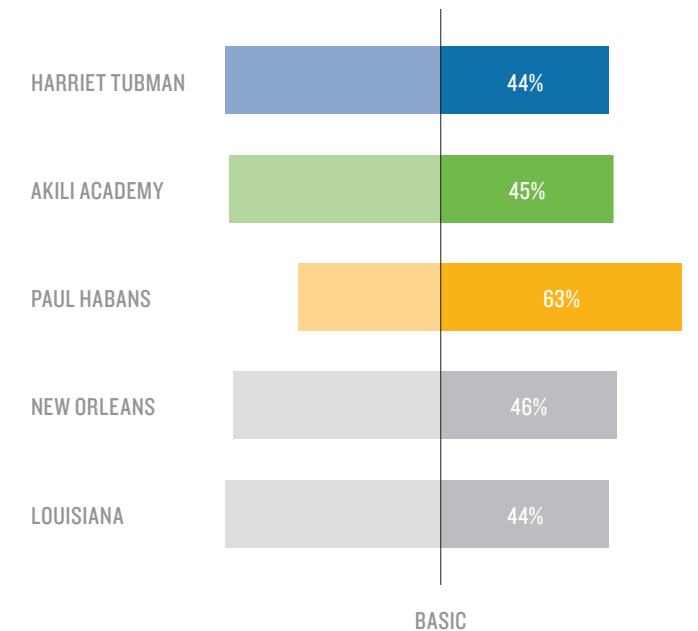
## ELA

% of students demonstrating Top Growth



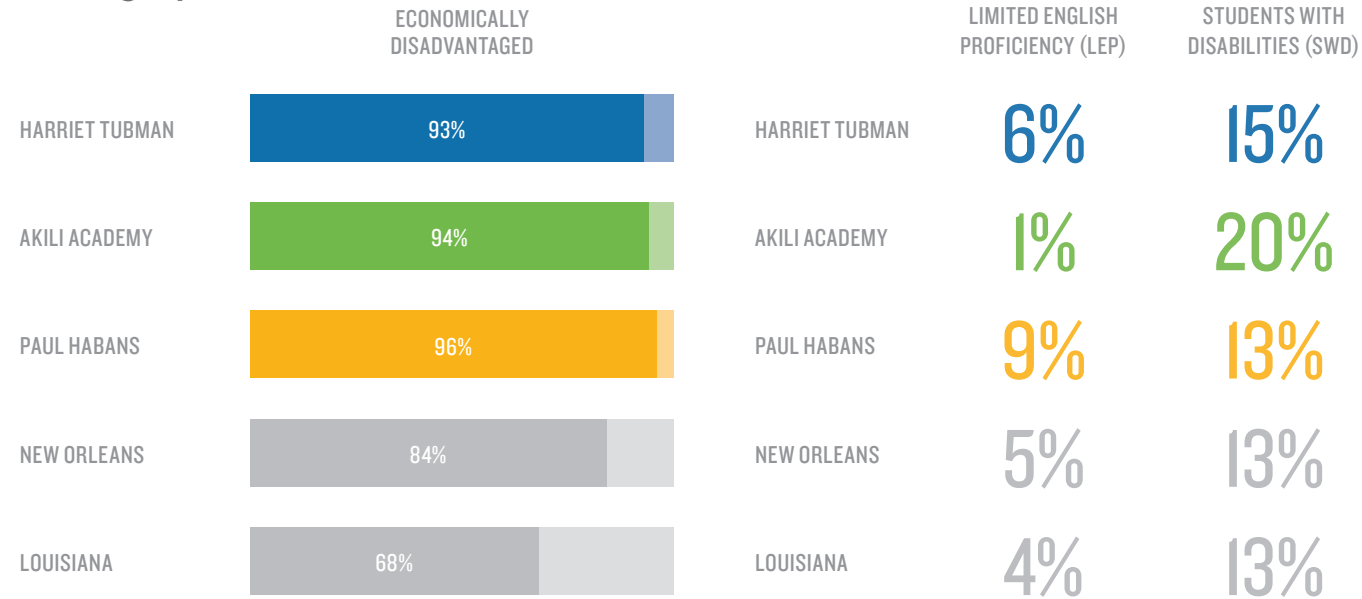
## Math

% of students demonstrating Top Growth

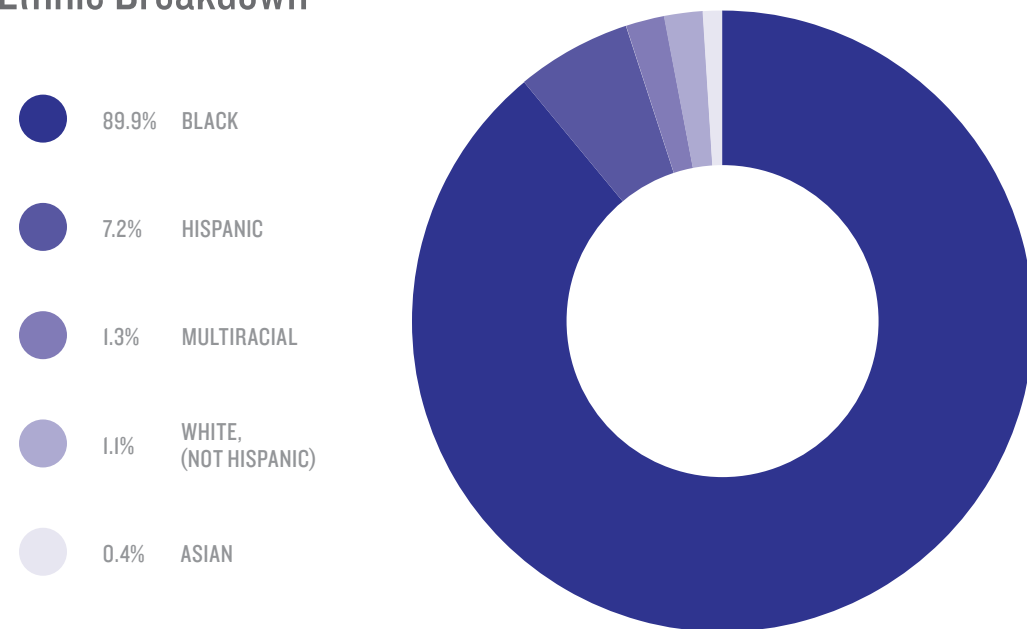


# OUR STUDENTS

## Demographics



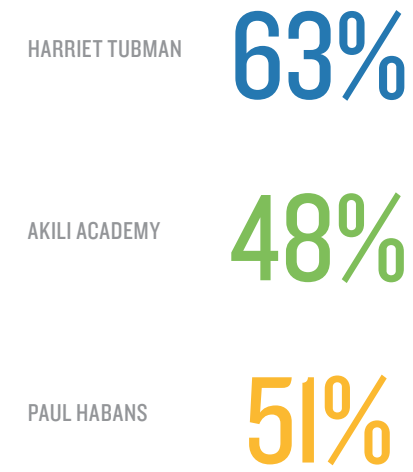
## Racial/Ethnic Breakdown



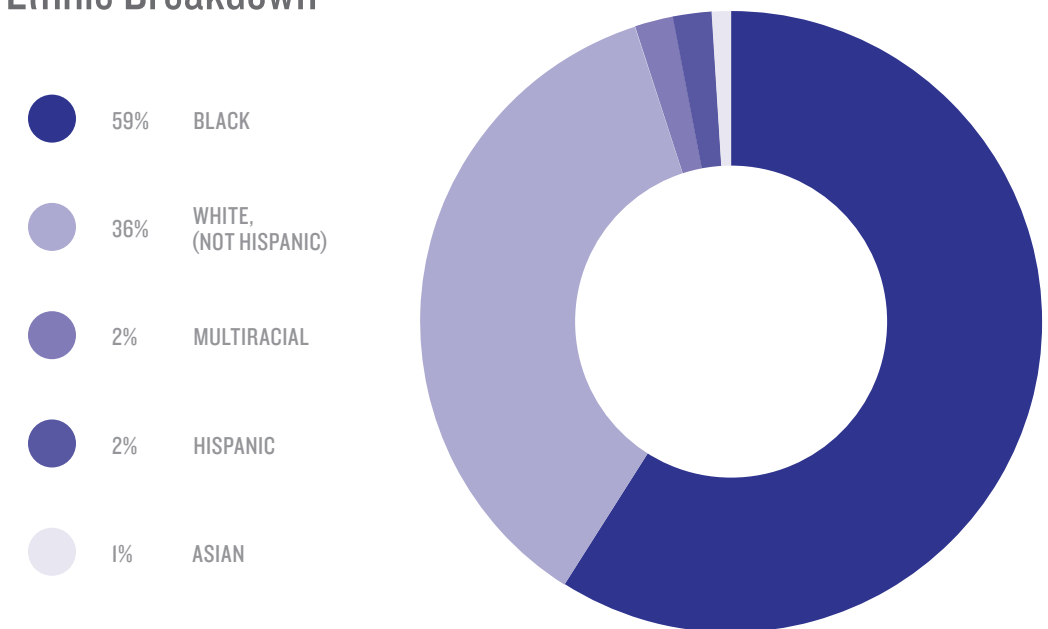
# OUR STAFF

## Experience

Teachers with 4-plus years of experience



## Racial/Ethnic Breakdown



# GROWING LEADERS ACROSS THE NETWORK

Crescent City Schools believes that the people in the building and in front of students are what matter most to families. In order to create work environments where teachers and staff thrive, school leaders devote considerable resources and energy to provide all staff with professional development, coaching, and leadership opportunities. Crescent City Schools seeks faculty and staff who demonstrate a love of teaching, the ability to inspire children to reach their full potential, and a desire to continuously improve as educators.



**This is my fifth year at Habans. I first joined as a paraprofessional, where I provided more one-on-one support to kids who needed it. I'm now an enrichment teacher, specifically a drumline teacher. In terms of growing as an educator, the biggest support system at Habans is really the other teachers in the building. Honestly, I think it's the community here at Habans that sets the school apart. At the end of the day, it just feels like we're all one family.**

Louis Arthur, Enrichment/Drumline Teacher,  
Paul Habans Charter School

**I went to Tulane for undergrad, where I majored in Spanish and Latin American Studies, and I came to Tubman in 2014. In the beginning, I worked as a paraprofessional and a 7th/8th grade math teacher. Then, I moved into a full-time English as a Second Language role, which I did for three years. I'm now the Dean of Intervention. For me, the most rewarding part of the last six years has been the relationships that I've developed with the families of students. Now, some of the first kids I taught at Tubman are graduating from high school and doing well in their English-speaking classes. It's been great to watch my kids grow up and succeed."**

Sam Karel, Dean of Intervention,  
Harriet Tubman Charter School



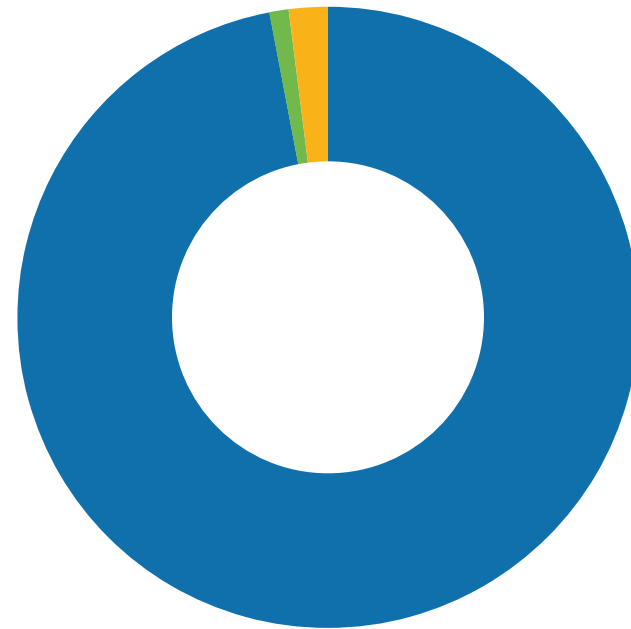
**This is my 9th year at Akii, and my 12th year in education. I started at Akili as a third grade teacher, and now I am a Director of Curriculum and Instruction. My days are filled with one-on-one meetings with teachers, meetings with small groups of teachers or other leaders in the building, and observing classrooms. I think great teachers are made over time. It's something you become through years of practice and research and trial and error.**

Christine Fulton, Director of Curriculum and Instruction (Grades 3-5), Akili Academy

# FINANCES

Crescent City Schools designs each of its schools to operate sustainably on public funds. However, in order to truly meet the needs of the more than 2,500 children we serve, our schools offer extracurricular activities, innovative programming, and other enrichment opportunities. These programs enhance the quality of our students' education and require us to pursue additional philanthropic dollars. We believe that the extracurricular activities, enrichment opportunities, and specialized programs we provide our students are critical to their successful development, and we thank all of our donors for supporting the children of New Orleans.

## Revenue



- 96.3% GOVERNMENT REVENUE
- 1.7% DONATIONS
- 2.1% OTHER

## Expenses



- 33.3% GENERAL EDUCATION
- 16.3% SPECIAL EDUCATION
- 8.7% FOOD SERVICES
- 8.1% FACILITIES
- 7.7% STUDENT SUPPORT
- 6.9% ADMINISTRATIVE SUPPORT
- 5.1% TRANSPORTATION
- 4.8% SCHOOL LEADERSHIP
- 4.8% ENRICHMENT & EXTRA-CURRICULARS
- 2.0% TECHNOLOGY
- 0.5% SECURITY
- 1.6% OTHER

# BOARD & DONORS

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As you read in the previous pages of this annual report, 2019 was filled with growth of all kinds for our students and staff—professional growth, increased student enrollment due to expansion efforts at Tubman, and, of course, the academic growth of our students. Although many people contributed to this multi-faceted growth, I want to especially acknowledge the efforts of one person in particular: Julie Lause. As many of you know, Julie co-founded Crescent City Schools in 2010 with Kate Mehok and has been the principal of Tubman since Crescent City Schools assumed operations of the school in 2011.

As Crescent City Schools continues to grow, Julie will step down as the principal of Tubman at the end of the 2019–2020 academic year and assume a new role as the Chief of Schools. This new position will enable Julie to serve all of the students in our network. Tubman will remain in the capable and experienced hands of its current Assistant Principals, Zondra Howard and Mariko Kawate. You can read more about these individuals on pages 8 and 9 of this report.

Although Julie will remain here with us at Crescent City Schools, I want to thank her for her years of service at Tubman and acknowledge just how much she has done for the students of New Orleans. Julie oversaw the first charter-to-charter transfer in the state of Louisiana and worked tirelessly with her staff to recruit more than 500 students for the 2011–2012 school year (Tubman’s first year in the Crescent City Schools network). Under Julie’s leadership, Tubman moved from a grade of “F” to a grade of “C” in its second year, moved from 45th to 5th in K–8 school rankings for the Recovery School District in 2015, and received a six-year renewal of its charter from the Louisiana Department of Education in 2016. Julie pioneered Tubman’s unique Montessori classrooms and expanded the school from 500 students on one campus to 1,000 students across two campuses. In 2018, Tubman earned the distinction of being designated as a Top Gains School as well as an Equity Honoree. Before grades for growth were even calculated, Tubman had a reputation for making excellent progress with every student, resulting in “A” grades for growth. Last year, the cohort of 250 students who came to Tubman from failing schools scored an “A” grade for growth, meaning that moving to Tubman vastly improved their educational outcomes and put them on the path to college.

Together with her team, Julie created a joyful learning environment at Tubman for students and staff alike, where relationships between staff, students, and parents are prioritized and cultivated. Tubman has many staff members who have been with the school since our network assumed operations in 2011, and this has resulted in our teachers and staff building meaningful and trusting relationships with families over the years. High staff retention also means that Tubman’s next generation of leaders are already inside the school, building relationships with students and families, and becoming experts in their content areas. To summarize, Julie’s excellent and faithful leadership at Tubman for the past nine years means that Tubman’s culture is well-established and will continue to thrive under its new leadership.

Here at Crescent City Schools, we are excited by these upcoming changes and are looking forward to the next chapter for our network. With your support, we know that our staff and students will accomplish great things.

With sincere thanks,

A handwritten signature in blue ink, appearing to be 'B. Stefani'.

Bob Stefani, Board Chair



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