

The logo for Crescent City Schools is a blue rectangular box with a decorative border. Inside, the words "CRESCENT CITY" and "SCHOOLS" are stacked in white, bold, sans-serif capital letters. Below the school name, the tagline "INSPIRING WORK" is followed by a small white crescent moon icon, and then "INSPIRING PEOPLE" in a smaller font.

CRESCENT CITY
SCHOOLS

INSPIRING WORK  INSPIRING PEOPLE

A group of diverse young children, mostly Black, are smiling and looking towards the camera. They are wearing yellow and grey polo shirts. One child in the foreground is holding a white tissue to their face. The background is slightly blurred, showing more children and a sign that partially reads "OLDER" and "SCHOOL".

2024 ANNUAL REPORT

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Each year, the Crescent City Schools annual report provides us with an opportunity to showcase all that our students and staff have accomplished. When we look back on 2024, there is much to celebrate.

- **A return to pre-pandemic academic achievement levels.** Our schools made an average gain of 5.8 School Performance Points, and two of our schools moved up an entire letter grade. Most of the students served by CCS come from economically disadvantaged households, which were impacted the most negatively by the COVID-19 pandemic and the subsequent interruptions to learning. CCS continues to set its sights higher for its students, knowing that they can and will achieve greater things yet, but we do want to pause and celebrate this important milestone of meeting (and, in some instances, rising beyond) pre-pandemic achievement levels.
- **The continued operation and expansion of the Aurora Program**, which serves students with behavioral and emotional challenges who are in need of a learning environment different from the traditional school setting. The Aurora Program serves students in grades K–8 from all schools in the Crescent City Schools network, as well as from schools across Orleans Parish. In recognition of the broader need for this type of programming, Aurora received significant support from our district, NOLA Public Schools, which will allow the program to reach its full capacity and serve more students.
- **The 2023–2024 school year also saw a continuation of increasing numbers of English Learners enrolling in our schools.** While this change is a reflection of broader changes taking place in the city, it has required changes to our programming in order to best serve students. Fortunately, our wonderful teachers are well-equipped to meet students where they are and push them to improve.
- As CCS closes the chapter on 2024, its 14th year of operating schools, there is another trend that we are witnessing, and it is one that brings us a great deal of joy: **The return of former CCS students to our campuses...this time as educators and other school-based staff members.** Read on to meet some of these former students.

Stepping into the new year, we have high expectations for our scholars and big dreams for our network as a whole. We thank our teachers, staff, students, families, donors, partners, district and all advocates for students, whether near or far, who have supported Crescent City Schools in some capacity. Together, we will accomplish great things.

Sincerely,



Kate Mehok (left)
Co-Founder & CEO,
Crescent City Schools



Julie Lause (right)
Co-Founder & Chief of Schools,
Crescent City Schools

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.

2024 Highlights

94%

The percentage of families who would recommend their child's school in the CCS network to family and friends

A

Grade received by all three schools in the CCS network for the "Interests and Opportunities" measure, as assessed by the Louisiana Department of Education

12%

Increase in student enrollment since 2020





OUR SCHOOLS 2023-2024



tubmancharterschool.org

888

Students enrolled
in grades PreK-8



**MILDRED
OSBORNE**
CHARTER SCHOOL

osbornecharter.org

809

Students enrolled
in grades PreK-8



heightcharterschool.org

848

Students enrolled
in grades PreK-8



A YEAR IN REVIEW



39,423

Calls to parents and families from August 2023–May 2024



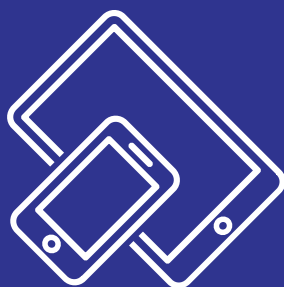
32,254

Texts and emails sent to parents and families from August 2023–May 2024



1.7 million

Student logins to online learning platforms



1,000+

Staff devices (MacBooks, iPhones, iPads) used throughout the network



3,000

Student Chromebooks in use throughout the network

CCS continues to set its sights higher for its students, knowing that they can and will achieve greater things yet, but we do want to pause and celebrate this important milestone of meeting (and, in some instances, rising beyond) pre-pandemic achievement levels.

Kate Mehok and Julie Lause, CCS CoFounders



CELEBRATING STUDENT ACHIEVEMENT

2024 marked an important milestone for the network that has been years in the making—a return to pre-pandemic academic achievement levels. Our schools made an average gain of 5.8 School Performance Points (SPS), and two of our schools moved up an entire letter grade. As a result of our students’ academic strides, Harriet Tubman Charter School received a six-year renewal from New Orleans Public Schools.¹ As such, it will be evaluated for renewal in Fall 2030.

CCS was able to accomplish this through the tireless efforts of gifted teachers. Read on to hear directly from some of our amazing educators about their methods, what inspires them, and what sparks the most engagement and enthusiasm from their students.

1. Dorothy Height Charter School is up for renewal in Fall 2025, and Mildred Osborne Charter School is in its second year of Transformation.



▲ Something that surprised me in 2024 was how much my students enjoyed All Quiet on the Western Front. As we read, they learned about the psychological effects as well as the physical effects of war. I really saw light bulbs going on for them, as they were able to relate what we were reading about with what they were learning in their social studies classes. I love to see those “Aha” moments with my students.

Ariel Clemons, 8th Grade ELA Teacher
Mildred Osborne Charter School



◀ I have a goal for all of my students to hit the ‘mastery’ level, so that they are prepared to succeed in high school. So the rigor in my class increases every day. But for me, social studies is not just about learning dates and what happened in the

past. It’s also about understanding how what happened in the past has influenced us as individuals, our present society, it’s about learning the ‘why’ behind so many things.

Bobby Wilson, 8th Grade Social Studies Teacher, Athletic Director & 8th Grade Network Curriculum Writer, Dorothy Height Charter School



◀ The goals that I have for my students are to be successful in their current grade, as well as future grades, and to be successful people in life. Every year, I tell my students, ‘I believe in you, I know that you can achieve at the highest level.’ Because we have those high expectations for them, they also have those expectations for themselves.

Nijae Flowers, K-1-2 Teacher & Director of ELA
Tubman Montessori

AURORA PROGRAM CONTINUES TO SHINE

2024 marked the Aurora Program's eighth year of operation. CCS created the Aurora Program in 2016 to better serve a small population of children with behavioral and emotional challenges who need a different environment than the traditional school setting.

For students served by the Aurora Program, the sights, sounds, and activities typical of school buildings are simply too overwhelming. As part of its deep commitment to serving all students well, CCS has always offered a variety of instructional settings, ranging from smaller intervention groups, to self-contained classrooms for special education students with significant needs. However, for the vulnerable student population served by Aurora, it was the larger, traditional school building that proved to be the issue.

Julie Lause, Chief of Schools, and Kate Mehok, CEO, worked together to create the Aurora Program.

“When I was principal at Tubman, I noticed that there was a small group of children who were really suffering each day, who found school so overwhelming,” shared Julie Lause, who is now the Chief of Schools for the CCS network. “I knew that we needed to create something else for them to meet their needs, a program that was both academic and therapeutic.”

The Aurora Program offers a full academic day, including instruction in Tier 1 curriculum from teachers who are dedicated to helping students with emotional and behavioral disabilities master the academic standards. Aurora serves nearly 30 students, six of whom are from schools outside of the CCS network, and has 15 staff members. Aurora has also grown in terms of its facilities. After three years in temporary locations, the Aurora Program moved to its own building in February 2020. CCS extensively renovated one of the buildings on the campus of Harriet Tubman Charter School's site for its Montessori campus, located on Lawrence Street in Algiers.

The Aurora building features four main classrooms, dedicated intervention spaces, an office for social workers, as well as reading and sensory rooms. These rooms do not have to serve “double duty” for any other purpose, which allows students to feel more safe, secure, and stable. Aurora also has its own



DR. JENNIFER BAUDY, DIRECTOR OF AURORA PROGRAM

outdoor eating and play spaces, which are important for Aurora students, for both socialization and free play. Having a permanent location built specifically for students' needs, as well as strong student-staff relationships, provides Aurora students with a nurturing learning environment that allows them to truly thrive.

“CCS was the first charter organization in the city to create a physical space that was tailored to the needs of a specific group of at-risk youth,” shared Mehok. “I was, and still am, extremely proud of that.”

Aurora has the capacity to serve up to 40 students in kindergarten through eighth grade from all schools in the Crescent City Schools network, as well as from any school in the city of New Orleans. Aurora's expansion over the years has not happened in isolation. Although CCS has successfully operated the Aurora Program since the 2016–2017 school year, creating a financially sustainable alternative program to serve students with profound behavioral and emotional challenges has not been a simple undertaking. In a city where school funding is based directly on the number of students in the school, operating the Aurora program with small class sizes and a small overall size, both of which CCS believes are essential to students' success, makes sustaining the program on public dollars challenging.

“Two of our organizational values are Initiative and Responsibility,” shared Mehok. “We define initiative as coming with ideas and making them happen, and we define responsibility as understanding the urgency of our work. The existence of the Aurora Program is really a result of living out those organizational values for the sake of our students.”

Fortunately, Aurora's positive track record with serving students has resulted in additional investment, from both the district as well as private philanthropy. NOLA Public Schools awarded Aurora \$1,000,000 in July 2024 in recognition of past work and to support its ability to serve all children in Orleans Parish who need a smaller school environment. Over the past eight years, Aurora has received funding from other local funders such as New Schools for New Orleans, Baptist Community Ministries, Pro Bono Publico Foundation, the Booth Bricker Fund, and the Campbell Foundation.

The additional funding from NOLA PS and other funders has allowed Aurora to continue its expansion and to increase the number of seats available to students from outside of the CCS network.

“We know from talking with our colleagues throughout New Orleans that it's not just the Crescent City Schools network that has students who need the Aurora Program. It's a citywide need,” explained Lause. “We remain committed to building and sustaining programs that meet the needs of our most vulnerable students.”



AN AURORA STUDENT COMPLETES A PERSONALIZED LEARNING LESSON.

SERVING ENGLISH LEARNERS

As a school network that is passionately committed to open enrollment, it is perhaps unsurprising that the CCS student population mirrors that of New Orleans as a whole. And, just like the city’s demographics have changed throughout its long history, the makeup of the student population enrolling in CCS schools is also subject to change.

In 2021, approximately 145 of CCS students—roughly 6% of the network’s overall student population—were English Learners (EL). This was slightly higher than the percentage of EL students in the state overall, and basically on par with the percentage of EL students enrolled in the city.

However, fast forward to 2024 and CCS has seen a dramatic increase in the enrollment numbers of students whose native language is not English, and both Tubman and Height saw the number of EL students in their schools increase by more than 100% from 2021–2024. As of Fall 2024, Tubman has 131 EL students (almost exactly double the 65 EL students enrolled in 2021), and Height has 174 EL students, which reflects an increase of 135% from 2021 (when 74 EL students were enrolled). In Fall 2024, there were more than 400 EL students enrolled in the CCS network, representing 15% of all CCS students.

Prior to 2021, most EL students were coming from Spanish-speaking countries, such as Honduras and Venezuela, but recent years have seen an increase in French-speaking students from Haiti and Burkina Faso, as well as growing numbers of students from countries like Vietnam and the Philippines.

Jorge Nieves is the ELL Coordinator at Harriet Tubman Charter School, where he has taught for the last five years. Nieves has a unique combination of personal and professional experiences that make him an ideal educator for EL students. Nieves is in his 13th year of teaching overall, and he himself was an EL student during his elementary school years in Florida. He is also a second-generation teacher, as his mother was a social studies teacher in Puerto Rico. In the past five years that he has been at Tubman, Nieves has personally witnessed the changing student population.

The parents really believe in the EL program. So many parents come to the EL parents’ night, and there is a lot of emotion. The parents often don’t speak English themselves, and they are just amazed at what their child has accomplished. And that’s why they keep referring others to the school.

Nathalie Cadet, ELL Program Director
Dorothy Height Charter School

“The EL population at Tubman has grown exponentially,” Nieves shared. “And that meant we had to make a lot of changes to the EL program in order to better serve our students.

As someone who was an EL student in Florida, I knew that there were a lot of things we could do that would be really beneficial for us to implement here.”

“We moved away from a curriculum that I thought wasn’t generating enough growth, especially for our older students, and switched to another curriculum that was more personalized. And while all students continued to receive their accommodations, we started to think carefully about which intervention group was the most appropriate for students, based on where they were in their language acquisition journey,” said Nieves.

Artificial intelligence is also proving to be a helpful tool for EL students.

“We started using the Amira program, which helps students with articulation of their words and how to pronounce letters,” shared Nieves. The use of Amira provides another opportunity for individual feedback, where we are able to help students understand where they are messing up their letters or sounds.”

For Nieves, one of the most important changes made to the EL program last year was one designed to promote greater inclusion of EL students with their native English-speaking peers.

“With EL instruction, there are schools or settings where essentially EL students are all together in one classroom. It’s very separate. We wanted to promote more inclusiveness, while also providing EL students with the extra support they need, so we do a bit of a hybrid. Students have all of their typical Math and ELA instruction with their English-speaking peers, but they have a longer intervention period where they are getting additional support around reading, writing, speaking, and comprehension.”

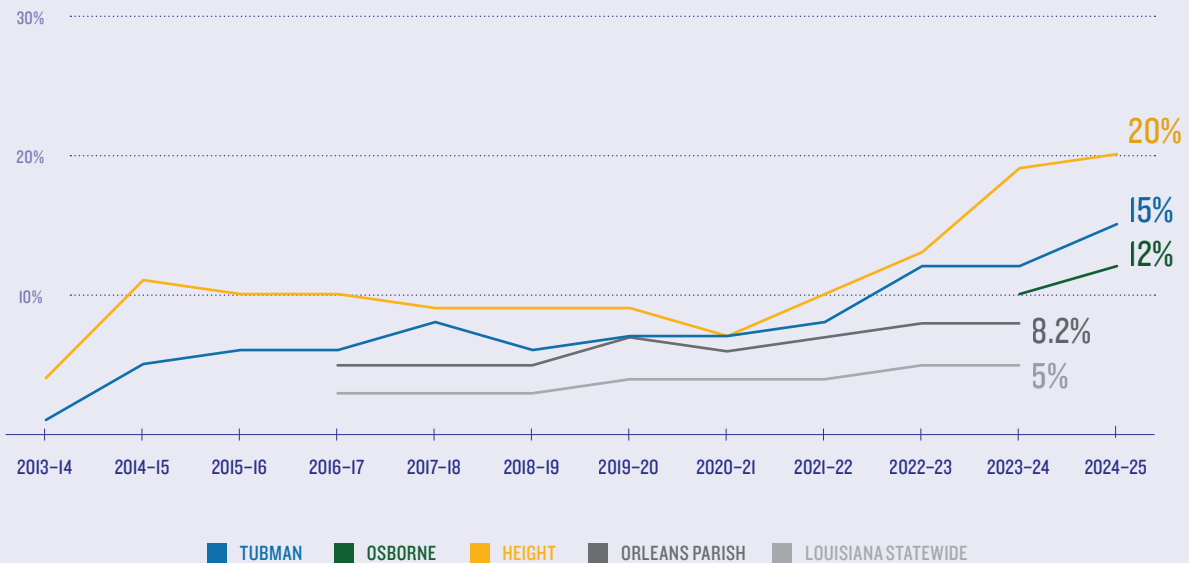
As the number of EL students has increased in the network, that has required CCS to dedicate more resources to those students.



JORGE NIEVES, ELL COORDINATOR
AT HARRIET TUBMAN CHARTER SCHOOL

Network English Learners (EL) Enrollment Compared to City and State

Source: <https://doe.Louisiana.gov/data-and-reports/enrollment-data>



Nathalie Cadet is in her tenth year at Dorothy Height Charter School, and she serves as the ELL Program Coordinator. Cadet is multilingual herself, speaking Spanish, French, French Creole, and English. In the ten years that she has been at Height, she has witnessed the dramatic increase in EL students firsthand. In addition to the strong increase in EL students’ language proficiency itself, Cadet believes that the strongest testament to Height’s EL program is the word-of-mouth recommendation of families.

“The parents really believe in the EL program,” shared Cadet. “So many parents come to the EL parents’ night, and there is a lot of emotion. The parents often don’t speak English themselves, and they are just amazed at what their child has accomplished. And that’s why they keep referring others to the school.”

The belief in Height’s EL program is so strong that Height has even seen family members of former students return to the campus as staff members.

“I have a former student whose older sister is now a EL teacher here at Height. Her mom was so impressed by our program that, when her older daughter was looking for jobs, she encouraged her to look at Height, just so that she could work with me,” added Cadet.

With staff members like Cadet and Nieves, whose personal and professional experiences equip them to understand the unique strengths and challenges of learning another language, CCS knows that the future of its EL students in the network is bright.

NATHALIE CADET, ELL PROGRAM COORDINATOR AT DOROTHY HEIGHT CHARTER SCHOOL, GREETES A STUDENT DURING HISPANIC HERITAGE MONTH.



WHEN CCS ALUMS BECOME CCS STAFF

2024 marked Crescent City Schools’s fourteenth year of operating schools. This means former CCS students have matriculated through high school and college and that many are now in the workforce. As the numbers of CCS alums continues to increase, one especially meaningful development in recent years has been the return of some former students to school campuses - this time, as teachers and staff members.

Ty’Shon Keasley is one of those individuals. Keasley, who is a PreK Assistant Teacher at Dorothy Height Charter school, attended Tubman as a fifth and sixth grade student. She credits Tubman with increasing her awareness about attending high schools that focused on college readiness, and for providing her with a sense that she, too, could go to college.

Keasley stayed in touch with several Tubman staff members over the years and recalls how one former ELA teacher, Gary Briggs, encouraged her to look at open positions at Tubman or Height.

Keasley is now in her second year at Height and thoroughly enjoying her role as a PreK Assistant Teacher. She is working to finish her undergraduate degree and, upon completion, wants to stay in a teaching role.

Devante Wilson, who attended Tubman from fifth to eighth grade, joined Height’s facilities and operations team in 2020. Wilson believes that his experience as a former Tubman student enables him to encourage scholars who might struggle with the high standards at Height.

“Sometimes I see a kid who I’ve known for years, getting into trouble or having a tough time.



TY’SHON KEASLEY, ASSISTANT TEACHER AT DOROTHY HEIGHT CHARTER SCHOOL AND FORMER TUBMAN STUDENT

I tell them “This might be a rule that you don’t like, but you have to understand that the teachers are doing this for your good. You’re going to use those skills in high school, in the real world.”

Wilson found this to be true in his own experience.

“I didn’t always like the rules when I was a student at Tubman, but I actually used a lot of the skills that Tubman taught me during high school and now working at Height. I really enjoy working here. It feels like home,” added Wilson.

Ty’rion Richards is another alum of Tubman who is now a staff member at Height. Richards, who attended Tubman as an eighth grader, identifies Tubman and its staff as an essential reason that she ultimately attended college.

“Eighth grade year is a pretty pivotal time,” shared Richards. “My mom was very education-focused. She wanted me to do my homework, to study, to do well. But since neither she or her siblings had attended college, she didn’t really know what that meant in terms of additional support that I needed. So when Tubman was taken over by CCS, and the message was ‘we are a college prep school’, my mom was all in.”

Tubman staff members reinforced the message about the value of education and, from day one of Richards attending Tubman, there was a laser-focus on college.

“Something that was simple but very powerful was the naming of each homeroom for a college or university,” said Richards. “I still remember that mine was Northwestern University, and the students had some serious pride about their homeroom. We learned songs and chants and cheers...we were all in!”

CCS emphasizes college readiness for its students and that emphasis is woven throughout a scholar’s education at his or her respective school. From the college pennants that made such an impact on Richards, to staff members who work to prepare eighth graders and their families to select the best fit high school, CCS believes that focus on the educational future of students is essential to their success.



FROM LEFT TO RIGHT: DEVANTE WILSON, TY'SHON KEASLEY, JULIE LAUSE, AND TY'RION RICHARDS. LAUSE WAS PRINCIPAL OF TUBMAN WHEN WILSON, KEASELY, AND RICHARDS WERE ALL STUDENTS AT THE SCHOOL. ALL THREE ARE NOW STAFF MEMBERS AT HEIGHT.

“My older brother did not attend Tubman—he was already in high school when CCS assumed operations of Tubman. And even though we had the same mom at home, providing the same message about the importance of education, he didn’t end up going to college whereas I did. I know that Tubman staff members and their encouragement affected my choice and mindset about college.”

After successfully completing her undergraduate degree in English at Dillard University, Richards knew that she wanted to make her way to teaching.

“I saw that there was an opening for a front office role at Dorothy Height Charter School,” shared Richards. “But what I didn’t realize at that time was that my former teacher, Ms. Elisabeth LaMotte-Mitchell, was now the principal of Height.”

When LaMotte-Mitchell saw Richards’ application come through, she knew that, ultimately, Richards needed to be in a teaching position.

“I started out as an assistant teacher, working under Kimberly Fair. After the first year, when I learned so much, I then had the opportunity to teach on my own. For the past four years, I’ve taught third, fourth, and fifth grade and just loved it.”

In a full-circle moment, Richards recalled that in her first year as a lead teacher, she was shown which room would be hers. Its name? Northwestern University.

“I couldn’t believe it,” laughed Richards. “It brought me right back to when I was an eighth grade student at Tubman.”

I know that Tubman staff members and their encouragement affected my choice and mindset about college.

Ty’rion Richards, PreK-2 Director of Curriculum and Instruction at Dorothy Height Charter School and former Tubman student

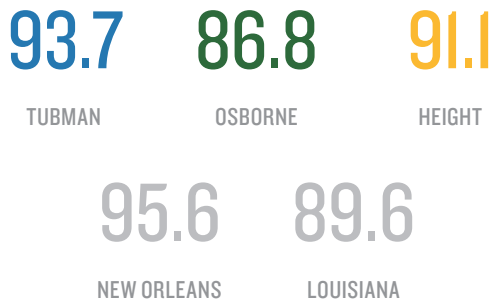




STUDENT ACHIEVEMENT

2024 Growth Progress Index Score

The Louisiana Department of Education measures student academic growth across two years in order to increase stability and accuracy.



Dropout Credit Accumulation Index

This measure awards points for students who were enrolled in grade 8 at a CCS school in 2022–2023 based on credits those same students earned in ninth grade in 2023–2024. This measure essentially looks at how well-prepared former CCS students were for high school. Anything greater or equal to 90 points is a grade of A. CCS is proud to share that Tubman and Height both performed well on this measure: Tubman received 131.8 points and Height received 109 points. Osborne will receive its first DCAI score in Fall 2025.



Top Growth (ELA & Math)

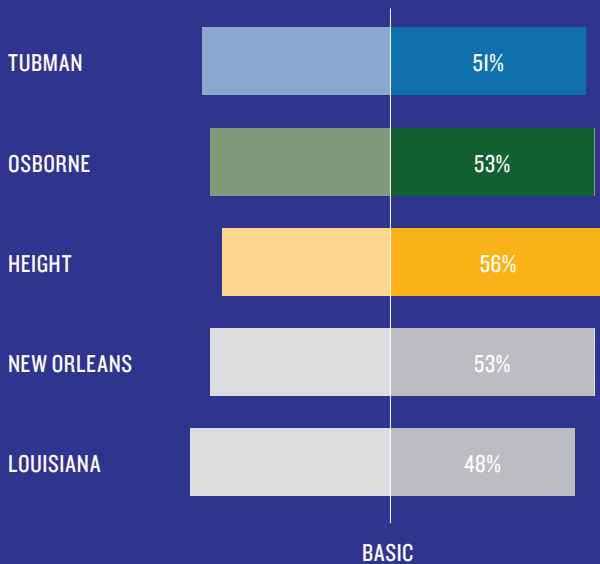
The Louisiana Department of Education tracks what percentage of students achieve “top growth” as they progress academically. Students earn top growth for assessment results that keep them on track to achieving mastery of skills and content (in Math and ELA) by 8th grade or by outperforming other, similar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

Interests and Opportunities

The Louisiana Department of Education describes this measure, which makes up 5% of a school’s rating, as follows: “Interests and Opportunities is intended to measure whether schools are providing students with access to a well-rounded education, exposing them to diverse areas of learning in which they can develop their skills and talents and leading to a pathway to prosperity.” The maximum number of points a school can receive for this measure is 150, and anything equal or greater than 90 points is considered a grade of A for interests and opportunities. We are proud to report that each of the schools in the CCS network received a grade of A for this indicator, and all of our schools received 150 points (a perfect score). The high performance of our schools in this area is evidence of our deep commitment to developing our students’ interests as part of their education.

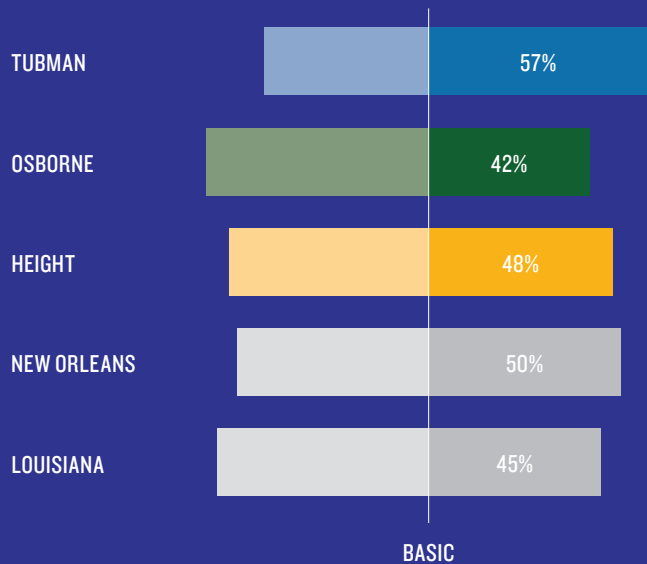
ELA

% of students demonstrating Top Growth



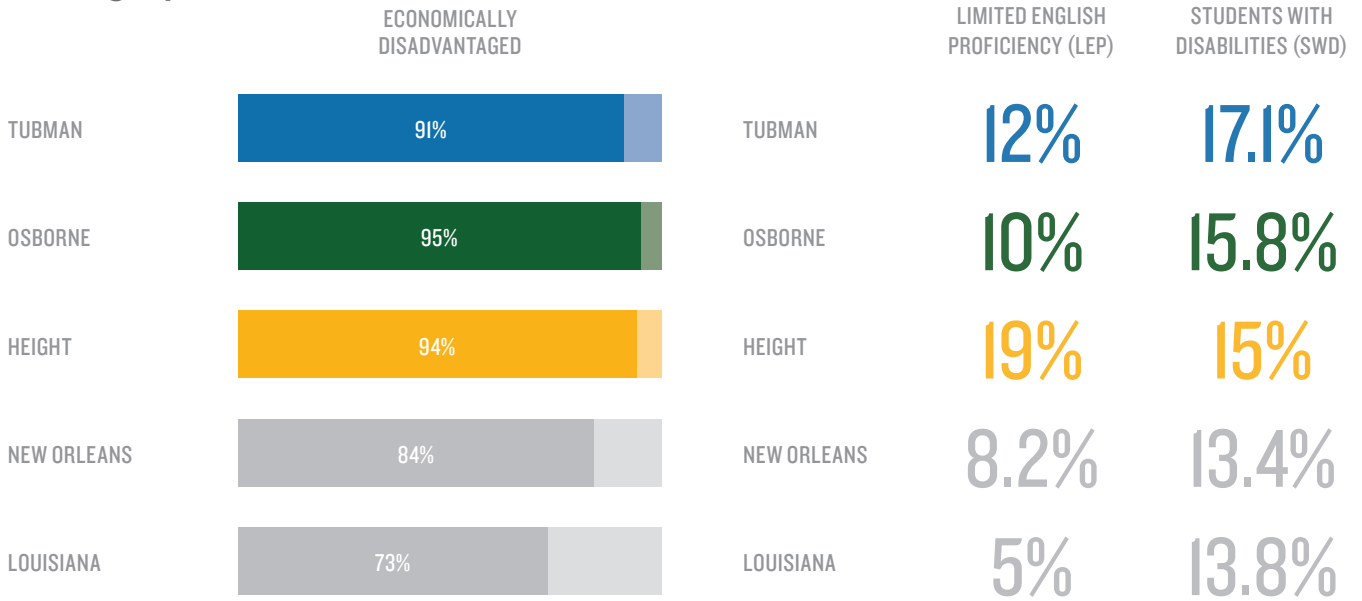
Math

% of students demonstrating Top Growth

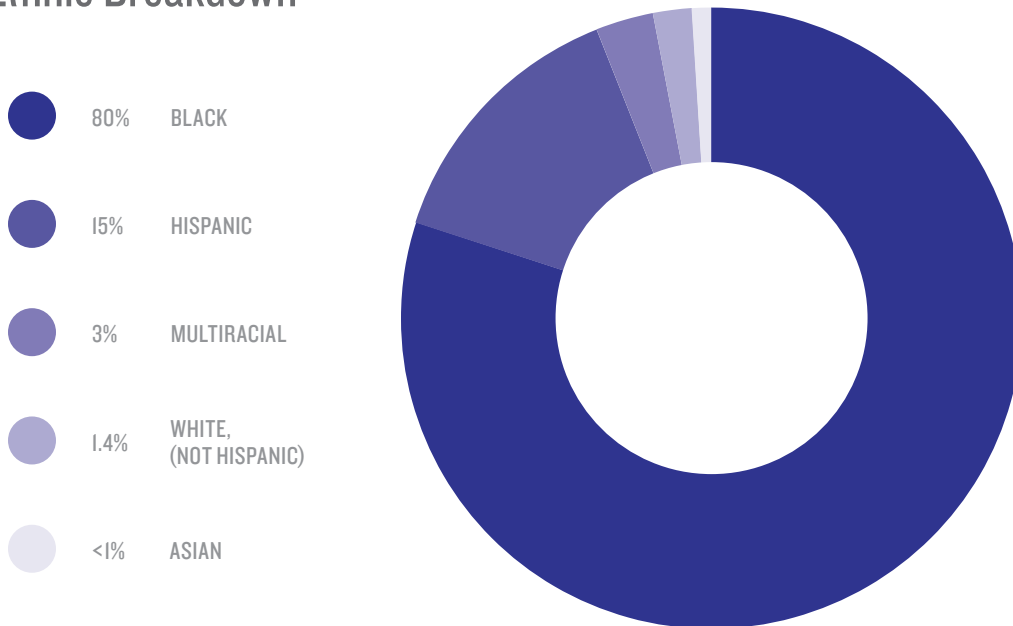


OUR STUDENTS

Demographics



Racial/Ethnic Breakdown



OUR STAFF

Experience

Teachers with 4+ years of experience

TUBMAN 61%

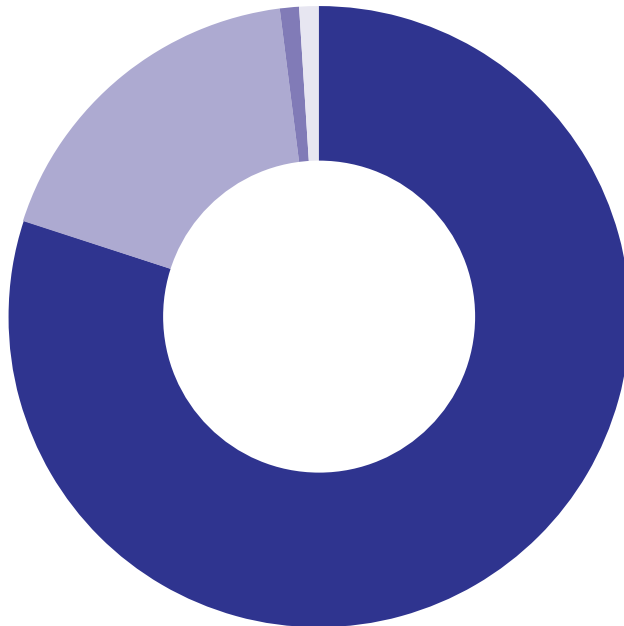
OSBORNE 57%

HEIGHT 51%



Racial/Ethnic Breakdown

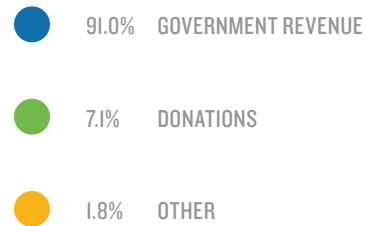
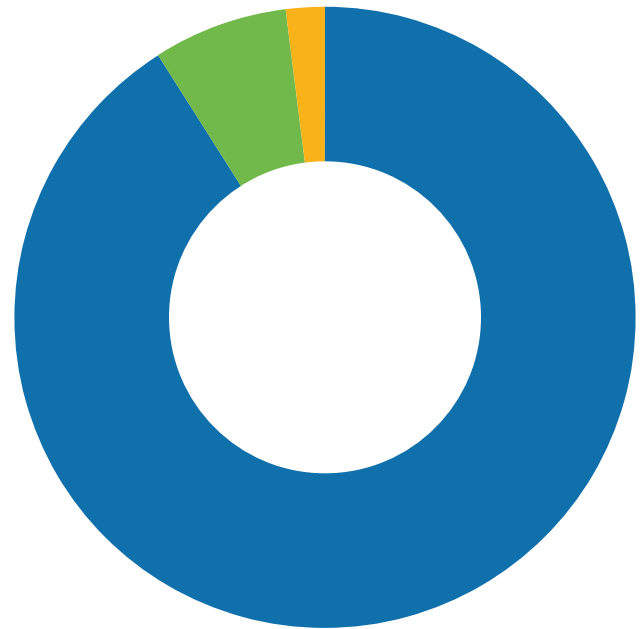
- 81% BLACK
- 18% WHITE, (NOT HISPANIC)
- <1% MULTIRACIAL
- <1% ASIAN



FINANCES

Revenue

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 2,600 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 that we provide our students are critical to their successful development, and we thank all of our donors for supporting the children of New Orleans.



Expenses



- 34.5% GENERAL EDUCATION
- 15.3% SPECIAL EDUCATION
- 11.6% FACILITIES
- 7.7% STUDENT SUPPORT
- 6.3% FOOD SERVICES
- 5.9% ADMINISTRATIVE SUPPORT
- 4.8% ENRICHMENT & EXTRA-CURRICULARS
- 4.8% TRANSPORTATION
- 3.5% TECHNOLOGY
- 3.1% SCHOOL LEADERSHIP
- 1.9% OTHER
- 0.4% SECURITY

OUR BOARD

Board of Directors

Christopher Dufour, *Board Secretary*

Paul Frantz

Lakeisha Green

Johmyrin Johnson

Jarred M. Jupiter

Connie Labat

Monica Landry, *Board Chair*

Chanel Long, *Board Vice Chair*

Jeff Teague, *Board Treasurer*

Nick Tringali

Michael Wallace



I have been the chair of the Crescent City Schools board since 2021, but I have served on the board since 2019. In the past six years, something that has been truly wonderful for me to observe is how Crescent City Schools grows leaders from within its network.

- LaKeysha Arthur, principal of Dorothy Height Charter School, was a founding staff member at Height and worked there as a teacher and leader for eight years before assuming the principal position in 2021.
- Charlie DePietro, principal of Mildred Osborne Charter School joined Crescent City Schools in 2012, working first at Harriet Tubman Charter School as a teacher, grade-level leader, and instructional coach. He transitioned to a network-level role before becoming Osborne's principal in 2023.
- Raquel Kraushar, principal of Tubman Montessori, had worked at CCS for seven years as a teacher and instructional leader before stepping into the role of principal in 2022.
- Dr. Jennifer Baudy, Director of the Aurora Program, served at Tubman for a decade before transitioning to the leadership role at Aurora in 2024.
- Mariyam Salley, principal of Harriet Tubman Charter School, joined Crescent City Schools in 2016, spending eight years at Height as a teacher and instructional leader. She spent six months at Tubman as a School Leader Fellow before becoming principal in January 2025, when Zondra Howard-Cross stepped down from the role of principal as part of a planned transition.



As board chair, the fact that our school leaders have such longevity serving the same student population speaks volumes about the health of the organization, and it has major implications for the caliber of the education that our scholars receive, as well as the quality of the relationships that students and their families have with school staff.

I also want to take this time to personally thank Zondra, who joined Tubman in 2011 as a founding staff member. Zondra stepped into the role of principal of Tubman in 2020 and led the campus during the extremely challenging years of the COVID-19 pandemic. The CCS board is extremely grateful for the leadership that she showed during those years and thanks her for her service. Fortunately for us, she will continue on with CCS in a new role that allows her to serve the entire network.

CCS has committed and capable leaders, both at the school and network level, and I am confident and excited to see what 2025 brings our students and staff.

In service,

Monica Landry

▲
PASSING THE BATON:
MARIYAM SALLEY AND
ZONDRA HOWARD-CROSS
AT HARRIET TUBMAN
CHARTER SCHOOL

OUR DONORS

Organization Donors

| | | | | |
|---------------------------|-------------------------------|--|--------------------------------------|---|
| Agenda for Children | Esplanade Energy | Louisiana Center for Safe Schools | New Orleans Tourism and Culture Fund | Pro Bono Publico Foundation |
| Arthur J. Gallagher & Co. | Entergy Charitable Foundation | Morris Bart | NOLA Public Schools | Strix I.T. |
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