



# 2025 ANNUAL REPORT

**CRESCENT CITY  
SCHOOLS**  
INSPIRING WORK  INSPIRING PEOPLE

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**2025 marked Crescent City Schools' 15th year of operating schools.** It also commemorated 20 years since Hurricane Katrina, and education in New Orleans has continued to evolve and improve during that time.

In 2011, our district's focus was on transforming schools and building district infrastructure. Over the years, schools in our decentralized district have put in place measures to make our system fair and equitable. A centralized enrollment system allows every child to apply to schools throughout the city, a centralized expulsion system means only an impartial district staff member (not individual schools) has the power to remove a student, and our differentiated funding formula means that schools have the money to serve students with the highest needs because funding follows the child based on their individual needs.

**Like our district as a whole, CCS has also built up its infrastructure in the past 15 years, going from three independently operating schools with a tiny five-person central office team to a central team supporting our schools in much more coordinated ways.** Our network team supports schools in the areas of finance and operations, human resources, data management, special education programming and compliance, curriculum training, and academic leadership. In 2024, CCS brought five academic leaders from our schools to the central office team to provide academic support. Each week, these Directors of Content provide training and/or individual coaching for every teacher in the network. This means that in addition to on-campus coaching and development led by our school-based instructional leaders, teachers work with a curriculum expert in their subject area for an hour each week. It's making a big difference in how quickly our teachers are becoming experts in their content area.

Fifteen years after our founding, we still believe that the people closest to the students make the best decisions, and now our network team collaborates more with school-based staff and schools get the benefit of increasingly robust institutional support. In 2011, CCS was great at re-inventing the wheel. Now, in 2026 we are getting great at perfecting the wheel and ensuring it's running smoothly for the long-term benefit of our staff and students.

In the following pages, you will read how CCS is continuing to take bold steps to make sure that all students receive an excellent education. Thank you for supporting us in this important work.

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.

## 2025 Highlights

# 97%

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

# 90%

Percentage of staff retained from 2024–2025 to 2025–2026.





# OUR SCHOOLS 2024-2025



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

# 903

Students enrolled  
in grades PreK–8



**MILDRED  
OSBORNE**  
CHARTER SCHOOL

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

# 855

Students enrolled  
in grades PreK–8



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

# 883

Students enrolled  
in grades PreK–8



# A YEAR IN REVIEW



38,279

Calls to parents and families



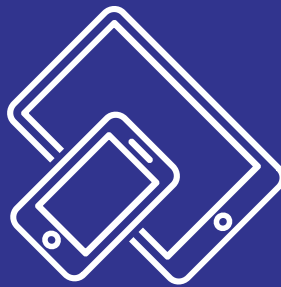
23,857

Texts and emails sent to parents and families



2.1+ million

Student logins to online learning platforms



1,000+

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



2,500+

Student Chromebooks used throughout the network

# COMING TOGETHER: HOW OSBORNE ACHIEVED TURNAROUND SUCCESS

*Mildred Osborne Charter School is the result of a merger between two schools; Akili Academy, a member of the CCS network since 2012, and Mildred Osborne, previously operated by the ARISE charter network. The two schools merged in July 2023, combining to serve more than 800 students on the Osborne campus. Prior to the merger, Osborne’s School Performance Score (SPS) was 48.4, which was a grade of “F” (based on Spring 2023 scores). After two years under CCS leadership, the school’s SPS has increased by nearly 13 points to reach a grade of “C”.*

This fall, Mildred Osborne Charter School received the news that its students’ performance in Spring 2025 had earned the school a grade of “C”. This marks the third time that CCS has taken a failing school and transformed it.<sup>1</sup> Osborne’s turnaround has been led by Principal Charlie DePietro, a longtime CCS staff member and veteran educator. In order for the merger to be a success, DePietro knew that he would need committed and experienced educators who were aligned with the vision for Osborne.

“The transformation of a school is not something that is accomplished by the principal alone. A successful turnaround and, in this case, also a successful merger, happens when everyone—students, teachers, families—understands what we are working towards,” shared DePietro.

*1. Harriet Tubman Charter School achieved a “C” rating in 2013, after two years under CCS operations, and Dorothy Height Charter School (FKA Paul Habans Charter School) achieved a “C” in 2016, three years after joining the network.*



▲  
**The transformation of a school is not something that is accomplished by the principal alone.**

Charlie DePietro, Principal,  
 Mildred Osborne Charter School

Nearly 90% of the staff who started the 2023–2024 school year at the newly-merged Osborne hailed from Akili or the “old” Osborne. The remaining ten percent of staff members came from other CCS schools or were entirely new to the network.

“I was nervous about the merger but excited,” shared Jazmyne Beverly, who serves as Osborne’s Assistant Principal. “I love CCS, and I knew that this new school would be a CCS school.”

Beverly was well aware of the characteristics of schools in the CCS network, having previously worked at both Height and Akili, before making the decision to serve at Osborne. While every school in the CCS network has its own unique traditions, there are some foundational elements that all schools share, such as a shared belief that all children are capable of learning and a commitment to creating a joy-filled and rigorous learning environment in every classroom. Establishing these same systems and mindsets at Osborne was paramount.

“There were some things that, no matter what, were going to happen because it’s the CCS way—we’re going to dig into student academic data, we’re going to have high expectations for our students, etc.,” explained Beverly. “But there was also the sense that we were doing something new. It wasn’t the old Osborne way, and it wasn’t the Akili way. It was a new way. And I think that made everyone feel like they had a place at the table,” added Beverly.

Veteran educator Sidney St. Martin shared Beverly’s enthusiasm. St. Martin was a founding staff member of Arise, another school operated by the same charter management organization that had previously operated Osborne. St. Martin has long worked as a Special Education teacher for students with significant disabilities who require a self-contained classroom setting and intensive supports, and he has continued in this capacity at Osborne.

“What I appreciated about Charlie’s vision for the school is that it wasn’t just geared towards general education kids. I’m an advocate for kids with special needs and often, kids with special needs don’t get the same attention. In Charlie’s vision for Osborne, I saw that the SPED kids were not being put to the side. They were really part of the school community. That made a difference for me,” shared St. Martin.



JAZMYNE BEVERLY, ASSISTANT PRINCIPAL



SIDNEY ST. MARTIN,  
SELF-CONTAINED SPECIAL EDUCATION TEACHER



◀ A big part of Osborne’s success is the fact that every adult in the building knows that what they do is important, and everybody wants to make progress. I think that gives the kids a sense that, ‘Hey, every adult that I’m in contact with around the building is putting their best foot forward, so I want to mimic that.’

Quinten Atkins,  
7th Grade Math Teacher and Team Lead

For LaShawn Wright-Davis, an educator since 2006 and former Osborne/Arise staff member, a sense of community was a strong motivator for remaining at the school.

“I’ve lived in this neighborhood for 11 years. I love what I do, so I really wanted to stay and keep serving the students in the community,” explained Wright-Davis, who has continued in the role of Behavior Interventionist.

Prior to the start of 2023–2024 academic year, the newly-merged Osborne staff worked hard to cast a shared vision for the entire school community. In addition to hosting Q&A sessions for families, DePietro individually met with every staff member to gather feedback and intentionally paired staff members in buddy groups that brought together staff from Akili and Osborne.

Once the school year was underway, something that helped students forge a sense of unity was Community Circle, a weekly time for Osborne students to come together with their peers in the same grade band. During Community Circle, students build community and character through games and receive awards for embodying school values. It is also a time when serious issues can be addressed through restorative conversations or smaller breakout sessions.

“Community Circle became a time when kids experienced a lot of joy, discovered similarities with other students, and stepped into the identity of being a MOCS student,” observed Beverly. (MOCS is the acronym for Mildred Osborne Charter School).

Wright-Davis echoed Beverly’s sentiments around the importance of students building a shared identity and sense of school community.

“We really worked together, as staff members, to use the same language with students. We kept reiterating ‘this is Mildred Osborne Charter School, this is Crescent City Schools, and we are one.’ We also were really thoughtful about small things, like making sure the seating charts didn’t put all Akili students together, for example, and we incorporated activities that allowed kids to get to know each other and find similarities,” recalled Wright-Davis.

In the 2024–2025 school year, Osborne began to see the impact of all the turnaround efforts, both in terms of academic gains as well as in culture for both students and staff.

“Charlie brings a lot of energy to the data meetings, where staff look at student academic data,” shared St. Martin. “He lights a fire under things and also celebrates the growth. He will brag on a specific grade, or even a specific class. It gives you a sense of ‘I can keep doing this’ because your hard work with students is being recognized.”

Quinten Atkins, a 7th Grade Math Teacher and Team Lead who came to Osborne by way of Akili, echoed his view that an emphasis on continuous growth and progress is a part of Osborne’s school culture.

“Even though we hit a “C”, which is huge, there isn’t really a lot of talk about that now,” shared Atkins. “The focus immediately became, ‘Well, what’s next?’ And I think that’s something that is just part of Osborne’s culture now. It’s kind of like making one hundred points and saying, ‘I think we could get higher if we just tweaked a few things,’” added Atkins.

“A big part of Osborne’s success is the fact that every adult in the building knows that what they do is important, and everybody wants to make progress. I think that gives the kids a sense that, ‘Hey, every adult that I’m in contact with around the building is putting their best foot forward, so I want to mimic that,’” shared Atkins.

There is a sense throughout the building that Osborne’s future is bright, and there is a lot of energy felt by staff members to keep improving as educators as well as to try new academic initiatives.

“I’m not going to lie, it’s fun to come to work. It just feels good to be in the building. You can see joy in any classroom. Any grade that you go in to see, kids are excited about learning, and teachers are excited to teach them,” shared Beverly.



LASHAWN WRIGHT-DAVIS, BEHAVIOR INTERVENTIONIST



Over the past fifteen years, I think CCS has become known as a place that accepts all kids and provides support. In the community, CCS has become the place where your child can get what they need, whether that is high need services or a good general education. There is a real trust in the community that those things will be provided.

Zondra Howard-Cross, Chief of Staff, Crescent City Schools,  
Founding staff member at Harriet Tubman

# CONSTELLATIONS: HOW CCS IS HELPING STUDENTS REACH FOR THE STARS

In August 2025, Crescent City Schools launched Constellations, an alternative program designed for students with significant cognitive disabilities. The program serves New Orleans students in grades PreK-4 who have autism and/or other low-incidence disabilities. By January 2026, more than 60 students had enrolled in Constellations, with room to gradually grow to 120 students total.

As a network committed to operating open enrollment charter schools, CCS schools are designed to serve all students, including those with special needs. In order to serve all students in a setting that best supports their learning, CCS offers several learning environments at each of its schools, such as inclusion in the general classroom (with supports), small group settings (resource rooms), and self-contained classrooms. CCS also operates Aurora, a program designed for students with a wide range of exceptionalities who need a smaller, more personalized environment with individualized social, emotional, and behavioral supports.

Constellations was created after Crescent City Schools experienced a multi-year increase in the number of children enrolling in its schools with significant cognitive impairment and/or intellectual disability as well as adaptive needs. Many of these students also had autism. In 2022, there were 22 students enrolled in the CCS network with significant cognitive disabilities. By Fall 2024, that number had grown to 68 students. These students required more space and more supports than existing CCS facilities could offer, and there was no public school option or setting to which these students could be referred.

After discovering the dearth of options available to these students, CEO Kate Mehok and Chief of Schools Julie Lause concluded that there was a need to create a program dedicated to this specific population, not only for CCS students, but for the city as a whole. **That is why Constellations, while a program of CCS, is open to any student in Orleans Parish.**

“Through Constellations, CCS is really providing a sustainable solution for a citywide challenge, which is how to serve students with significant cognitive disabilities with





▲ CONSTELLATIONS IS LOCATED ON THE TUBMAN PARK CAMPUS IN ALGIERS. IT CURRENTLY SERVES MORE THAN 60 STUDENTS.



**Through Constellations, CCS is really providing a sustainable solution for a citywide challenge, which is how to serve students with cognitive disabilities with excellence. By creating a standalone program, CCS is increasing the stability and quality of the educational experience for students with cognitive disabilities.**

Julie Lause, Chief of Schools, Crescent City Schools

excellence,” shared Lause. “By creating a standalone program, CCS is increasing the stability and quality of the educational experience for students with cognitive disabilities.”

CCS began to design the program in early 2025, relying on the educational expertise of Chief of Schools Julie Lause, Network Director of Student Support Carissa Kolakauskas, and Network Director of Special Education Mary Ellen Costello. Because Constellations’ focus on students with cognitive disabilities dovetails with the district’s strategic priorities, Mehok, Lause, and Chief Operating Officer Christopher Hines, also met with key representatives from NOLA Public Schools to increase awareness of the nascent program. Additionally, information sessions were held throughout the spring to answer questions from prospective families and partner schools in the city.

As plans came into focus for the program’s educational design, CCS also began to lay the groundwork for Constellations’ physical footprint. Working with Educational Properties—a local school facility developer—and Mathes Brierre Architects, CCS planned a space that was specifically designed to meet the unique needs of its students.

The Constellations building consists of 10 classrooms for instruction and spaces for speech therapy, occupational therapy, adapted PE, life skills, and sensory play. In addition, each classroom has an observation room so evaluators, parents, and service providers can observe without disturbing the classroom environment. Constellations is located on the Tubman Park campus, which is also the home of Tubman Montessori, a campus that serves students in PreK through second grade. This proximity to the Tubman Montessori campus allows opportunities for inclusion in the regular life of a school: assemblies, play, field trips, and family events.

Nearly 50 staff members—whose positions range from Special Education Teacher to Paraprofessional to Board Certified Behavioral Analyst—work with students in the Constellations building. One of the many advantages of Constellations’ structure is that the therapies provided to students all take place on campus and are integrated into





CONSTELLATIONS HAS  
TEN CLASSROOMS  
DESIGNED TO SERVE  
STUDENTS WHO REQUIRE  
EXTENSIVE SUPPORT.

OBSERVATION ROOMS  
FOR EACH CLASSROOM  
ALLOW STAFF TO  
SUPPORT STUDENTS  
AND TEACHERS WITHOUT  
INTERRUPTING THE  
SMALL CLASSROOM  
ENVIRONMENT.





ONSITE NURSING CARE; EACH ROOM IS KEYED TO HELP KEEP STUDENTS WHO ELOPE SAFE ▲



▲ OUTDOOR PLAYGROUND AS WELL AS INDOOR, ADAPTIVE PHYSICAL EDUCATION.



CARISSA KOLAKAUSKAS, NETWORK DIRECTOR OF STUDENT SUPPORT  
ALSO SERVES AS THE PRINCIPAL OF THE CONSTELLATIONS PROGRAM

their classroom itself. This creates a team approach for every child and their individual goals, which in turn gives teachers and paraprofessionals more insight into how they can best support their students.

“There are so many benefits to a standalone program. Our students are developing friendships because they have so many same-aged peers, and the integrated approach means that every adult on campus knows each child,” shared Lause. “But perhaps the most important benefit is that our students are meeting their goals faster than we expected. Needing to create newer, more rigorous goals because almost every student has met their annual IEP goals already by mid-year is a great problem to have. We are excited to see how this program continues to grow and thrilled to be serving this specific student population in New Orleans.”

**Needing to create newer, more rigorous goals because almost every student has met their annual IEP goals already by mid-year is a great problem to have.**

Julie Lause, Chief of Schools,  
Crescent City Schools



*Interested in learning more about Constellations? For more information, visit [crescentcityschools.org/constellations](https://crescentcityschools.org/constellations) or email [ckolakauskas@crescentcityschools.org](mailto:ckolakauskas@crescentcityschools.org).*

# THE STORY OF CRESCENT CITY SCHOOLS

2010 DECEMBER

## Crescent City Schools established

Crescent City Schools receives a Type 5 charter from the state of Louisiana to transform a failing school in New Orleans.

2011 FEBRUARY

## RSD matches Tubman with Crescent City Schools

The Recovery School District matches Harriet Tubman, a persistently failing K–8 school in Algiers, with Crescent City Schools. This is the first transfer of a charter to another charter management organization in the state.

2011 JULY

## Tubman opens

Harriet Tubman Charter School opens as the first school in the Crescent City Schools network. Tubman welcomes 500 students in Fall 2011.

2019 SUMMER

## CCS buys second campus for Tubman expansion

CCS purchases the former St. Julian campus in Algiers for Tubman students in grades PreK–2 and begins renovations. Students in grades 3–8 remain at Tubman’s original building on General Meyer Avenue in Algiers.

2018 FALL

## Height reaches turnaround milestone

Height becomes the second CCS turnaround school to grow from an SPS of F to SPS of C.

2016 FALL

## Height moves to new campus

As part of the \$2 billion investment into New Orleans schools post-Katrina, Height moves into its new building in Algiers.

2020 FEBRUARY

## Tubman Park campus renovations completed

Renovations of the Tubman Park campus are completed, including Tubman Montessori and a standalone building for Aurora students, which is the first building of its kind in New Orleans built to meet the needs of a specific group of students. Tubman’s expansion results in adding a total of 450 seats since 2018.

2023 SPRING

## Akili & Osborne merger

In response to changing enrollment trends in the city overall, CCS initiates a merger between Akili Academy and Mildred Osborne Charter School to better serve Akili and Osborne students on one campus. CCS assumes operations for the newly merged Osborne Charter School.

2012 JULY

## Akili joins Crescent City Schools

Akili Academy, a successful charter school founded in 2008, becomes the second charter school in the Crescent City Schools network.

2013 JULY

## Dorothy Height (FKA Paul Habans) opens

Height becomes the second turnaround school in the Crescent City Schools network and opens its doors to students in Fall 2013.

2013 FALL

## Tubman reaches turnaround milestone

After two years under CCS leadership, Tubman grows its School Performance Score (SPS) from a grade of F to a C.

2016 SPRING

## CCS launches Aurora

CCS creates Aurora, an alternative program for students who need a smaller, more personalized environment with individualized social, emotional, and behavioral supports.

2016 JANUARY

## Tubman receives 5-year renewal from the state

The state releases School Performance Scores for 2014–2015, and Harriet Tubman becomes the highest-performing RSD school on the West Bank of New Orleans and the 5th highest in the district. The state issues a 5-year renewal of the Tubman charter.

2025 AUGUST

## Launch of Constellations

CCS launches Constellations, a program for students with cognitive impairment, intellectual disabilities, and significant adaptive needs. CCS constructs a building designed specifically for the needs of this student population on the Tubman Park campus—home to Tubman Montessori, Aurora, and Constellations.

2025 FALL

## Osborne reaches turnaround milestone

After two years under CCS leadership, Osborne becomes the third CCS turnaround school to grow its SPS from a grade of F to a C.



**What I most remember about the first year of Tubman were the people who joined the staff. Everybody that came on knew that we were turning around a failing school and that we weren't doing it one grade at a time. We were doing a full school turnaround. Everybody was really likeminded, knowing that the work we were doing was hard but doing it with a sense of enthusiasm. It was hard but we knew that we were doing it together.**

Steven Bliss, Director of Culture, Mildred Osborne Charter School,  
Founding staff member at Harriet Tubman

# REFLECTING ON 15 YEARS OF OPERATING SCHOOLS

*An interview with Crescent City Schools Co-Founders, Kate Mehok and Julie Lause.*

Since its founding in 2010, Crescent City Schools has grown from one school, serving 500 students, to a network comprising four campuses and two alternative programs that serves nearly 2,600 students with 500 staff members.

CCS Co-Founders Kate Mehok and Julie Lause have been the driving forces behind this growth and expansion, and they have guided the organization throughout many significant changes over the years; the expansion of Harriet Tubman Charter School to two campuses, the operation of schools amidst the COVID-19 pandemic, the turnaround of three schools (Tubman, Height, and Osborne) from failing status to earning grades of “C”, the successful creation of Mildred Osborne Charter School (the result of a merger between a CCS school and an out-of-network school), and the creation of the Aurora and Constellations alternative programs.

None of these developments happened in a vacuum and, even as CCS has grown in terms of the number of schools it operates and students it serves, its leaders remain involved in the larger educational landscapes of New Orleans and Louisiana. Below, CEO Kate Mehok and Chief of Schools Julie Lause share their perspectives on the changes in the network, the strengths of the city’s charter school system, and their hopes for the future.

**CCS has been operating schools in New Orleans for the past 15 years.**

**What accomplishments or milestones are you most proud of?**

Kate: Before 2011, folks across the city and state thought if a charter failed, we should just let it close. At Tubman, we were the first charter-to-charter turnaround in the state, one



MEHOK AND LAUSE IN BATON ROUGE IN 2010, JUST PRIOR TO SUBMITTING CRESCENT CITY SCHOOLS'S CHARTER APPLICATION TO ASSUME OPERATIONS OF HARRIET TUBMAN CHARTER SCHOOL

of the first to do whole school turnaround, and the first to take an entire K–8 school from an F to a C in two years. Our work showed that the job of transforming a district could be done by changing operators, which preserves continuity for families by keeping schools open. We have used that mechanism time and time again in New Orleans to address failing schools, and now in 2026 we have zero failing schools in the city. Being the first and then being successful really ended the era of one grade at a time schools. We were trailblazers there in 2011, and we continue to prove the possibility by undertaking two more whole school turnarounds with Dorothy Height in 2013 and Mildred Osborne in 2023.

### How would you say that charter schools in New Orleans are different from charter schools in other places?

Julie: In other cities, charter schools are separate from the district system and often have different rules than a regular district school. In our system, charter schools ARE the district public schools. We are really a hybrid system with SOME of the autonomy of typical charter schools and ALL of the responsibilities a district school has to serve every child in the city. Our New Orleans schools can't select their own students or expel their own students, and they're required to be nonprofits. In addition, we're required to serve every student no matter the special need and provide transportation from anywhere in the city. The main difference between us and a regular school district is that the money follows the child and each school hires teachers to serve the students that attend that school.

For the last 20 years, our schools have worked closely together to create a district system that ensures equity for all families. Before Katrina, the system unfairly prioritized middle class and white families, and the best schools were in those neighborhoods. Now, all students can apply to schools throughout the city. Pre-Katrina, the vast majority of schools were failing. Twenty years later, we have zero failing schools, and in 2025 New Orleans attained its highest school performance score ever, achieving a B ranking for the first time. This was an unthinkable achievement 20 years ago. We did this working together, and I can't wait to see what we will accomplish in the next 20 years.

### Aside from obvious changes in the network over the past 15 years—like the number of students served or schools operated—where have you seen the most growth?

Kate: I've really enjoyed watching our leaders grow throughout their time within the organization. All of our current principals leading our schools started as teachers, most of them in the first few years of their career. LaKeysha Arthur, current principal at Height, started there as a

**At Tubman, we were both the first charter-to-charter turnaround in the state, one of the first to do whole school turnaround, and the first to take an entire K–8 school from an F to a C in two years.**

Kate Mehok, Co-founder,  
Crescent City Schools

**Pre-Katrina, the vast majority of schools were failing. Twenty years later, we have zero failing schools, and in 2025 New Orleans attained its highest school performance score ever, achieving a B ranking for the first time. This was an unthinkable achievement 20 years ago.**

Julie Lause, Chief of Schools,  
Crescent City Schools

do lack certain benefits that exist in a traditional district. For students with particularly significant needs, centralized programs can be centers of excellence that bring stability to vulnerable kids.

founding 3rd grade teacher in 2013, through TeachNOLA as a career changer. Within a few months of watching her teach and lead in her room, Julie and I knew she'd be leading a school someday at CCS. Over time Julie and I have come to see that one of our most important roles is to identify, support, and grow leadership across the network.

**What citywide changes do you think would benefit educational outcomes for all students in New Orleans?**

Julie: Because the vast majority of the educational professionals in the city work inside of our school networks, the biggest innovations come at the school level. While we have successfully created a centralized system that serves students equitably, we

CELEBRATING OUR TEACHERS AND STAFF ACROSS THE ENTIRE CRESCENT CITY SCHOOLS NETWORK



That's why Crescent City Schools has innovated and created programming that is open to all students in the district. Constellations, our program for students with cognitive disabilities, serves more than 60 students in its inaugural year and will serve up to 120 in the years to come. Because we already served a particularly high number of students with low-incidence disabilities (like cognitive disabilities, autism, behavior and emotional disabilities, etc), we were uniquely suited to expand that program and offer it to students around the district. The same is true for our Aurora program, which serves students with behavioral disabilities. Sometimes a school has just three or four students with low-incidence disabilities, and that makes it difficult for an individual school to build a high-quality program with a stable staffing model. In a larger setting, we can serve students well, integrate all their related service providers, and build a stable and supportive school community. We have done a lot of innovating over the years in order to serve our students well. I'm looking forward to seeing what is in store for CCS over the next 15 years.



MEHOK AND LAUSE HONORING STAFF MEMBERS IN FALL 2025 WHO REACHED THEIR 10 YEAR ANNIVERSARY OF WORKING WITH CRESCENT CITY SCHOOLS



I can honestly say that CCS really loves and invests in its people. I came in as a behavior interventionist and went on to become Dean of Culture and now Director of Culture. CCS wants to see you grow and pours into you to make sure that you have the skills to do so.

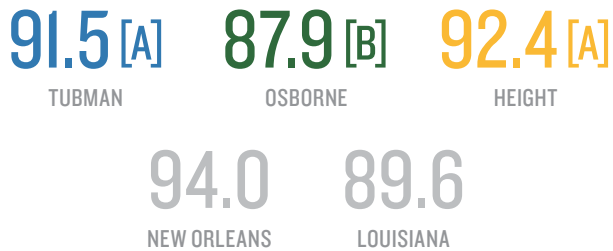
Donna Jones, Director of Culture, Dorothy Height Charter School,  
Founding staff member at Harriet Tubman and Dorothy Height



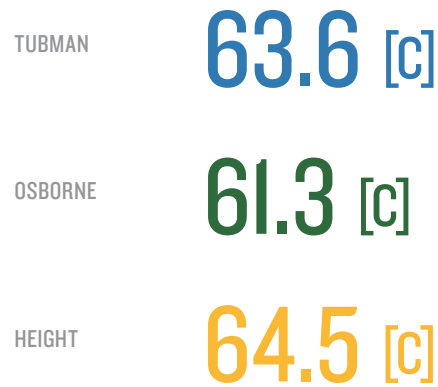
# STUDENT ACHIEVEMENT

## 2025 Growth Progress Index Score

The Louisiana Department of Education measures student academic growth across two years in order to increase stability and accuracy. The progress score for 2025 thus represents student growth in 2023–24 and 2024–25.



## School Performance Score (SPS)



## 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.

## Dropout Credit Accumulation Index

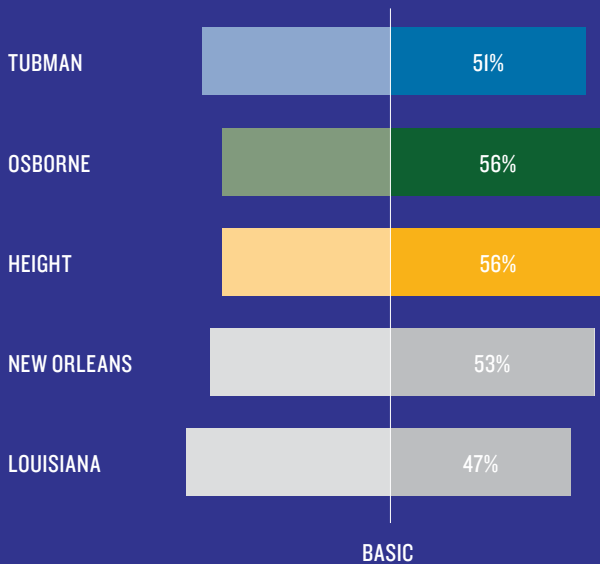
This measure awards points for students who were enrolled in grade 8 at a CCS school in 2023–2024 based on credits those same students earned in ninth grade in 2024–2025. This measure essentially looks at how well-prepared former CCS students were for high school. Anything greater or equal to 90 points is a grade of A. CCS is proud to share that all schools performed well on this measure: Tubman received 136.7 points, Height received 124.7 points, and Osborne received 130.7

## 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.

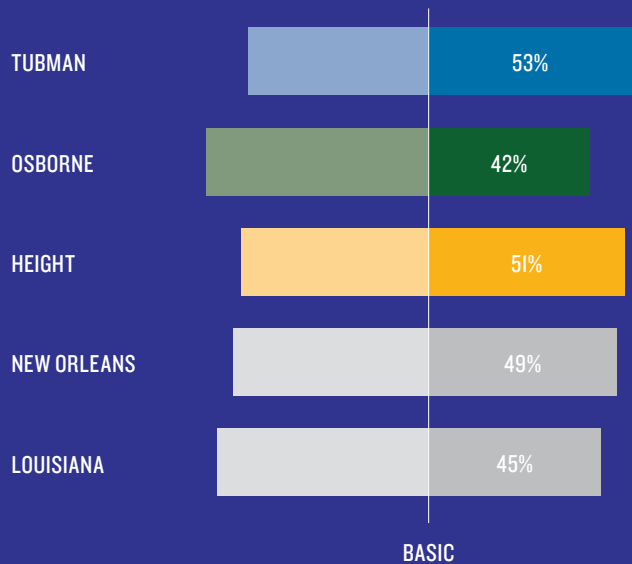
### ELA

% of students demonstrating Top Growth



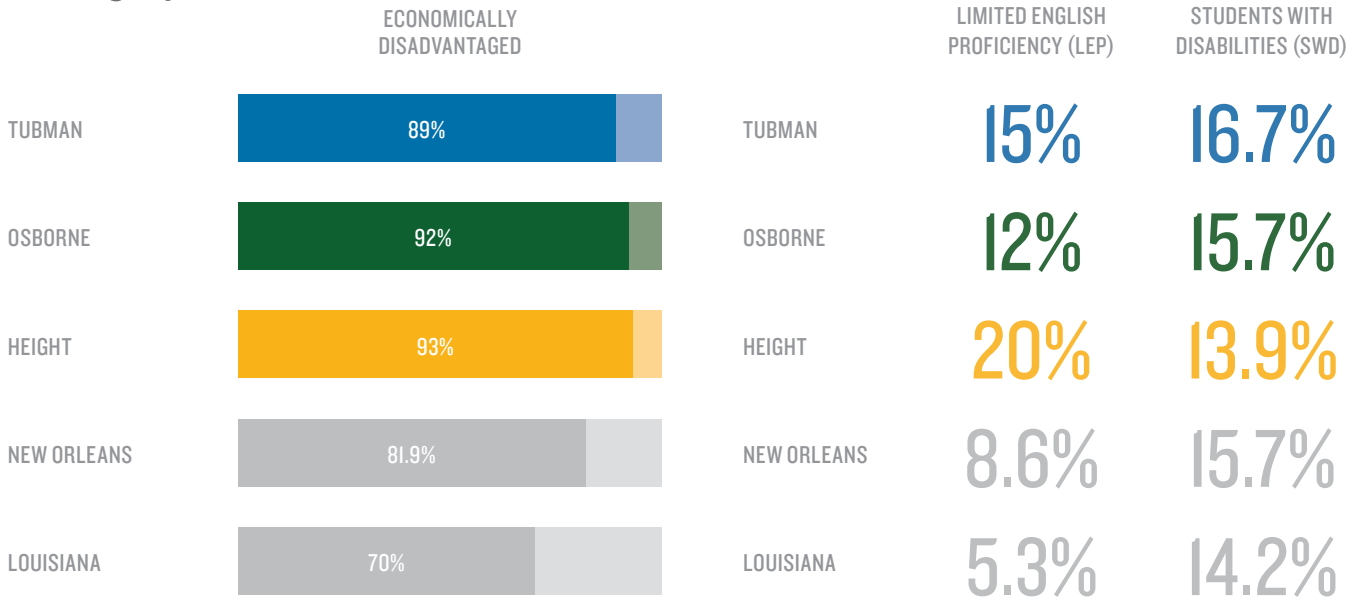
### Math

% of students demonstrating Top Growth

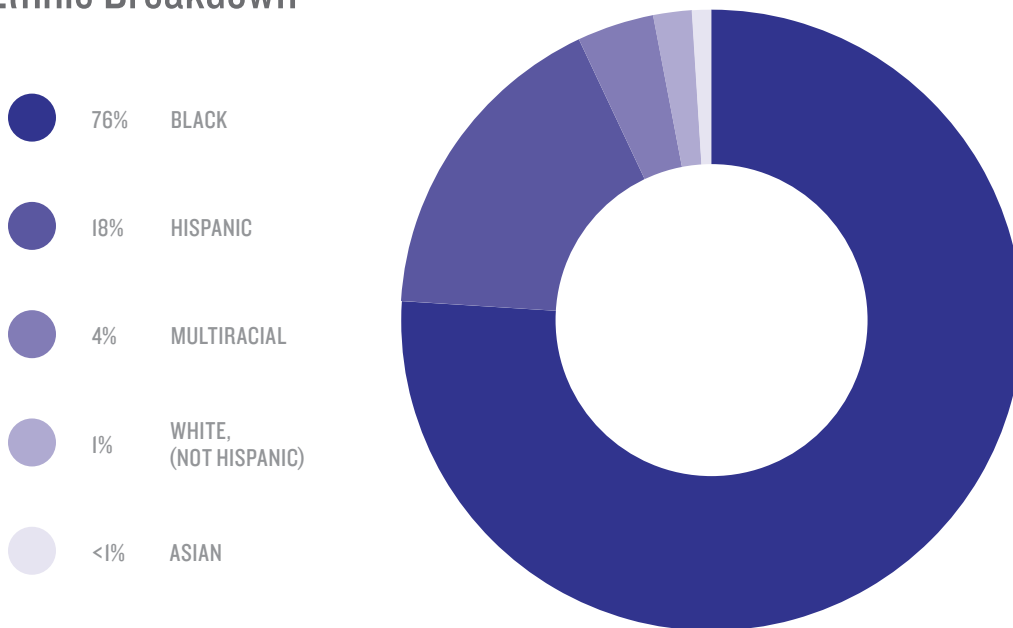


# OUR STUDENTS

## Demographics



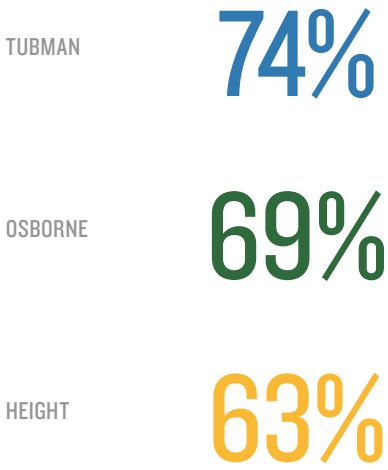
## Racial/Ethnic Breakdown



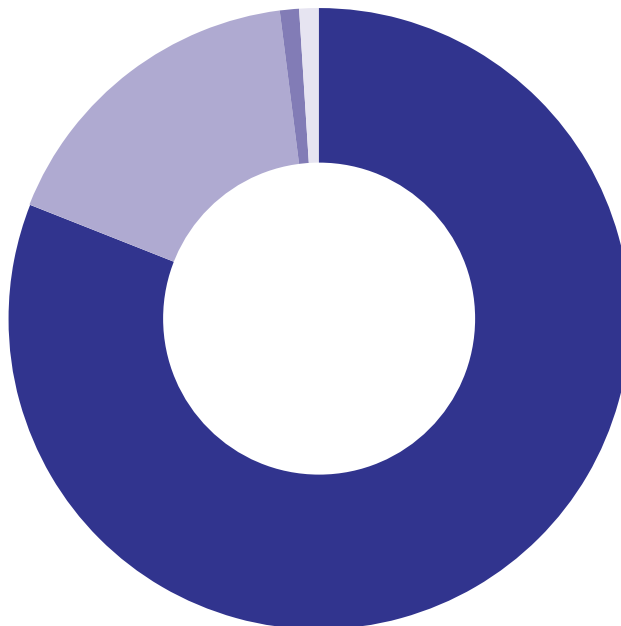
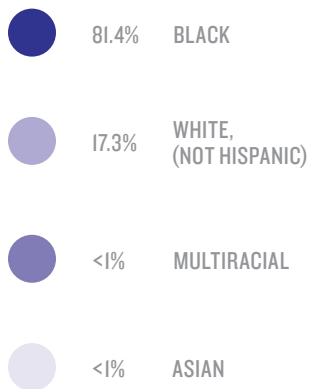
# OUR STAFF

## Experience

Teachers with 4+ years of experience



## Racial/Ethnic Breakdown





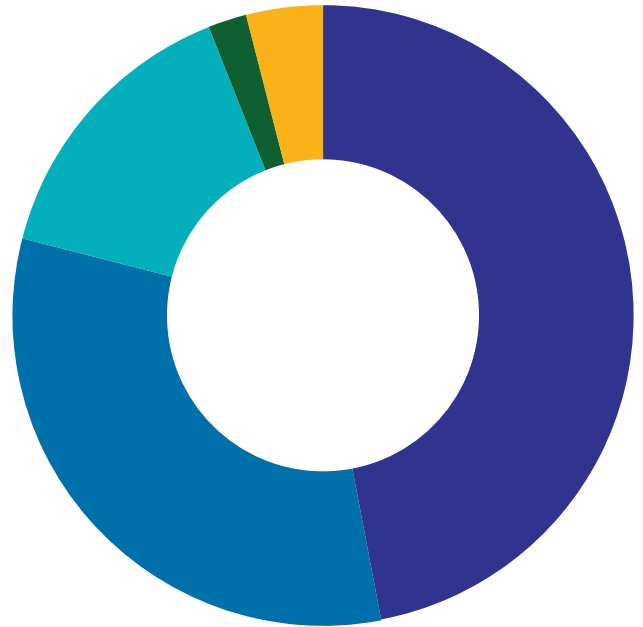
**Having been with CCS from the very beginning, it's really special for me to see people who I hired years ago step into leadership roles, as principals or directors. I also think the fact that I've been at Tubman for so long is helpful when I talk with prospective staff members because it demonstrates how strongly I feel about this work.**

Jessica Bordelon Bliss, Chief of Staff, Harriet Tubman Charter School,  
Founding staff member at Harriet Tubman

# FINANCES

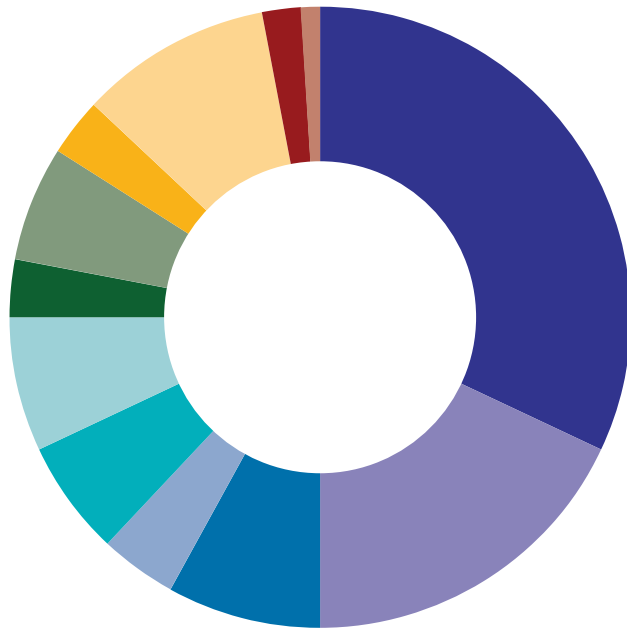
## Revenue

Crescent City Schools designs each of its schools to operate sustainably on public funds. However, in order to truly meet the needs of the nearly 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.



- 46.8% LOCAL GOVERNMENT REVENUE
- 31.9% STATE GOVERNMENT REVENUE
- 15.6% FEDERAL GOVERNMENT REVENUE
- 2.5% DONATIONS
- 3.3% OTHER

# Expenses



- 31.7% GENERAL EDUCATION
- 18.1% SPECIAL EDUCATION
- 8.5% STUDENT SUPPORT
- 3.9% ENRICHMENT & EXTRA-CURRICULARS
- 6.0% FOOD SERVICES
- 7.0% TRANSPORTATION
- 3.0% SCHOOL LEADERSHIP
- 6.2% ADMINISTRATIVE SUPPORT
- 2.7% TECHNOLOGY
- 10.6% FACILITIES
- 2.0% OTHER
- 0.3% SECURITY

# OUR BOARD

## Board of Directors

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Nick Tringali

Michael Wallace



As Board Chair of Crescent City Schools, I am so proud of what our students and staff accomplished this past year. As you've read in this report, each of our schools achieved a grade of "C" in 2025. As a network of open enrollment schools, this is truly worth celebrating.

Osborne's rise to a grade of "C" is of particular significance, as it marks the third time the network has transformed a failing school into a "C" school.

When I share with friends or colleagues that Crescent City Schools is committed to whole school turnaround, they usually ask me how our network goes about transforming a failing school into an excellent school. My response? **Every adult in the school knows that they contribute to students' development and academic achievement.**

*The behavior interventionist knows that they are helping students learn how to advocate for themselves when they need help.*

*The bus driver knows that they are the first and the last staff member that many students see during their day, and that their interactions can set the tone for the start and end of the school day.*

*The teacher knows that they must maximize the time they have with students, so they prepare their lessons and internalize what they are teaching so that they can deeply engage students in the work.*

*The cafeteria staff know that a hungry student can't focus on school work, and that the nourishment they provide students prepares their bodies and minds to learn.*

I want to thank each of our 500+ staff members for the role that they played in the academic achievements of our students. I can't wait to see what we accomplish in 2026.

In service,



Monica Landry

# OUR DONORS

## Organization Donors

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## Individual Donors

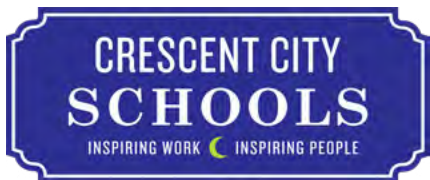
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