Message from the School
Our belief is that Browne Bombers can accomplish any goal they commit to reaching. We vehemently believe that every child needs and deserves a champion to push them toward greatness. Browne EC is also committed to a well-rounded education. We understand success in the 21st century requires more than reading, writing, and arithmetic. Our desire is to empower students to become the change their communities require to thrive. We educate and inspire, teach and transform, every student every day at Browne EC.

School Instructional Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>08:15AM - 03:15PM</td>
</tr>
<tr>
<td>Tuesday</td>
<td>08:15AM - 03:15PM</td>
</tr>
<tr>
<td>Wednesday</td>
<td>08:15AM - 03:15PM</td>
</tr>
<tr>
<td>Thursday</td>
<td>08:15AM - 03:15PM</td>
</tr>
<tr>
<td>Friday</td>
<td>08:15AM - 03:15PM</td>
</tr>
</tbody>
</table>

School Uniforms Required: Yes
Bus Line(s): S41, X2, X3, X8, X9
Metro Line(s): Not Provided
Before Care Offered: No
After Care Offered: Yes
Cost: Sliding Scale

Total Students (2020-21 Ever-Enrolled): 423
Total Teachers: 45
Total School Leaders: 8
Grades Served: PK3, PK4, KG, 1, 2, 3, 4, 5, 6, 7, 8
Principal: Shawna Dix
Title-I Status: Yes
Local Education Agency (LEA): District of Columbia Public Schools

School Program Information
- Blended Learning
- Extended day
- Interscholastic Sports
- Restorative Justice Program

Parent Organization
Parent Organization Offered: Yes
Parent Organization Contact: Amber Lee
Parent Organization Website: www.dcps.dc.gov/page/parent-organizations

Extracurricular & Enrichment Activities
- African American Civil War History works
- The Tech Bridge Girls STEM Program
- Fundations
- Extended Day

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School Enrollment

The audit enrollment count is the number of students enrolled in public schools the District on a specific date in the early fall. The ever enrolled count is the total number of students who are enrolled at any point during the school year; a student who attends a school for one day or 180 days is counted the same way. For this reason, the ever-enrolled count will always be larger than the audit count.

<table>
<thead>
<tr>
<th>Grade</th>
<th>PK3</th>
<th>PK4</th>
<th>KG</th>
<th>Grade 01</th>
<th>Grade 02</th>
<th>Grade 03</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>26</td>
<td>44</td>
<td>36</td>
<td>48</td>
<td>47</td>
<td>37</td>
</tr>
<tr>
<td>PK4</td>
<td></td>
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<td></td>
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<tr>
<td>KG</td>
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<tr>
<td>Grade 01</td>
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<tr>
<td>Grade 02</td>
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</tr>
<tr>
<td>Grade 03</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Enrollment by Student Group

- At Risk: 72.81%
- Children in Foster Care: 1.41%
- English Learners: 17.73%
- Military Connected: <0.10%
- Students Experiencing Homeless: 13.71%
- Students with Disabilities: 19.38%

Enrollment by Race/Ethnicity

- Black/African-American: 86.05%
- Hispanic/Latino, any race: 13.23%
- Two or more races: 0.47%
- White: 0.23%
Teacher and School Leader Data
This page includes information about teacher experience levels at levels in DC Public Schools and public charter schools. For DC Public Schools, it also includes information about credentialed and in-field teachers.

School Leader and Teacher - Years of Experience

- Teachers
  - 0-1 Year: 26.66%
  - 2-5 Years: 11.11%
  - 6-10 Years: 26.66%
  - More Than 10 Years: 35.54%
- School Leaders
  - 0-1 Year: 62.50%
  - 2-5 Years: 25.00%
  - More Than 10 Years: 12.50%

School Safety and Discipline
Information about discipline and school safety in DC, in accordance with the U.S. Department of Education’s Civil Rights Data collection, including suspensions and expulsions for students, school related arrests, reported incidents of violence, bullying, and harassment are available in the OSSE Discipline report and data files (https://osse.dc.gov/page/data-and-reports-0).
Review information on attendance at the school. This includes in-seat attendance for all students (including a separate measure of attendance for pre-K students, since pre-K is not compulsory), the percentage of students chronically absent, meaning that they miss at least 10% of the school days for which they are enrolled throughout the school year at the school.
Pre-K In-Seat Attendance

Review information on attendance at the school. This includes in-seat attendance for all students (including a separate measure of attendance for pre-K students, since pre-K is not compulsory), the percentage of students chronically absent, meaning that they miss at least 10% of the school days for which they are enrolled throughout the school year at the school.
**Student Enrollment Changes**

Explore information on how much the population at the school changes throughout the year or from year to year. It shows information about changes in enrollment, including whether students leave or enter the school mid-year, and whether eligible students choose to re-enroll in the school.

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**Mobility**

- Students Entering (DC Overall)
- Students Entering (School)
- Students Withdrawing (DC Overall)
- Students Withdrawing (School)

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**Re-Enrollment**

- All Students: 84.50%
- At-Risk: 83.61%
- Black/ African-American: 86.12%
- English Learners: 84.74%
- Hispanic/ Latino of any race: 79.16%
- Students with Disabilities: 92.85%

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Per-pupil expenditures represent the average amount of money spent on educating each student. In other words, this value represents the total amount of actual school expenditures divided by the number of students in the school.

**2021 Per-pupil Expenditures**
Per-pupil expenditure amount is calculated by dividing the total school expenditures by the October enrollment audit count of public school students.

**Per-pupil:** $26,393  
**October Enrollment Audit Count:** 398

**Per-pupil Expenditures by Funding Source**
Details are provided about the funding sources for per-pupil expenditures. State/local sources represent revenue received directly from DC, including local grants and per-pupil funding. Federal sources include federal revenue, such as Title I funds and IDEA funding. Per-pupil expenditures are displayed compared to the LEA and DC average.

<table>
<thead>
<tr>
<th>Source</th>
<th>State/Local</th>
<th>Federal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>$23,232</td>
<td>$3,161</td>
<td>$26,393</td>
</tr>
<tr>
<td>LEA</td>
<td>$19,494</td>
<td>$3,059</td>
<td>$22,553</td>
</tr>
<tr>
<td>DC Overall</td>
<td>$21,002</td>
<td>$2,827</td>
<td>$23,828</td>
</tr>
</tbody>
</table>

https://www.browndc.org
Details are provided about the distribution of expenditures between school-level and centralized. School-level expenditures include spending on teacher and administrative salaries, books, supplies, and business costs. Centralized expenditures include the portion of spending at the LEA's central office that are allocated to the school. (Note: LEAs with only one school site do not report separate centralized expenditures)

<table>
<thead>
<tr>
<th></th>
<th>School-level expenditures</th>
<th>School share of centralized expenditures</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>$19,164 72.61%</td>
<td>$7,229 27.39%</td>
<td>$26,393</td>
</tr>
<tr>
<td>State/Local</td>
<td>$18,208</td>
<td>$5,024</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$956</td>
<td>$2,205</td>
<td></td>
</tr>
<tr>
<td><strong>LEA</strong></td>
<td><strong>$15,324 67.95%</strong></td>
<td><strong>$7,229 32.05%</strong></td>
<td><strong>$22,553</strong></td>
</tr>
<tr>
<td>State/Local</td>
<td>$14,470</td>
<td>$5,024</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$854</td>
<td>$2,205</td>
<td></td>
</tr>
</tbody>
</table>