

## 2015-2016 Annual Report

# Perry Street Preparatory Public Charter School



Perry Street Prep PCS  
1800 Perry Street NE  
Washington, DC 20019  
PH: 202-529-4400

Cynthia G. Brown, Board Chair

## TABLE OF CONTENTS

I.	School Description	3
A.	Our Mission	3
B.	School Program	3
	1. Curriculum Design and Instructional Approach	3
	2. Parent Involvement Efforts	6
II.	School Performance	7
A.	Performance and Progress	7
B.	Lessons Learned and Actions Taken	10
C.	Unique Accomplishments	13
D.	List of Donors	13
III.	Data Report	14
IV.	Appendices	15
A.	Staff Roster	
B.	Board Roster	
C.	Unaudited Year-end 2014-15 Financial Statements	
D.	Approved 2015-16 Budget	

## **I. School Description**

### **A. Mission Statement**

Our mission is simple and powerful: “Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society.” It guides our work and ensures that we remain focused on enabling our students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process.

### **B. School Program**

#### **2015-16—A Year of Strategic Improvement, Led by a Dynamic New Leadership Team**

During the 2015-16 school year, the Perry Street Prep Board took bold steps to initiate a strategic improvement initiative. Our goal was to strengthen student learning, achievement, and socio-emotional development—and lay the foundation for Perry Street Prep’s continued growth in the years to come.

We partnered with TenSquare, a charter support organization with deep expertise in school transformation and educational excellence. TenSquare recruited an experienced and dynamic academic leader, Rachel Crouch, to serve as Principal, and in January 2016, brought on a new Director of Operations, Kelly Smith, to anchor our leadership team. Together, these new leaders worked closely with TenSquare and the entire Perry Street Prep team to strengthen Perry Street Prep’s curriculum, instruction and school culture.

We recruited new teachers to address key student learning needs; we provided focused instructional coaching to all teachers in grades 3-8 to improve teachers’ practice and boost students’ learning; we redesigned and strengthened our special education program to better meet *all* our students’ needs; and we strengthened our overall curriculum and instructional program—adding new PARCC-aligned learning resources, implementing interim assessments and interventions to better support student progress; and strengthening our use of data to continue to improve student achievement.

#### **1. Empowering Students to be College-Ready and Thrive in a Global Society—Curriculum Design and Instructional Approach**

**Perry Street Prep’s curriculum is designed to prepare students to be college-ready and to thrive in a global society.** It is aligned to the Common Core and District of Columbia standards for learning, and it has been crafted to be engaging and rigorous. All instruction is tailored to appropriate grade levels and differentiated according to each student’s individualized access point.

In grades K-8, our Common Core aligned English Language Arts curriculum is designed to provide modeling, mini-lecture, small group and guided practice to support students’ content acquisition and mastery of skills. Scholars learn routines for using close reading skills and appropriate ways to use the close reading process with both literary and informational texts. Teachers incorporate discussion, writing, and self-reflection into lessons to build critical thinking skills and improve students’ abilities to analyze text, make inferences, and devise meaning through and from analogies.

Perry Street Prep continues to strengthen our mathematics curriculum so that it is fully-aligned with the content standards in the Common Core State Standards for Mathematics (CCSSM). We provide various opportunities for students to engage in problem-solving and to learn at the level of rigor required in the standards. Scholars focus on strategies to become adept at reasoning and applying critical thinking in mathematics, while solving routine and non-routine problems. Through effective mathematical discourse and making mathematical connections explicit, scholars build their critical thinking and processing skills.

Learning is supported with Houghton Mifflin Harcourt curriculum resources—Journeys & Collections for English language arts, and GoMath for mathematics.

**To ensure that students develop the knowledge and skills they need to be successful 21<sup>st</sup> Century citizens, teachers use a variety of Instructional strategies**, including: direct and indirect instruction; interactive discussion and group work; experiential learning; and independent study.

- The **direct instruction** strategy is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, teacher-led practice, and demonstrations. The direct instruction strategy is effective for providing information or developing step-by-step skills. This strategy also works well for introducing other teaching methods, or actively involving students in knowledge construction.
- **Indirect instruction** is mainly student-centered. Examples of indirect instruction methods include reflective discussion, concept formation, concept attainment, problem solving, and guided inquiry.
- **Interactive instruction** relies heavily on discussion and sharing among participants. The interactive instruction strategy allows for a range of groupings and interactive methods. Methods may include full class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- **Experiential learning** is inductive, learner centered, and activity oriented. The emphasis in experiential learning is on the process of learning and not on the product. Students are usually more motivated when they actively participate and teach one another by describing what they are doing.
- **Independent study** refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. Independent study can also include learning in partnership with another individual or as part of a small group.

**Formative assessments are used to support student progress.** To capture student progress in literacy and math, Perry Streep Prep partnered with Achievement Network (ANET) in SY2015-16 to assess student math and English language arts progress four times a year in grades 2-8. Assessment cycles were modeled after rigorous PARCC testing. Additionally, students' reading levels were assessed three-times a year in grades K-8 using the Fountas and Pinnell system. Students participated in daily intervention blocks, "FOCUS TIME," based on their reading levels. They read texts aligned to their individual reading levels and improved their reading skills. Similarly, students in grades K-2 were assessed using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment program in

reading, and Terra Nova in mathematics. Student outcomes on these key assessments guided student interventions and supports to further improve student math and literacy skills and boost student learning.

**To augment student learning in the core subjects, Perry Street Prep implements a targeted student intervention program.** Beginning in January 2016, students were grouped based on reading and math abilities and received targeted instruction in small groups in reading and math based on diagnosed needs. Supports were provided by classroom teachers, instructional coaches, and leaders. The program targeted all students and ensured supports honed in on student needs rather than focusing on a select group of kids. Consequently, emphasis is placed on ensuring all students improve academic skills.

**Focused instructional and leadership coaching ensures that teachers and leaders have the supports they need to continually improve student learning.** During the 2015-16 school year, Perry Street Prep teachers and leaders worked closely with experienced TenSquare instructional and leadership coaches. Coaches conducted structured classroom observations, provided constructive feedback, and helped teachers improve their instructional practice. Coaches worked side-by-side with teachers to ensure fidelity with curriculum implementation and assessment administration. Coaches also provided professional development to teachers through Professional Learning Communities (PLCs). The leadership team met regularly with a TenSquare leadership coach to monitor student progress, achievement, and non-academic data (attendance, mid-year entry/withdrawal, discipline). They honed skills for using data to improve instruction and behavior support. The team as a whole worked closely together to improve learning and support for the entire Perry Street Prep school community.

### **Adding Support for Early Learners—AppleTree Partnership**

To continue to improve learning for young learners, Perry Street Prep partnered with AppleTree to offer a dynamic early learning program for our three and four year-olds. AppleTree’s mission is to “close the achievement gap before children get to kindergarten by providing three- and four-year-olds with the social, emotional, and cognitive foundations that enable them to succeed in school.” Children who graduate from AppleTree programs have the strong early academic and social-emotional skills they will need in kindergarten, elementary school, and beyond.

AppleTree Institute has developed **Every Child Ready**, “a comprehensive instructional model that drives how to teach, what to teach, and how to tell it’s being done in early childhood classrooms.”

We believe that the investment in early childhood will close gaps in students’ learning, from their youngest exposure to formal schooling. Results from assessments in SY2015-16 already demonstrate the impacts of this partnership, with notable gains in students’ outcomes. With a high-quality early childhood partner, student readiness for kindergarten will be augmented, ensuring Perry Street students are closing the achievement gap from the earliest grades.

## Engaging our Students' Minds and Bodies—Before, During and After School

Perry Street Prep is open to students from 6:30 am – 6:00 pm, and beyond some nights. Our goal is to ensure that we provide enriching activities—learning, social, athletic, and wrap-around support activities—to engage students' minds and bodies before, during, and after school. We offer several sports, including girls' and boys' basketball, cheerleading, drama, and club tennis. And, this year, we initiated a new student recognition program—to celebrate students' achievements, recognize growth, and support positive behavior. Students earn PawBucks on a weekly basis and can exchange them for various incentives throughout the year.

Through a partnership with the Champions program, we are able to provide before- and after-school enrichment activities for our students from 6:30 am through 6:00 pm. Champions offers a variety of group and individual activities designed to keep children exploring and growing. From art, dramatic play, math and science, to problem-solving, language, motor skills and more, Champions helps Perry Street students continue learning and developing essential life skills – whether school is in session or not.

## 2. Building Relationships with Families—Parent Involvement Effort

The Perry Street Prep Parent Engagement Program is an ongoing process that encourages participation, communication, and collaboration between parents, staff, students, and community members.

The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. **The goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents to become actively involved in their children's education across all grade levels.**

To achieve this goal, during the 2015-2016 school year, the Parent Engagement Program:

- Developed and delivered grade level curriculum presentations to parents and students on the factors that influence student achievement and success, via our PARCC informational nights.
- Created collaborative partnerships with external organizations and agencies that support parent and family engagement initiatives to provide needed services, supports, and resources to schools and families. Partnerships Include: Catholic Charities and Stand Up and Show Out, among others.
- Sponsored a school community Health Fair in partnership with DC's Department of Health.
- Supported Parent-Teacher Conferences.
- Offered lunch and dinner chats with families and school leaders during parent/teacher conferences, enabling parents and families to get to know our school leaders better.

- Facilitated coffee hours with the new principal, fostering open communication and allowing parents and families to interact with our new leader in a collegial, informal way.
- Created and shared monthly newsletters, sent to each child's home, highlighting key events and also providing information on the ways in which Perry Street Prep continues to strengthen our educational program.
- Coordinated a Thanksgiving celebration.
- Sponsored a Family Fun Day in June.
- Helped support and organize student "red-carpet" awards in June, to highlight, honor and celebrate student achievements.
- Collaborated with the Justice Grants Administration and Catholic Charities, on the Show Up, Stand Out Initiative which aims to help students progress, by conducting home visits to those who are having difficulties attending school on a regular basis.

Perry Street Prep offers numerous opportunities for parental involvement in academics and well as social activities, which are aligned with the school's mission and related to raising student achievement. These opportunities include, for example:

- Joining our parent organization which enables parents to plan, implement, and execute creative ideas, fundraising initiatives, and projects that support learning.
- Providing support in the classroom.
- Helping to recruit students and families, and providing outreach to community partners as well.
- Supporting students in the school musical, The Wiz.

## **II. School Performance**

### **A. Performance and Progress Overview**

Perry Street Prep strives to demonstrate personal care and concern for all of our students and celebrate their unique gifts and diversity. In turn, students are expected to become responsible participants in Perry Street Prep and the larger community and are encouraged to use their talents in the service of others.

To empower students to reach these goals, we initiated a comprehensive improvement initiative in partnership with TenSquare to strengthen performance and progress during the 2015-16 school year, including:

- **Strengthening our college preparatory curriculum**—adding new resources and supports; better aligning the curriculum to Common Core and PARCC expectations of rigor; and, implementing intervention blocks in grades 3-8 to meet students’ individual learning needs.
- **Improving supports and services to nurture each student’s social, cultural, and physical development**—hosting community meetings; strengthening connections with families and community partners; producing a schoolwide play that involved our entire student community.
- **Setting clear school culture expectations for students and staff**—developing and implementing a new PBIS (positive behavior interventions and supports) system; creating schoolwide rewards and incentives for students; and providing classroom management support to teachers.
- **Training teachers on new systems and updated curriculum resources and supports**—throughout the year, Perry Street Prep teachers learned new systems and techniques to support instruction, and practiced adapting and using new curriculum resources in the classroom.
- **Providing coaching support to all teachers**—Perry Street Prep teachers also benefitted from hands-on coaching, where they received direct, one-on-one support for improving instructional practice.

### Goals and Academic Achievement Expectations

In 2014, Perry Street Prep adopted the Public Charter School Board’s (PCSB’s) Performance Management Framework (PMF) as the school’s charter goals. The PCSB will report on Perry Street Prep’s progress on these indicators in its annual publication of the PMF results. In addition to the PMF, Perry Street Prep adopted two other goals, which are explained in the chart below.

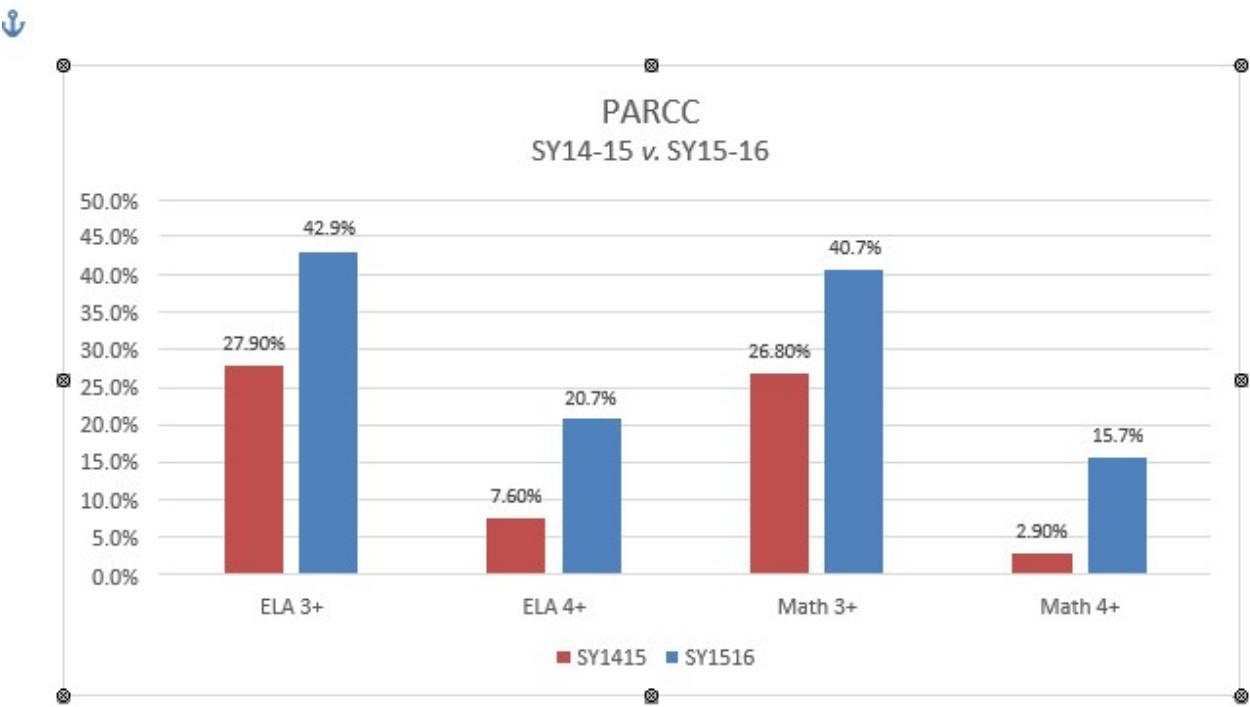
Perry Street Prep Goals 2015-16		
Goal	Met/Not Met	Evidence
Perry Street Prep PCS will complete the PCSB’s Quality Assurance Review (QAR), create a Special Education QAR Action Plan in collaboration with PCSB staff, and achieve the goals identified in their Special Education QAR Action Plan, moving all areas noted as “does not exist” or “in process” to “in place” by the end of spring 2016 and until its next five-year review school year 2018-19.	Met	Perry Street Prep fully participated in the Qualitative Assurance Review process. This year all conditions were met and all areas of concern have been addressed.
The School Corporation will remain complaint with PCSB’s attendance and discipline data submission policy as evidenced by the absence of any notices of concern in these areas.	Met	Perry Street Prep did not receive any notices of concern in regards to the submission of attendance and discipline data during SY 15-16.

# PARCC Performance

Results from the 2015-16 PARCC assessment indicate notable gains from the prior year, demonstrating the effectiveness of the school’s strategic investment in school improvement. The proportion of students attaining a 3+ (approaching expectations) and 4+ (meeting or exceeding expectations) demonstrating college and career readiness *increased nearly two-fold or more in both mathematics and English language arts (ELA)*.

Most notably, students in the 4+ category in English language arts improved nearly three-fold. Math growth was ever more remarkable, with a five-fold increase in the number of students scoring at the 4+ level in math.

Among charter schools, Perry Street Prep was among the “top 5” schools showing the most improvement from SY2014-15 to SY2015-16 in ELA and math, with double-digit gains in each subject. While Perry Street Prep has only one sub-group large enough for reporting, Black/African-American, it should be noted that the performance of students in this sub-group in the 4+ category is on par with the state average (Math, PSP = 16%; DC = 17%; ELA, PSP = 21%, DC = 19%).



## English Language Arts (ELA) Gains from 2014-15 to 2015-16

- The percentage of students scoring 3+ improved from 27.9% to 42.9%. In SY15-16 the state average for students scoring 3+ in ELA (in grades 3-8) was 50%. More than half of Perry Street Prep students in grades 3, 6 and 8 attained a 3+ score.

- The percentage of students scoring 4+ improved from 7.6% to 20.7%, meaning that scores increased by two-and-a-half-times. In SY 15-16, the state average for students scoring 3+ in ELA (in grades 3-8) was 28%. Perry Street Prep third graders demonstrated the highest proportion of students attaining 4+ scores (38.7%), notably exceeding the state average for 3<sup>rd</sup> grade of 26%.

#### **Math Gains from 2014-15 to 2015-16**

- The percentage of students scoring 3+ improved from 26.8% to 40.7%. In SY15-16, the state average for students scoring 3+ in math (in grades 3-8) was 49%. Perry Street Prep outcomes were most notable in 4<sup>th</sup> grade (60%, 3+) and 8<sup>th</sup> grade (45.7%, 3+).
- The percentage of students scoring 4+ improved from 2.9% to 15.7%, a more than five-fold increase. In SY 15-16, the state average for students scoring 4+ in math (in grades 3-8) was 27%. Perry Street Prep students in grades 3, 4 and 8 had the highest proportion of students scoring 4+ (20%).

### **B. Lessons Learned and Actions Taken**

After commissioning TenSquare—a charter school support group that works inside and alongside schools and staff to elevate an organization’s leadership, culture, and effectiveness—to complete a comprehensive school performance audit in the fall of 2014, Perry Street Prep entered into a partnership with TenSquare in January 2015 to provide leadership and instructional support for the school.

TenSquare worked with the Board of Trustees and leadership to design a comprehensive plan aimed at improving school culture and academic instruction at Perry Street Prep. Throughout the 2015-16 school year, TenSquare provided support for PSP school leadership to implement the plan and make real-time adjustments to continue to improve academics, culture and operations.

#### **School Culture Lessons Learned**

In 2015-16, Perry Street Prep learned a number of lessons as we worked to improve school culture:

- **Cultural change does not happen overnight, but commitment to accountability and continual improvement yields results.** Student outcomes at the end of school year 2014-15 were disappointing, and highlighted the school’s lack of preparation for Common Core standards and new PARCC assessments. As a result, many teachers and staff were demoralized. As Perry Street Prep reaffirmed its commitment to improving learning for all students, and to holding adults fully accountable for student learning in 2015-16, we saw students, teachers, and the entire Perry Street Prep community become increasingly engaged—and, as a result, we saw student outcomes improve dramatically in the 2015-16 school year, as well.
- **This commitment, in turn, led to a number of other improvements: leaders recognized that in addition to making academic and cultural improvements, facilities improvements were essential to Perry Street Prep’s overall well-being as well** —This year, the Perry Street Prep community experienced a substantial fire and two floods, and leaders dealt with them quickly

and professionally. These incidents also underscored the need, however, for Perry Street Prep to engage in long-deferred maintenance. HVAC work was completed, and classrooms and hallways were painted. The facility was transformed from one serving 900+ students in grades PreK-12, to one that aesthetically and physically would better meet the needs of students in grades PreK-8. In short, leaders and staff worked together to ensure that Perry Street Prep continues to have a wonderful facility inside and out.

- **Perry Street Prep suffered from lower than expected enrollment in 2015-16.** With the closure of Perry Street Prep’s High School and the ever-changing enrollment environment in DC, **we learned an important lesson: schools must continually tout their work to support students and their communities if they want to maintain and increase enrollment.** In order to meet the needs of our students and ensure our long-term viability as a school, we had to make some difficult budget cuts at the beginning of the 2015-16 school year. As challenging as these cuts were, ultimately there were necessary. They enabled us better serve our students and continue to grow as a school. Prior to the 2016-17 school year, our team has worked hard to increase its visibility in Ward 5, the community, and throughout DC—holding community events, and continuing to strengthen partnerships with existing and prospective parents and families.
- During the summer of 2015, school leadership revised the code of conduct and student handbook to make it more inclusive and responsive to the current student body. In fall of 2015, we also initiated a new PBIS (positive behavior interventions and supports) program to support an inclusive and positive student culture. This new program included teacher training, creation of incentive programs for students, increased communication with families, increased of community meetings and other events to reward students. **Though we are still early in the process of implementing this system, we have already seen a substantial decrease in suspensions (from 20 per month to an average of just two per month) and an improvement in culture.** In preparation for 2016-17, Perry Street Prep leadership has committed to working with staff and faculty to enforce the code of conduct even more rigorously and equitably. While we saw discipline incidents decline last year, we know that there is more work we can do to continue to improve student culture. **Changing policies and providing support are essential to improving student culture, but they aren’t enough. Changing ingrained habits requires new language, constant practice, and consistent reinforcement—for young people and the adults who serve them.**
- Perry Street Prep implemented a new attendance system this year to capture tardies and absences more accurately. Teaching staff also received intensive coaching and professional development focused on establishing a strong classroom culture and using effective classroom management practices to improve learning. While still early in the implementation of this culture shift, we are already seeing returns. **When effective data systems and management practices are combined with improved classroom culture, attendance improves and tardies decline.**

## **Academic Program Lessons Learned**

- **The right curriculum resources and supports make a big difference.** With DC’s shift to using PARCC tests to assess student progress and achievement, many schools are still adjusting to this fairly new testing regimen and the expectations it creates for more rigorous student learning. To ensure that *all* Perry Street Prep students are learning at the highest levels—that they are “prepared to be college-ready and thrive in a global society”—Perry Street Prep purchased updated literacy resources and materials for all grade levels. The math curriculum was supplemented with Eureka Math materials. Additionally, teachers received training and support around creating guided reading groups and materials to support both literacy and numeracy growth. As a result, student test scores grew in both reading and math.
- **Focused instructional coaching works.** Perry Street Prep employs teachers with varying levels of experience and who consequently need a variety of supports. In order to meet the professional development needs of all academic staff, Perry Street Prep offered a robust instructional coaching program led by TenSquare in school year 2015-16. Every teacher worked one-on-one with a coach. In addition to receiving formal observations by supervisors, teachers were observed weekly by their coach. An email or in-person meeting to discuss timely feedback and clear expectations for growth followed each observation. Again, we saw student learning outcomes improve as a result of this work.
- **When teacher observations and feedback are clear, aligned to a transparent framework, and focused on meeting teachers’ needs, instructional practice improves.** During the 2015-16 school year, Perry Street Prep implemented revised and improved frameworks for all teacher evaluations—each teacher received a mid-year and year-end formal evaluation, with a clear framework for assessment and feedback. During the 2016-17 school year, we will continue to strengthen this framework and align all informal coaching to the formal evaluations.
- **Formative and interim assessments allow teachers to track student progress and support student achievement growth throughout the year.** During school year 2015-16, to capture the most accurate data, beginning of the Year assessments were administered earlier in the school year. Perry Street Prep also contracted with ANet to implement PARCC-aligned interim assessments four times per year. This data was used to inform daily instruction and aid teachers in individualizing instruction. We also saw students’ test score improve as a result of this effort.

## **C. Unique Accomplishments**

### **Perry Street Prep Partners with Show Up Stand Out**

Show Up Stand Out is a partnership with Catholic Charities to help combat truancy related issues with students and their families. Show Up Stand Out provides Perry Street with resources, such as case workers who visit students' homes to meet with parents and form a partnership. They also distribute clothing vouchers, food, tokens and metro cards to parents to ensure that children can attend school. This partnership enables us to extend the supports and services we provide to both students and families.

### **Presenting... The Wiz!—Perry Street Prep's All-School Musical Production**

During the 2015-16 school year, Perry Street Prep staged an all school musical production of The Wiz. The entire school community (including students in grades PreK-8) was involved in staging this special event—helping to build the sets; advertise the production; act, dance, and sing; and join together in this celebration of our school community. The play was performed on June 3 and 4<sup>th</sup>, 2016.

## **D. List of Donors**

<b>Donor</b>	<b>Amount</b>	<b>Description</b>
Ballard Spahr LLP	\$38,747.60	In-kind legal services
Joe Fanone	\$3,000.00	Donation

**III. Data Report****Perry Street Prep PCS**  
2015-16 ANNUAL REPORT

<b>LEA ID</b>	125
<b>LEA Name</b>	Perry Street Preparatory PCS
<b>Campus Name</b>	Perry Street Preparatory PCS
<b>Adult Ages Served</b>	N/A
<b>Total Audited Enrollment</b>	323
<b>PK3</b>	40
<b>PK4</b>	43
<b>KG</b>	27
<b>Grade 1</b>	26
<b>Grade 2</b>	26
<b>Grade 3</b>	34
<b>Grade 4</b>	29
<b>Grade 5</b>	21
<b>Grade 6</b>	19
<b>Grade 7</b>	17
<b>Grade 8</b>	41
<b>SPED</b>	10.8%
<b>Total number of instructional days 2015-16</b>	180
<b>Student Suspension Rate</b>	10.5%
<b>Student Expulsion Rate</b>	0%
<b>Instruction Time Lost to Suspension</b>	0.30%
<b>Promotion Rate</b>	99.48%
<b>In-Seat Attendance Rate</b>	90.9%
<b>Midyear Withdrawal Rate</b>	-7.4%
<b>Midyear Entry Rate</b>	1.2%
<b>Teacher Attrition Rate</b>	62.5%
<b>Number of Teachers</b>	16
<b>Average Teacher Salary</b>	\$57,004
<b>Minimum Teacher Salary</b>	\$45,000
<b>Maximum Teacher Salary</b>	\$70,920

#### IV. Appendices

##### Appendix A: Staff Roster

Last Name	First Name	Title	Education
Abbott-Davis	Monique	Instructional Coach	Master's Degree
Bell	Cheryl	Records Coordinator	Bachelor's Degree
Berringer-Chusano	Amanda	Campus Manager	Bachelor's Degree
Berryhill	Deseree	Kindergarten Teacher	Master's Degree
Blackledge	India	Kindergarten Teacher's Assistant	Bachelor's Degree
Bobo	Latina Marie	2nd Grade Teacher	Master's Degree
Brady	Matthew	Music Teacher	Master's Degree
Coale	William	School Counselor	Bachelor's Degree
Crouch	Rachel	Principal	Master's Degree
Davis	Rodney	Facilities Manager	Diploma
Davese	Alma	Food Handler	Diploma
Godbold	Marissa	Middle School Math Teacher	Bachelor's Degree
Gonzales	Jose	Technology Teacher	Bachelor's Degree
Gueory	Rhonda	Office Manager	Diploma
Greatheart	Omar	Dedicated Aide	Associate's Degree
Hall	Stephanie	Special Education Teacher	Master's Degree
Hill	Gregory	Physical Education Teacher	Bachelor's Degree
Hinds-Wynn	Bunmi	Kindergarten Teacher	Master's Degree
Irwin	Idil	Dean	Bachelor's Degree
Jackson	Gerard	Director of Student Support	Master's Degree
Jenkins	Jimmie	Facilities	Diploma
Johnson	Kisha	First Grade Teacher	Bachelor's Degree

Keller	Nicole	Middle School Social Studies Teacher	Master's Degree
Loran	Fredy	Middle School Science Teacher	Bachelor's Degree
Malone	Molly	Spanish Teacher	Bachelor's Degree
Marr	Lawrence	Security Officer	Diploma
Meads	Shannon	Special Education Teacher	Bachelor's Degree
Moody	Albert	Security Officer	Diploma
Nickens-Bryce	Desiree	3rd Grade Math and Science Teacher	Bachelor's Degree
Perry	Valencia	Kindergarten Teacher's Assistant	Diploma
Pyne	Melanie	First Grade Teacher	Master's Degree
Rau	Elizabeth	Middle School English Teacher	Master's Degree
Smith	Kelly	Director of Operations	Master's Degree
Smith	Wayne	Maintenance Worker	Diploma
Smith	Rydell	Food Handler	Diploma
Smith	Christopher	3rd Grade ELA & Soc. Studs Teacher	Bachelor's Degree
Thompson	Phyllis	Maintenance Worker	Diploma
Whitener	Alanzo	Building Engineer	Bachelor's Degree
Wright	Walter	Dedicated Aide	Diploma

## **Appendix B: Board of Trustees Roster**

### **Perry Street Preparatory Public Charter School**

#### **2015-16 Board of Trustees**

Cynthia (Cindy) Brown, Board Chair

*DC Resident*

*Appointed 1998*

Consuelo Nelson, Vice Chair

*Not DC Resident*

*Appointed 2015*

Harold Bardonnille, Treasure

*DC Resident*

*Appointed 2012*

Vinette E. Brown, Secretary

*DC Resident*

*Appointed 2010*

Darwin K. Bagley, Parent Board Member

*DC Resident*

*Appointed 2014*

Lakisha Rivera, Parent Board Member

*DC Resident*

*Appointed 2014*

Adjoa Asamoah, Board Member

*Not DC Resident*

*Appointed 2015*

Ashley Kollme, Board Member

*DC Resident*

*Appointed 2015*

Katheryn Noon, Board Member,

*Not DC Resident*

*Appointed 2015*

## Appendix C: Unaudited Year-end 2015-16 Financial Statement

### FY16 Income Statement

#### Perry Street Prep Charter School

	Annual
Income Statement	Actual
Revenue	
State and Local Revenue	5,713,846
Federal Revenue	658,841
Private Grants and Donations	3,250
Earned Fees	102,426
Donated Revenue	38,748
Total Revenue	6,517,111
Expenses	
Salaries	2,575,838
Benefits and Taxes	564,558
Contracted Staff	2,172
Staff-Related Costs	20,716
Rent	291,593
Occupancy Service	539,369
Direct Student Expense	870,551
Office & Business Expense	1,850,738
Donated Expense	38,748
Interest	19,172
Depreciation and Amortization	1,209,151
Total Expenses	7,982,604
Net Income	-1,465,493

## Balance Sheet

### Perry Street PCS

As of June 30,  
2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	1,902,688
Accounts Receivable	340,887
Other Current Assets	158,042
Total Current Assets	2,401,618
Noncurrent Assets	
Operating Fixed Assets, Net	520,034
Facilities, Net	13,793,594
Cash-Restricted	5,905,187
Total Noncurrent Assets	20,218,815
Total Assets	22,620,433

Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	58,208
Other Current Liabilities	805,694
Total Current Liabilities	863,902
Long-Term Liabilities	
Senior Debt	12,114,656
Other Long-Term Liabilities	2,439,593
Total Long-Term Liabilities	14,554,250
Equity	
Unrestricted Net Assets	8,363,374
Temporarily Restricted Net Assets	304,401
Net Income	-1,465,493
Total Equity	7,202,281
Total Liabilities and Equity	22,620,433

## Appendix D: Approved 2016-17 Budget

### Revenue

04 · State and Local Revenue	5,639,001
05 · Federal Revenue	439,189
06 · Private Revenue	327,929

<b>Total Revenue</b>	<b>6,406,120</b>
----------------------	------------------

### Operating Expense

07 · Staff-Related Expense	2,844,537
08 · Occupancy Expense	789,791
09 · Student Expense	814,338
09 · General & Admin	1,665,570
09 · Contingency	-

<b>Total Operating Expense</b>	<b>6,114,237</b>
--------------------------------	------------------

<b>Net Operating Income</b>	<b>291,883</b>
-----------------------------	----------------

### Interest, Depreciation

1X · Depreciation, Amortization, & Interest	1,242,240
---------------------------------------------	-----------

<b>Total Expenses</b>	<b>7,356,477</b>
-----------------------	------------------

<b>Net Income</b>	<b>(950,357)</b>
-------------------	------------------

### Operating Activities

Net Income	(950,357)
Cash Flow Adjustments	579,429
<b>Net cash increase for year</b>	<b>(370,928)</b>