



**National Collegiate Preparatory  
Public Charter High School**

# **2015-2016 Annual Report**

**National Collegiate Preparatory PCHS**

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September 6, 2016  
Ty Johnson, Chairperson, Board of Directors

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# **I. School Description**

## **A. Mission**

The mission of National Collegiate Preparatory Public Charter High School is (1) to provide a rigorous 9th- 12<sup>th</sup> grade standards-based college preparatory curriculum, (2) to provide an interdisciplinary curriculum which integrates international studies themes across the academic curriculum that would offer the opportunity for an International Baccalaureate (IB) Diploma and (3) to prepare our students to be self-directed, life-long learners equipped to be engaged 21st century citizens of their school, community, country and world.

## **B. School Program**

### **1. Summary of curriculum design and instructional approach**

At National Collegiate Preparatory Public Charter High School, the educational program is designed to prepare all its students for college through various collegiate preparatory programs regardless of the students' abilities. The academic program includes a collegiate focus for all of its students including International Baccalaureate, Dual Enrollment with University of the District of Columbia, and Advanced Placement. All students are exposed to college level courses and learning strategies that will adequately prepare them for a post- secondary education.

National Prep's educational program is designed to meet the students' needs where they are to equip them to learn skills that will make them lifelong learners. The academic program includes co-teaching classrooms in English and math where students get support from two teachers to ensure variations in teaching styles and to ensure that all modalities and types of learners are reached. Additionally, all freshmen and sophomore students receive support in math and literacy by taking courses that offer individualized learning opportunities through educational programs such as Achieve 3000 and Khan Academy. These courses give students the chance to apply their skills, at their own pace, utilizing technology that will assist them in building technological skills as well as content skills; skills vitally important in every discipline and career choice.

Students enrolled in 9<sup>th</sup> grade receive exposure to introductory courses such as: Intro to Psychology, Intro to STEM, and Computer Literacy.

To assist students in preparation of the Partnership for Assessment of Readiness for College and Careers (PARCC) receive extensive support through the STEM Saturday School. The program is designed to teach students higher order critical thinking skills through the use of hands on, project based activities that can be transferred to real world experiences and testing environments.

Data is also collected and analyzed by students and staff to provide early interventions for struggling students and to assess skill acquisitions for all students for each course. All students complete the NWEA assessment twice a year (fall and spring) to measure growth and students take SAT and ACT coursework from all teachers who are trained by A-LIST on test taking strategies. The PSAT and SAT tests are taken twice a year as well. International Baccalaureate and Advanced Placement Interview process – all students who are eligible to apply for these college courses must complete a rigorous application process that includes a panel interview of all IB/AP teachers and administration, an essay, and application/referral from supporting teachers.

All students are required to complete Portfolio Presentations at the end of each school year to showcase their demonstrated skills acquired from each course. Students collect artifacts of their best works; write about their international travel experiences with the school, and research colleges they are interested in applying to in their senior year.

To assist teachers in providing lessons that are essential to improving student achievement, all professional development trainings are differentiated based on the teacher's experience and expertise. Teachers have the opportunity to not only attend off-site professional development trainings, but they also conduct trainings internally and externally demonstrating their mastery in their content areas.

## **2. Parent Involvement**

National Prep continues to encourage parents to participate in the school program. The following reflects activities and practices that reflect our belief that parental involvement is essential:

- Parent Teacher Conferences- Meetings are held twice a quarter to keep parents and guardians abreast of their child's achievement at NCP. These meetings are scheduled on a regular basis to inform parents of their children's academic standing after progress reports and report cards. Parents have the opportunity to have individual meetings with their child's respective teachers.
- College Counseling Meetings- parents are encouraged to meet with the college counselor to discuss colleges that meet their child's career choice, and the colleges that are aligned to academic standing, ACT and/or SAT scores.
- Financial Aid Workshops for Parents –all senior parents and guardians are invited to several sessions about scholarship and grants throughout the year to help students find affordable education once they leave NCP.
- Grade Level Parent Meetings – meetings are held with parents at the beginning of each school year to discuss pertinent information related to the grade and to establish the academic and behavioral expectations for each student.
- Sankofa Ball - as a culminating activity, all seniors and their families attend the Sankofa Ball to present themselves as young, college bound scholars ready to become productive citizens of the world.

## **II. School Performance**

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

#### **1. Programs/Mission**

National Prep follows a demanding, comprehensive, standards based, literacy enriched, data driven curriculum to meet the needs of our multi-ability student population. Every core subject content area

follows a curriculum which is aligned with DC, Maryland, and national educational standards.

We require teachers to use an explicit lesson plan model to ensure that our teachers utilize identified best practices during the development of the lesson. We also foster writing skills in every class by beginning each lesson with a Brief Constructive Response.

To meet the needs of students with disabilities, National Prep complies with the requirement of least restrictive environment by following an inclusive model for those students with disabilities. We provided a special educator for students in the 9<sup>th</sup> and 10 grades. In addition, mandated counseling and related services were provided for these students by a certified individuals indicated in their Individual Education Plans (IEPs). During the planning process, teachers are required to include modifications and plan with the special educator assigned to their classes.

### **Key Mission Related Programs**

**International Studies** - Students experienced Achieve3000, an online differentiated instruction, reading program. This reading program works to enhance reading comprehension, fluency, vocabulary, and writing proficiency. This is a scientific based research program that dramatically impacts high-stakes test scores for students across the nation. RM Math is a comprehensive online math program that supports and reinforces the skills learned in Algebra 1, Algebra 2 and geometry. This program also has a basic math component for students who might require additional support. As part of our initiative to meet IB status, on a quarterly basis, students were expected to complete a project on a different country. At the conclusion of the class students had the opportunity to explore four different countries. Students will integrate the skills they learned from Achieve 3000, RM Math, and library skills to learn about the countries. These projects became an artifact for the students' portfolios. This full year course also focused on geography. This is the last year this course is offered so that new electives are introduced to meet the needs of the students and to make them more competitive.

**Freshman Seminar**- This standards based literacy program is designed to integrate literacy into all content areas. Students improve on skills such as comparing and contrasting, drawing conclusions, identifying text structure, making inferences, identifying and analyzing print features, reading and analyzing graphic organizers, using context clues, summarizing identifying main ideas, and writing skills in an effort to enhance reading comprehension and literacy skills. This literacy -based

program is unique in that it allows students to apply literacy skills across subject areas through the use of varied reading materials. The program promotes teaching literacy through texts from all content areas; students are able to make connections between the skills they learn from this literacy program and the skills that are required of them when they read texts in other subject areas.

**Sophomore Seminar** -The standards based literacy and numeracy program is designed to integrate literacy, writing skills and numeracy competencies in all content areas. This course is prepared to assist students in mastering requisite skills to be prepared for the PARCC.

**Lower School Honors Program** – Students who exceed grade level reading and math scores accelerate their math and second language course work in order to meet the criteria to be considered for the 11<sup>th</sup> grade IB program, Dual Enrollment, and AP Classes.

**Exit Quizzes** - Exit Quizzes were administered at the end of each content area class to assess students' understanding of a day's lesson. Exit Quizzes contained no more than five questions of varying question types—multiple choice, short answer questions, brief constructed response questions, and extended response questions. Exit Quizzes served two purposes. First, they provided an opportunity for students to demonstrate their mastery of a skill. Second, they provided teachers feedback on how well or how poorly students grasped the concept of a lesson. Teachers then used the data gathered from Exit Quizzes to adjust their lessons in order to best meet the needs of students.

**Daily Brief Constructed Responses and Extended Constructive Responses** - Daily Brief Constructed Response questions (BCR) and Extended Constructive Response questions (ECR) were administered at the beginning of each class. In an effort to improve critical thinking and writing skills among students, students were required to complete daily BCRs in English, history, and science and ECRs in mathematics. Daily BCRs and ECRs helped to foster critical thinking and reasoning skills among students and provided additional practice with responding to clarifying questions about a text through writing. ECRs allowed students to use writing to explain the process of solving mathematical problems and provided an opportunity for students to demonstrate their understanding of a math concept or skill through written explanation. In addition, completing daily ECRs and BCRs provided foundations for building critical thinking skills, provided practice in writing, and provided exposure to the types of questions included on Standardized tests.

**International Trip-** Our 11<sup>th</sup> grade students are offered the opportunity to travel to a foreign country. This is the fourth year our students visited Panama and had the opportunity to attend an IB school, participate in a service learning project by working at an elderly home, use their Spanish, and learn about the historical context of Panama. Each year our 11<sup>th</sup> grade students will have the opportunity to get a passport and visit a foreign country.

## **2. Academic Achievement and Charter Goals**

### **Required State Testing**

In preparation for PARCC, NCP added more programs and resources to assist students:

Teachers received training to present and understand higher order question development and application in lesson plans, project based assessments, and instruction. Teachers worked in grade level teams to identify math content and instructional tasks appropriate for placement of higher order questions (e.g., instruction of mathematical practices, coherence of previously taught standards, and application to real world problems). Teachers identified measures of student learning aligned to the learning targets instructional tasks developed for higher order questioning (e.g., student written response to demonstrate conceptual understanding, verbal critique of the thinking of others, and student development of their own higher order questions). Teachers worked in grade level teams to develop instructional tasks that embed the strategy and aligns to the intended rigor of the lesson learning target. Teachers taught lessons and monitored student learning towards mastery of the learning targets. The principal and math lead coached and conducted classroom observations for evidence of targeted instruction aligned to the strategy.

Students also attended a Saturday STEM Academy where they took 3 courses: English, Math, and STEM all that included testing strategies and practice using Achieve 3000 and Khan Academy. The students were grouped by performance levels based on the NWEA scores. These programs provide rigor through the higher order thinking questions and projects. There were also opportunities for independent study during the Saturday STEM Academy similar to what is found in college programs. Our mission to provide rigorous college curriculum is reflected in these new programs that were implemented.

As a result, NCP's PARCC scores increased in performance level 3 for math from 12% to 30%. Now that we have seen growth in math, this



school year our goal is to increase the percentage of level 4 scores to be considered college ready. Historically, NCP has done well in ELA in levels 3 and 4—college ready and will continue to focus on instructional strategies that will move student scores to level 5 – exceeding expectations.

### **Charter goals**

<b>Goal</b>	<b>Met/Not Met</b>	<b>Evidence</b>
<b>1. Students will demonstrate proficiency and/or content mastery in English (i.e. reading and writing).</b>	<b>Met</b>	<b>As evidenced by our 2015-2016 PARCC Scores 50.9% of our students earned a 3</b>
<b>2. Students will demonstrate proficiency and/or content mastery in mathematics.</b>	<b>Met</b>	<b>As evidenced by our 2015-2016 PARCC Scores 30.6% of our students earned a 3, which is a 17.1% increase from our 2014-2015 scores.</b>
<b>3. Students will demonstrate proficiency and/or content mastery in science.</b>		<b>At the time of this writing, PARCC Science scores were not publically available.</b>
<b>4. Student satisfaction with the school's programs and ability to demonstrate an understanding of Honor, Scholarship and Leadership values.</b>		<b>At the time of the writing of this report, The Equity Report was not publically available.</b>
<b>5. Teacher satisfaction with the school's operations and programs.</b>	<b>Met</b>	<b>100% of our teachers that were offered a contract accepted and returned for the 2016-2017 school year.</b>
<b>6. Family/parents' support of the school and its mission.</b>	<b>Met</b>	<b>As evidenced in MySchoolDC, only 3% of our students did not re-enroll for the 2015-2016 school year.</b>
<b>7. The Board of Trustees will</b>	<b>Met</b>	<b>As evidenced in our 2014-</b>

ensure that National Prep is financially viable and demonstrates fiduciary responsibility for all monies received for and by the school.		<b>2015 Financial Statement &amp; Independent Auditor's Report</b>
<b>8. The Board of Trustees will ensure that National Prep has access to appropriate and quality human and capital resources to support the education program.</b>	<b>Met</b>	<b>As evidenced in our 2014-2015 Financial Statement &amp; Independent Auditor's Report</b>
<b>9. The Board of Trustees will ensure that National Prep maintains and enforces its fiscal and organizational policies.</b>	<b>Met</b>	<b>NCP PCHS received a 100% rating in the timeliness and completion of the submission of all required documents on the PCSB Compliance Report.</b>
<b>10. NCP PCHs Will earn at least 8% of the possible points on the College Readiness Indicator, which includes Advanced Placement, International Baccalaureate, and Dual Enrollment Achievement, in school year (SY) 2015-16, 10% in SY2016-17, 11% in SY 2017-18, and 12% in SY 2018-19 (its 10th year of operation).</b>	<b>Met</b>	<b>NCP PCHS earned 11.3% in this category for the 2015-2016 school year.</b>

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

All effective schools reflect on their practices and use the lessons learned to guide future actions and plans. The following actions have been implemented for the 2015-16 school year based on the lessons learned:

- Identified how trauma affects students' abilities to fully engage with content when not properly acknowledged and addressed. A mindfulness course was created to address the needs of the students with emotional and mental challenges that prevent them from learning.

- As a math focus school, more emphasis was placed on math and not as much attention to ELA since the scores were higher. Equitable focus on all subject areas will be followed the upcoming school year.
- To meet the needs of the students, the block schedule was replaced with daily schedules to give students daily reinforcement and practice of skills.
- All 9 Honors and 10 Honors students that are preparing to enter the International Baccalaureate program were not exposed to the testing rigors and stamina of IB in early grades. The college preparatory courses will identify strategies to prepare students for such testing strategies early in their matriculation.
- Not enforcing the rule of all IB students take the full IB program caused in adverse effect on scores. Students did not perform well on the tests even when fewer tests were taken.
- Computer Literacy course added to the curriculum to support with PARCC and keyboarding skills.
- Use incentives to keep students motivated to stay in challenging courses.
- Attach a writing assignment or presentation for reflection after international trips.
- French 1 added to the curriculum to support struggling students who cannot meet the demands of Spanish 3

### C. Unique Accomplishments

- OSSE Scholar participants attended Ivy-League colleges for early experience of college life during the summer before their senior year
- Cherry Blossom Arts Festival 3<sup>rd</sup> Place Award
- Band selected to perform in The George Washington University sponsored College Signing Day
- Seniors selected to participate in the district wide sponsored College Day Signing at The George Washington University
- White House Visits – African Excellence in Education Initiatives
- 100 Black Men of Greater DC sponsored STEM Academy
- 1<sup>st</sup> Place in National STEM Competition
- National Institute of Health – Career Fair Demonstrators

## D. List of Donors

While National Collegiate Prep had many donors who contributed to student initiatives such as Sankofa Ball and the International Trip, there was no one donor that matched or exceeded the limit required for acknowledgement in this report.

## III. Data Report (Please see Data Report Attached)

### APPENDICES

#### APPENDIX A

#### National Collegiate Preparatory PCHS Staff Roster 2013-2014 SY

STAFF	DEGREE/ CERTIFICATION OR YEARS OF EXPERIENCE	TITLE/POSITION
Kirk Adair	MA	Math Teacher
Douglas Affeldt	MA	Spanish Teacher
Tina Akula	BA	Math Teacher
Phillip Anderson	MA	History Teacher
Kimyatta Black	MSW	Attendance Support Specialist
Ashley Brown	MS	Psychology Teacher
Dr. Dianne Brown	Ed.D.	Chief Academic Officer
Michael Brown	BA	Special Education

		Teacher
Shannon Cox	BA	Spanish Teacher
Maurice Douglas	Ed.D.	Music Teacher
Carlos Edmunds	BA	Art Teacher
Nillia Ekoue	MS	Math Teacher
Fatmata Fadika-Zulu		English Teacher
Denise Fairley	Ed. M.	College Prep Instructor/IB Librarian
Tonya Featherston	Ph. D.	Deputy Director of Operations
John Gilchrist	15+ Years Experience	Lead Security
Gwendolyn Goad	Special Education Coordinator	M.Ed.
Michael Grzelak	BA	History Teacher
Shanee Harrington- Young	BA	English Teacher
Tamia Hinnant	BA	English Teacher
Carlisa Hurtt	BA	Registrar
Shawn Hurtt	BS	Math Seminar
Abdul Iddris	MA	World History Teacher
Nigel Jackson	MSW, LICSW	Social Worker
Blaine James	BA	Math Teacher
William Joines	MA	Art Teacher
Sean Jones	BA	Special Education Teacher
Nicolette Joseph	BS	Science Teacher
Shay King	BSW	Executive Assistant
Samuel Korpoi	BS	Dean of Students
Waverly Lewis	3 years experience	Food Service Associate
Thmaine Morgan	MA	International Studies Teacher/IB Coordinator
Ana Navarro	MS	Data Fellow
Karen Nicholson	6 years of experience	Certified Food Safety Manager
Monica Petit-Homme	2 years of experience	Academic Counseling Assistant
Jennifer Ross	MSW, LCSWC	Founder & Executive

		Director
Vida Robb	School Nurse	BSN
Arin Shortz	BS	English Teacher
Cordel Smith-Shaw	BA	IB Spanish Teacher
Melvin Stallings	MA	Conceptual Physics Teacher/Co-Extended Day Coordinator
Marcus Southern	M.Ed.	History Teacher
Eric Stultz	BA	Business Manager
Lawrence Totimeh	MS	English Seminar
Alicia Waldon	MA	Deputy Director of Curriculum & Instructions
Sekenia Welch	M.Ed.	College & Academic Counselor
Tammy Whittaker	Sign Language Certificate	Sign Language Contractor
Calvin Wilson	BS	Chemistry Teacher
Lee Yaracs	BS	IB Biology Teacher/Testing Coordinator

## APPENDIX B

### National Collegiate Preparatory PCHS Board of Directors SY 2014-2015

Name	Role	DC Resident	Date of Appointment	Date of Expiration of Appointment
Ty Johnson	Board Chair	No	4/17/2013	N/A
Jennifer Ross	Executive Director	No	Since Inception	N/A

Jason Bevier	Public Seat	Yes	9/20/2014	N/A
Nadia Garnett	Treasurer	Yes	11/20/2013	N/A
Monica Jones	Parent Trustee	Yes	2/11/2015	9/21/2016
Dr. Caroline Lange	Public Seat	No	5/21/2014	N/A
The Honorable Robert Rigsby	Public Seat	Yes	5/15/2013	N/A
Ann Wilson	Secretary/Parent Trustee	Yes	4/17/2013	9/21/2016
Audrey Johnson	Public Seat	Yes	10/14/2015	N/A

## Appendix C

### National Collegiate Preparatory PCHS Unaudited Year-end 2015-2016 Financial Statements SY 2015-2016

#### Balance Sheet

National Collegiate PCHS

As of June 30, 2016

Balance Sheet	
Assets	Amount
Assets	
Current Assets	
Cash	615,846
Accounts Receivable	24,924
Other Current Assets	24,155
Total Current Assets	664,925
Noncurrent Assets	
Operating Fixed Assets, Net	188,113
Facilities, Net	0
Total Noncurrent Assets	188,113

Total Assets	853,038
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Liabilities and Equity	Amount
Liabilities and Equity	
Current Liabilities	
Accounts Payable	143,474
Other Current Liabilities	25,936
Total Current Liabilities	169,409
Equity	
Unrestricted Net Assets	762,491
Total Equity	762,491
Total Liabilities and Equity	931,900

## Appendix D

### National Collegiate Preparatory Approved 2016-2017 Budget

#### Abbreviated Financials (IS3), v1.0

#### National Collegiate PCHS

Income Statement		SY16-17
Account		Future
Event		-
<b>Revenue</b>		
<b>04 · State and Local Revenue</b>		
400 · Per-Pupil Operating Revenue		4,610,584
410 · Per-Pupil Facility Revenue		937,200
420 · Other Local Revenue		24,070
<b>Total 04 · State and Local Revenue</b>		<b>5,571,854</b>
<b>05 · Federal Revenue</b>		
500 · Federal Grants		299,389
510 · Federal Programs		84,453
<b>Total 05 · Federal Revenue</b>		<b>383,842</b>
<b>06 · Private Revenue</b>		
600 · Private Grants		-



610 · Released From Restriction	-
620 · Private Contributions	544
630 · Activity Fees	28,882
640 · School Sales	2,014
650 · Additional Revenue	-
670 · Donated Revenue	-
<b>Total 06 · Private Revenue</b>	<b>31,441</b>
<b>Total Revenue</b>	<b>5,987,137</b>
<b>Operating Expense</b>	
<b>07 · Staff-Related Expense</b>	
700 · Curricular Salaries	2,380,582
710 · Supplemental Service Salaries	626,854
720 · Supplemental Program Salaries	37,297
730 · Management/Development Salaries	-
740 · Employee Benefits	294,514
750 · Payroll Taxes	265,916
760 · Professional Development	31,033
770 · Contracted Staff	303,614
780 · Other Staff Expense	22,270
<b>Total 07 · Staff-Related Expense</b>	<b>3,962,080</b>
<b>08 · Occupancy Expense</b>	
800 · Occupancy Rent Expense	843,480
810 · Occupancy Service Expense	3,012
<b>Total 08 · Occupancy Expense</b>	<b>846,492</b>
<b>09 · Additional Expense</b>	
900 · Direct Student Expense	608,026
910 · Office Expense	93,318
920 · Business Expense	320,975
930 · Dues, Fees, & Losses	28,860
940 · Donated Expense	-
990 · Operating Contingency	-
<b>Total 09 · Additional Expense</b>	<b>1,051,178</b>
<b>Total Operating Expense</b>	<b>5,859,749</b>
<b>Net Operating Income</b>	<b>127,388</b>
<b>Interest, Depreciation</b>	
11 · Depreciation	110,000

12 · Interest	2,699
<b>Total Interest, Depreciation</b>	<b>112,699</b>
<b>Total Expenses</b>	<b>5,972,448</b>
<b>Net Income</b>	<b>14,689</b>
<b>Adjustments To Cash Flow</b>	
<b>Operating Activities</b>	
Net Income	14,689
Operating Activities	-
Investing Activities	63,726
Financing Activities	-
<b>Net cash increase for year</b>	<b>78,415</b>

Source	
PCSB	LEA Name: National Collegiate Preparatory PCHS
PCSB	Campus Name: National Collegiate Preparatory Public Charter High School
PCSB	Grades served: 9-12
PCSB	Overall Audited Enrollment: 280

Grade	PK3	PK4	KG	1	2	3	4
Student Count	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Alternative
Student Count	0	0	67	66	84	63	0

\*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

STUDENT DATA POINTS	
School	<b>Total number of instructional days: 180</b> Number of instructional days, not including holidays or professional development days, for the majority of the school. If your school has certain grades with different calendars, please note it.
PCSB	<b>Suspension Rate: 22.5%</b> $\frac{\text{number of students with out of school suspensions and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<b>Expulsion Rate: 2.5%</b> $\frac{\text{number of students expelled and in the school's 2015 audit}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate: 0.7%</b> $\frac{(\text{sum of all suspension days for all students due to out of school suspensions})}{(\text{sum of enrollment days for all students for the SY 2015 – 16 school year})} \times 100$
PCSB	<b>Average Daily Attendance:</b> The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. <b>(No action necessary.)</b>
PCSB	<b>Midyear Withdrawals: Validated in mid-August</b>

	$\frac{\text{number of students in the Oct. 2015 audit count who are not on the school's roster through May 31, 2016}}{\text{number of students enrolled as of Oct 2015 audit}} \times 100$
PCS B	<b>Midyear Entries: Validated in mid-August</b>  $\frac{\text{number of students who enroll after Oct. 2015 audit and remained enrolled through May 31, 2016}}{\text{number of students enrolled as of Oct. 2015 audit}} \times 100$
PCS B	<b>Promotion Rate: 100.0%</b>  $\frac{\text{number of students who advanced } \geq 1 \text{ grade level in the LEA based on the grade level in the Oct. 2014 and Oct. 2015 audited enrollment files}}{\text{number of students enrolled as of Oct. 2015 audit}}$
PCS B (SY 14- 15)	<b>College Acceptance Rates: 96.7%</b>  $\frac{\text{number of 12 grade students accepted to a full time college or university}}{\text{number of 12 grade students}} \times 100$
PCS B (SY 14- 15)	<b>College Admission Test Scores: 20.0%</b>  $\frac{\text{number of current grade 12 students scoring at least 800 in SAT \& 16 or higher in ACT}}{\text{number of grade 12 students}} \times 100$
PCS B (SY 14- 15)	<b>Graduation Rates: 69.2%</b>  $\frac{\text{number of students in cohort who graduated by June or August 2015 with a standard diploma}}{\text{number of first time grade 9 students in fall 2011 + transfers in - transfers out - emigrants - students who pass away}} \times 100$
<b>FACULTY AND STAFF DATA POINTS</b>	
Sch ool	<b>Teacher Attrition Rate: 26%</b> $\frac{\text{number of teachers retired/resigned/outplaced between October 5, 2015 and first day of school in 2016}}{(\text{number of teachers employed as of October 5, 2015})} \times 100$
Sch ool	<b>Number of Teachers: 30</b> "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.

Sch ool	<b>Teacher Salary</b> 1. Average: \$64,297.50 2. Range -- Minimum: \$ 50,500 Maximum: \$ 78,095
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