

2017-2018 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



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I. School Description

A. Mission Statement, Core Beliefs and Profile of a Graduate

Mission - 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.

Our mission guides all of our work. It 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.

Perry Street's Core Beliefs and Profile of a Graduate

In the 2017-2018 school year, Perry Street Prep (PSP) Public Charter School completed the accreditation process with the Middle States Association Commission on Elementary and Secondary Schools. As part of this process, Perry Street Prep school community was given the opportunity to refine its Core Beliefs and in complete a Profile of a PSP Graduate. Our Core Beliefs and Profile of a Graduate bring our mission to life and add meaning to our everyday interactions with students, parents, and families.

Core Beliefs

1. We believe it is our duty prepare all students, academically and socially, for success in high school.
2. We believe that *each and every student* should be challenged to learn, grow, and achieve at high levels.
3. We believe in the importance of building relationships with our families and our community.
4. Our school CARES. We believe that our students should learn:
 - Cooperation
 - Assertiveness
 - Responsibility
 - Empathy (compassion); and
 - Self-Control
5. We believe in the importance of providing our students with a safe and nurturing learning environment, and we believe that our students' success is supported by effective leadership, accountability, adult teamwork, consistency, and communication.

Profile of a Graduate—By the time students graduate from Perry Street Prep, they will:

1. Be academically and socially ready for high school, and be confident in their abilities.
2. Demonstrate sound organizational and decision-making skills.
3. Have strong reading, writing, critical thinking, and mathematical skills.
4. Be prepared to serve as responsible citizens and effective advocates for themselves and others.
5. Be able to communicate effectively, utilizing strong problem-solving and conflict resolution skills.

B. School Program

2017-2018—Enduring Strategic Improvement

During the 2017-2018 school year, the Perry Street Prep PCS Board continued to take bold steps to implement a strategic improvement initiative. Our continued goal has been to strengthen student learning, achievement, and social-emotional development—and lay the foundation for Perry Street Prep’s continued growth for years to come.

We continued our partnership with TenSquare, a charter support organization with rich expertise in school transformation and educational excellence. TenSquare mentored and coached experienced school leaders at different levels throughout the school—to solidify the growing leadership team at Perry Street Prep. Together, leaders worked closely with TenSquare and the entire Perry Street Prep team to strengthen Perry Street Prep’s curriculum, instruction, and school culture.

With the support of a competitive **SOAR Academic Improvement Grant** and the **Special Education Enhancement Fund** from the Office of the State Superintendent of Education (OSSE), we retained strong teachers and recruited new faculty to address key student academic, social and emotional learning needs. We provided focused instructional coaching to all teachers in grades K-8 to improve teachers’ practice and boost students’ learning; we continued ongoing redesign of our special education program to better meet *all* our students’ needs; and we strengthened our overall curriculum and instructional program. Most notably, we implemented evidence-based intervention curriculum focused at serving our students with disabilities as well as students in general education performing below grade level. We continued our use of data to inform these decisions and to continue to improve student achievement.



1. Curriculum Design and Instructional Approach

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

We are meeting our mission with Perry Street Prep’s curriculum designed to prepare students to be college-ready and to thrive in a global society ensuring. The curriculum 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** has been 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 has strengthened our mathematics curriculum to 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 use a variety of learning strategies to become adept at reasoning and applying critical thinking in mathematics, while solving routine and non-routine problems. By practicing effective mathematical discourse and making mathematical connections explicit, scholars build their critical thinking and processing skills.

Learning is supported with curriculum resources including Amplify Core Knowledge Language Arts, Houghton Mifflin Harcourt *Journeys and Collections* for English language arts, Wilson’s Language Training *Foundations* program, locally designed novel studies, Leveled Literacy Intervention by Fountas & Pinell, Great Mind’s *Eureka Math* and IXL.

To ensure that students develop the knowledge and skills they need to be successful 21st 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 Street Prep partners with NWEA MAP (North West Education Association – Measures of Academic Progress) to assess student’s math and English language arts progress three to four times a year in grades K-8th. Assessment cycles were modeled after rigorous PARCC testing. Additionally, students’ reading levels were assessed through the year in grades K-8 using the Fountas and Pinnell assessment system. 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. 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 throughout the school year. The program targeted all students and ensured supports were tailored to meet individual student needs rather than focusing on a select group of kids. Consequently, emphasis is placed on ensuring that *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 2017-18 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). Leaders developed, implemented, and reviewed weekly dashboards based on observation data to improve

instruction and behavior support. The entire Perry Street Prep worked together to improve student learning.

Early Learning Matters—AppleTree Partnership

Perry Street Prep continued its partnership with AppleTree, to ensure that our young learners are engaged and prepared for school age success. Perry Street Prep has partnered with AppleTree Institute—which has a documented history of effectively implementing early learning programs with substantiated progress of student achievement—since 2015 to operate four PreK3 and PreK4 classrooms. AppleTree early learners participate in a comprehensive preschool instructional model, **Every Child Ready (ECR)**, developed by AppleTree Institute through a prestigious i3 grant from the United States Department of Education. ECR includes three tightly integrated elements of curriculum, professional development, and assessment to help children build the cognitive and non-cognitive skills they need to enter the primary grades ready to thrive.

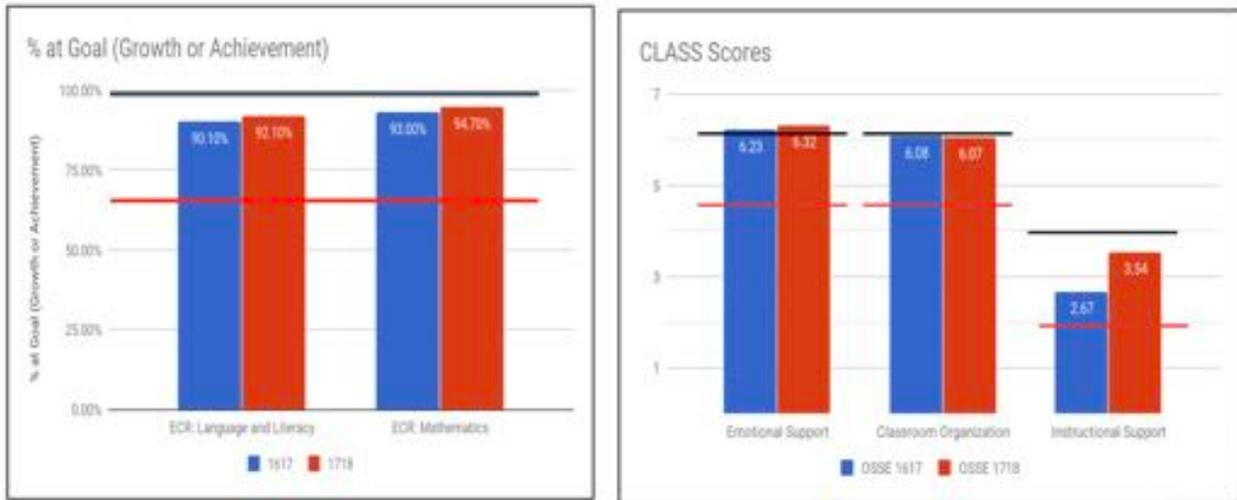
The Every Child Ready Math curriculum-based measure (ECRM) was created to align closely with DC Early Learning Standards and the Common Core and, most importantly, provide clear and actionable information to teachers and families on areas of strength and challenge in children’s mathematical development. The ECRM assessment measures skills in the areas of: number concepts (such as identifying numbers and counting objects), identifying patterns, measurement, identifying shapes, and reading graphs. **At Perry Street Prep, 94.7% of preschool and pre-K students met the goals for growth and/or achievement in mathematics in May 2018.** This data shows growth on top of the impressive scores attained in SY2016-17 with 93% of preschool and pre-k students meeting goals for growth. See Table 1 below.

The ECR Language and Literacy (ECRLL) assessment measures students’ progress on the Every Child Ready Standards for language and literacy. Teachers administer this assessment one-on-one five times per year to measure the language and literacy skills children acquire and that are important for learning to read. Some of these skills include: phonological awareness, understanding the parts of a book, using descriptive language, and narrative comprehension. **At Perry Street Prep, 92.1% of students met the goals for growth and/or achievement in ECRLL.** See Table 1 Below

The **Classroom Assessment Scoring System (CLASS)** is an observation instrument designed at the University of Virginia and used to measure quality of learning in early childhood classrooms across the country. OSSE adopted CLASS as a classroom quality measure for Pre-K programs in 2015. OSSE early childhood experts conduct the CLASS observation once a year. Classrooms are scored on three domains: emotional support, classroom organization, and instructional support. OSSE sets different floors and targets for each scoring rubric based on the domain. Scores are weighted over two years, with 70% for the current year and 30% for the previous year. PSP CLASS scores for 2017-2018 observations are included in Table I below as well as scores from 2016-2017:



Table 1 – Year over Year Achievement in ECRM, ECRL, and CLASS



As Table 1 shows, Perry Street Prep Apple Tree classrooms saw **notable growth in ELA and Math** measures. Additionally, Perry Street Prep Apple Tree classrooms **exceeded the PMF target for Emotional Support and scored well in both the areas of Classroom Organization and Instructional Support**. Significant growth was achieved in the Instructional Support.

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.

In SY2017-18 PSP offered several sports, including girls’ and boys’ basketball, cheerleading, dance, soccer and Girls on the Run. Students participated in extended day performing arts, step, dance, choral, art and special interest clubs on Wednesdays when the school had early dismissals, providing continuity of programming for students while core teachers participated in professional development.

Through a partnership with the Champions program, we have been 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 homework help, 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. Parent Involvement Efforts -- Building Relationships with Families

We are meeting the relationship element of our school mission with Perry Street Prep's Parent Engagement Program 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 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 2017-2018 school year, Perry Street Prep:

- 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 including Catholic Charities and Stand Up and Show Out. Partnerships allowed for additional home visits and supports for families struggling with regular school attendance.
- Provided after-hour Parent-Teacher Conferences where report cards were disseminated, and assessment data was reviewed to best meet the needs of all family schedules.
- Shared monthly newsletters, sent to each parent's email address and home in backpacks, highlighting key events and providing information on the ways in which Perry Street Prep continues to strengthen our educational program.
- Coordinated Thanksgiving and winter celebrations with student performances and potluck family meals.
- Invited parents to attend and participate in the Alternatives for Crime (AFC) afterschool tutoring program and incentive trips throughout the year.
- Surveyed parents on a quarterly basis to gain feedback about student progress, needed programming and areas of success and concern for the school.

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, Perry Street Family Association, which enables parents to plan, implement, and execute creative ideas, fundraising initiatives, and projects that support learning.
- Providing support in the classroom and on field trips.
- Helping to recruit students and families and providing outreach to community partners as well.



II. School Performance

A. Performance and Progress Overview



Our mission ensures that we remain focused on enabling our diverse students to learn and achieve at the highest levels, and that we engage parents and families as partners in this process. This two-fold mission of student success and parent partnership is being met through intensive individualized focus on student achievement in coordination with families. Pursuing success for all students with keen attention to disaggregated subgroup data allows for meaningful collaboration with parents and intentional intervention focus.

Noteworthy Story of Year After Year Growth

During the 2017-18 school year we continued to strengthen our comprehensive improvement initiative at Perry Street Prep building on a noteworthy year after year improvement in partnership with TenSquare. Achievement in all areas of the PMF will indicate growth in the 17-18 school year measured by PARCC achievement, NWEA MAP growth scores, Attendance rates, Re-enrollment data, and CLASS scores.

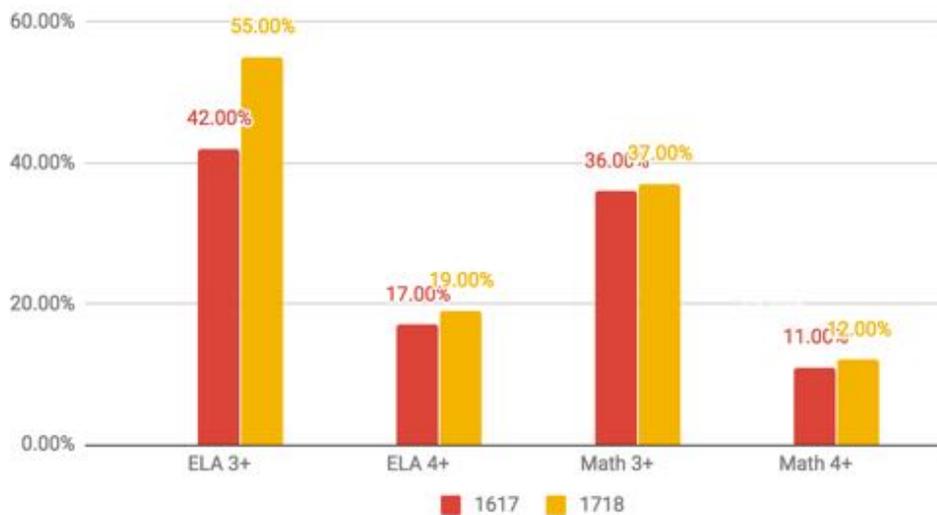
Large PMF Gains Anticipated

After scoring 39.3 in SY 2015-16 (2014-15 was considered a “hold harmless” year, as DC transitioned from the DC CAS test to the PARCC test), Perry Street Prep posted a score of 51.8 on the PMF in SY 2016-17—a *gain of more than 10 PMF points from the prior year*. Building on this enormous gain, we anticipate another year of significant PMF growth. As of the date of publication, final MGP (Median Growth Percentile) Scores are not yet available for 2017-2018 school year which are necessary for final PMF scores. Without MGP scores, Perry Street Prep is posting increases in all other areas of PMF scoring indicating a continued positive trend in the anticipated PMF score.

PARCC Performance Growth

- **Perry Street ELA scores show drastic improvement, especially at 3+ level.** ELA 3+ scores jumped by over 12-percentage points from the prior year.
- **Perry Street students demonstrate notable growth on PARCC in ELA and math.**
 - 36% of students improved one or more PARCC levels in ELA from their prior year score. And,
 - 62% of students improved their ELA scale score.
 - 38% of students improved one or more PARCC levels in math from their prior year score. And,
 - 62% of students improved their math scale score.

All Students 3+ and 4+ over time



PARCC Demographics SY 18, Y17 and SY16

GROUP	SY17-18	SY16-17	SY15-16
ALL TEST – TAKERS	140	132	140
STUDENTS AT RISK	51%	53%	52%
ENGLISH LANGUAGE LEARNERS (ELLS)	6%	5%	4%
STUDENTS WITH DISABILITIES (SWDS)	25%	24%	20%

- Notable in the demographic comparison is the special education population. **Perry Street Prep’s tested special education population is among the highest in the District and has continued to grow year after year. One out of four students tested at Perry Street Prep has special needs.**
- **Students with disabilities (25% of test takers) demonstrate remarkable growth.**
 - 84% of students improved their ELA scale score.
 - 62% of SPED students improved one or more PARCC levels in ELA.
 - 39% of SPED students improved one or more PARCC levels in math.
 - 65% of SPED students increased their Math scale score.

- At Risk students that make up 51% of testing population saw identical year over year growth in the ELA 3+ and Math 3+ as the total population of the school. While a small achievement gap exists in the performance levels, this group saw the same high growth as their Non At Risk peers in both ELA and Math.
- Both male and female subgroups demonstrated similar growth from SY 2016-17 to SY 2017-18 in ELA 3+. While female students are performing at higher achievement levels both sub groups grew similar in their growth year after year on PARCC levels.



Goals and Academic Achievement Expectations – Met

In 2014, Perry Street Prep adopted the Public Charter School Board’s (PCSB’s) Performance Management Framework (PMF) as the school’s charter goals, with modifications. 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, both of which we met in SY 2017-2018, as is indicated in Table 2 below.**

Table 5: Perry Street Prep Goals Chart 2017-2018

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 with regard to the submission of attendance and discipline data during SY 16-17.
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To make these gains, we focused on several key initiatives in and out of the classroom:

- **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 groups 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; engaging parents in formal and informal interactions with teachers and leaders.
- **Consistently setting clear school culture expectations for students and staff year after year**—building on the success of implementing a new PBIS (positive behavior interventions and supports) system in SY 2016-17 with Class Dojo; continuing to create schoolwide rewards and incentives for students; and providing classroom management support to teachers and strong communication between parents and school.
- **Updating curriculum resources and supports and training teachers**—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 during weekly professional development sessions.
- **Year after year coaching support to all teachers increasing capacity**—Perry Street Prep teachers benefitted from hands-on coaching for the third year in a row, where they received direct, one-on-one support for improving instructional practice.

B. Unique Accomplishments

Robust Continuum of Supports and Services

With the support of a competitive **SOAR Academic Improvement Grant** and the **Special Education Enhancement Fund** from the Office of the State Superintendent of Education (OSSE), we were able to better meet the academic and behavioral needs of our growing special education population, while at the same time, improving academic growth and achievement for all our students by building out our MTSS (Multi-Tiered System of Supports and Services) model. In the 2017-18 school year PSP built a team of specialists to better meet the needs of our students. We hired a Licensed Clinical Social Worker, skilled in evaluation and clinical therapy, to conduct evaluations and provide therapy to our students in addition to the School Counselor who continued providing services. Additionally, we contracted with a skilled, Board Certified Behavior Analyst (BCBA), that enabled PSP to conduct detailed functional behavior analyses and develop effective, research-based BIPs.

In order to provide students with the opportunity to access their education in the least restrictive environment, Perry Street Prep addressed problematic behaviors and severe academic skill deficits (for students who are two or more years behind in reading and/or mathematics) that were impacting students' abilities to function in less restrictive environments.

We interwove tiered supports for math, language arts, and behavior--including the implementation of principles of applied behavior analysis in behavior intervention and teaching. The results were remarkable -- evidenced by the **reduction in behavior disruption in classrooms, reduction in disciplinary action, and most importantly the enormous growth seen in performance for students with disabilities in the 2017-18 PARCC results.**

Daily Connection and Partnership with Families

Year 2 of Perry Street Prep's Class Dojo implementation plan linked every child's family to constant communication, and provided parents and families with transparent access to the classroom. Teachers shared up to 20 pictures and stories a day, showing families the hard work happening at school. Class Dojo allowed for daily meaningful and accessible messaging between teachers, families, and administrators.



This system encouraged students to take responsibility for their behavior, engagement and learning--as it allowed parents and families direct access to Perry Street's PBIS (Positive Behavior Interventions and Supports) system. Identifying a tool and implementing it with fidelity meant the school could connect with previously hard to reach parents, guardians, and other caretakers like never before. Teachers and school leaders took responsibility throughout the year to connect and

re-connect families to the Class Dojo app—as many times as necessary, regardless of changing phone numbers and other barriers typically associated with families who have fewer resources. By focusing on better connecting students and families, Perry Street Prep improved attendance, decreased suspension rates, and built better family partnerships and strong re-enrollment for the 2018-2019 school year.

Extracurricular Activities for All Students

Each Wednesday during the 2017-2018 school year for the second year in a row, the academic day ended at 1:45pm to allow time for teachers to engage in well planned and focused professional learning time for a minimum of two hours weekly. During this time, all students participated in interest-based clubs, ensuring that they had a safe space to learn and grow when school was not in session. This time allowed support staff and enrichment teachers build strong relationships with students, as they shared their interests and exposed students to activities they would not normally have access to. More than 200 students engaged weekly in **Gardening, Drama, Dance, Soccer, Tennis, Cooking, Karate, Art, Chorus**, and more. Older students had the opportunity to take chaperoned trips during this time to cultural events in the city, see special guests at the library, visit museums, and experience special exhibits at the Renwick and Kennedy Center.

We connect this accomplishment to the professional growth of our teaching staff protecting time for their professional growth, high staff retention, academic improvement, improved attendance, and strong re-enrollment for the 2018-2019 school year.



Strong Fiscal Health

Perry Street Prep's keen focus on improving the fiscal health of the school alongside the strategic academic improvement goals showed great success at the close of SY2017-18 fiscal year. For the first time in many years, we boasted a positive net income as shown in Appendices and a year end cash contribution to the operating reserves of the school. This strong fiscal year was attributed to increased student enrollment, increased revenue from competitive federal grants, and prudent management of operating costs. Good fiscal management has ensured that teacher salaries can continue to increase in order to remain competitive in the market and resources can be devoted to student achievement measures including updated technology. This stability for the school attained in the 2017-18 school year builds our capacity to pursue our mission and serve students for years to come.

C. List of Donors

Donor	Description	Amount
Cynthia G. Brown	Contribution	1,000.00
Ballard Spahr, LLP	In Kind Services	14,140.00
	Total	15,140.00

III. Data Report

Perry Street Prep PCS

SY 2017-18 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Perry Street Preparatory PCS
PCSB	Campus Name: Perry Street Preparatory PCS
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 351

Enrollment by grade level according to OSSE’s Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	51	37	50	38	26	27	27	41	20
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	16	18	0	0	0	0	0	0	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	Total number of instructional days: 179 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	Suspension Rate: 8.3%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.17%
PCSB	In-Seat Attendance: 93.5%
PCSB	Average Daily Attendance: 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. (No action necessary.)
PCSB	Midyear Withdrawals: 4.3% (15 students)*
PCSB	Midyear Entries: 0.0% (0 students)*

PCSB	Promotion Rate (LEA): 99.6%
PCSB (SY16-17)	College Acceptance Rates: Not Applicable
PCSB (SY16-17)	College Admission Test Scores: Not Applicable
PCSB (SY16-17)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 8%
School	Number of Teachers: 29 "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.
School	Teacher Salary 1. Average: \$ 65,615 2. Range -- Minimum: \$ 51,500 Maximum: \$ 73,000

*Note: Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY17-18. The validated rates that OSSE will provide in their Report Card may use different business rules.

IV. Appendices

Appendix A: Perry Street Prep Staff Roster

Last Name	First Name	Responsibilities	Qualifications
Alston	Jamal	Dedicated Aide	Diploma
Bell	Cheryl	Student Information Manager	BS
Berryhill	Deseree	Kindergarten Teacher	MA
Bean	Wayneisha	SPED Teacher	MS
Bingham	Susanne	HR Manager	MS
Brady	Matthew	Music Teacher	MA
Brantley	Antoine	Dedicated Aide	Diploma
Cave	Felicia	6 th , 7 th & 8 th Grade Math Teacher	MEd
Coale	William	School Counselor	MA
Coleman	Niyesha	5th and 6th Grade Math and Science	BS
Crouch	Rachel	Principal	MS
DeFilippis	Nicole	SPED Teacher	BA
Dyson	Thea	SPED Teacher	MEd
Elliott	Erin	Teacher	JD
Fry	Stephany	Kindergarten Teacher	
Gilmer	Sasha	SPED Teacher	MS
Greatheart	Omar	Dedicated Aide	Diploma
Green	Jamal	Teacher	BA
Gueory	Rhonda	Office Manager	Diploma
Horne	Tanaja	Dedicated Aide	AA
Jeanty	Verola	Teacher	MA
Johnson	Kisha	SPED Teacher	BS
Knight	Ashley	Teacher	BS
Malone	Molly	K-8th Grade Spanish Teacher	BS
McCaskill	Danielle	Kindergarten Teacher	
Moye	Cherrie	6 th , 7 th & 8 th Grade Teacher	MEd
Murphy	Brandy	K-8th Grade Art Teacher	BA
Murray	Kristin	Reading Interventionist	
Nickens	Desiree	Math Teacher	BS
Parker	Unique	Kindergarten Teacher	BA
Perry	Valencia	Kindergarten TA	Diploma
Pyne	Melanie	1st Grade Teacher	MA
Sellars	Wallace	Dean of Culture	MA
Short	Michele	Operations Associate	Diploma
Smith	Christopher	Physical Education Teacher	BS
Smith	Kelly	Director of Operations	MEd
Tyler	Rocio	Director of Student Support	MA
Valant	Ivy	Academic Dean	BA

Appendix B: Board of Trustees Roster

**Perry Street Preparatory Public Charter School
2017-2018 Board of Trustees**

Cynthia (Cindy) Brown, Board Chair
DC Resident
Appointed 1998

Maya Aguilar, Board Member
DC Resident
Appointed 2016

Consuelo Nelson, Vice Chair
Not DC Resident
Appointed 2015

Katheryn Noonan, Board Member
Not DC Resident
Appointed 2015

Harold Bardonille, Treasurer
DC Resident
Appointed 2012

Corey Wilson, Parent Member
DC Resident
Appointed 2016

Vinette E. Brown, Secretary
DC Resident
Appointed 2010

Felicia Forte
DC Resident
Appointed 2017

Darwin K. Bagley, Parent Member
DC Resident
Appointed 2014

Appendix C: Unaudited Year-end 2017-2018 Financial Statement

Perry Street Prep Charter School		
Income Statement		
Revenue		
	State and Local Revenue	7,143,489
	Federal Revenue	850,947
	Private Grants and Donations	1000
	Earned Fees	449,955
	Donated Revenue	15,140
	Total Revenue	8,445,390
Expenses		
	Salaries	2,506,122
	Benefits and Taxes	412,887
	Contracted Staff	14,080
	Staff-Related Costs	18312.95
	Rent	291592.92
	Occupancy Service	780,544
	Direct Student Expense	1,125,567
	Office & Business Expense	2,023,281
	Donated Expense	15,140
	Interest	96,487
	Depreciation and Amortization	877063.3
	Total Expenses	8,145,938
	Net Income	299452.37

Appendix D: Approved 2018-2019 Budget

Perry Street Prep Charter School

SY 2018 - 2019 Budget	
Income Statement	SY18-19
Revenue	
State and Local Revenue	8,373,632
Federal Revenue	632,869
Private Grants and Donations	4,000
Earned Fees	171,162
Donated Revenue	29,706
Total Revenue	9,211,370
Operating Expense	
Salaries	2,738,701
Benefits and Taxes	528,524
Contracted Staff	16,000
Staff-Related Costs	19,000
Rent	291,593
Occupancy Service	839,912
Direct Student Expense	1,146,344
Office & Business Expense	2,605,239
Donated Expense	29,706
Contingency	50,000
Total Operating Expense	8,265,019
Net Operating Income	946,351
Interest, Depreciation	
Depreciation and Amortization	878,164
Interest	99,253
Total Expenses	9,242,435
Net Income	(31,066)