



# Somerset Prep DC Public Charter School

3301 Wheeler Road SE, Washington, DC 20032

Phone 202-562-9170 \* Fax 202-562-9105

[www.somersetdc.org](http://www.somersetdc.org)

Board Chair, Jud Starr  
Principal/CEO, Lauren Catalano

## Annual Report SY 2017-2018

***Learn!***

***Live!***

***Lead!***

# **Table of Contents**

<b>Page 1</b>	<b>Table of Contents</b>
<b>Pages 2 -5</b>	<b>School Description</b>
<b>Page 6</b>	<b>School Performance</b>
<b>Page 9 - 11</b>	<b>School Improvement</b>
<b>Page 13</b>	<b>Unique Accomplishments</b>
<b>Page 13</b>	<b>Donors</b>
<b>Page 14-19</b>	<b><u>Appendix:</u></b>
	<b>Income Statement</b>
	<b>Balance Sheet</b>
	<b>Approved 2017-2018 Budget</b>
	<b>Staff Roster</b>
	<b>Board Roster</b>
	<b>Data Points</b>

# **Annual Report Narrative**

## **I. School Description**

### **A. Mission Statement**

Somerset Prep DC Public Charter School promotes a culture that maximizes scholar achievement and fosters the development of responsible, self-directed lifelong learners in a safe and enriching environment. This will be achieved in a rigorous academic environment focused on the fundamentals of leadership development, enhanced personal responsibility, and community involvement.

### **Our Guiding Principles**

**LEARN** - Prepare scholars for college.

**LIVE** - Equip scholars with intellectual, emotional, social, and ethical skills to maximize their individual potential.

**LEAD** - Form confident, self-directed, and responsible lifelong learners who take an active role in improving their local and global community.

### **Our School-Wide Expectations**

**Be Safe**

**Be Responsible**

**Be Respectful**

### **B. School Program**

#### **1. Curriculum Design & Instructional Approach**

In order to fulfill our mission of providing our scholars with a rigorous academic curriculum, Somerset has adopted highly rated and research based curricula that have a strong focus in college preparation. Through instruction execution using the Common Core State Standards, Next Generation Science Standards, and District of Columbia History Content and Learning Standards our scholars are given high quality learning experiences to ensure their mastery of grade level topics.

#### **English Language Arts**

**Curriculum: EngageNY**

**Grade Bands: 6-12**

**Rationale/Research:** Explicit instruction in close reading develops key skills outlined in the Common Core State Standards. The heavily scaffold direct instruction in Common Core Support Coach focuses solely and intensely on reading comprehension, guiding students to read carefully while targeting their attention. Three whole-group readings conducted in a teacher-led setting cover critical reading strategies, build core literary and nonfiction reading skills, and develop essential vocabulary. Open-ended questions follow an independent review passage at the close of each chapter and assess chapter skills.

**Implementation:** Somerset implemented this program by targeting our student population that are below grade level or approaching grade level first. Once we have targeted those populations, we use small group instruction to instruct students using this intervention tool.

**Assessment:** Assessments include a balance of questions designed to measure the knowledge, skills, and understanding essential to achieving college and career readiness.

This program is a heavily scaffold direct instruction in Common Core in language arts and reading. This program focuses solely and intensely on reading comprehension, guiding students to read carefully while targeting their attention.

## **Mathematics**

### **Curriculum: Eureka Math**

#### **Grade Bands: 6-11**

**Rationale/Research:** This program provides teachers the resource to develop student education and growth plans for the purpose of increasing academic rigor. It will help evaluate students' abilities in math skills for the purpose of assisting in the diagnosis of learning disorders, developing remediation plans, and/or evaluating student progress. Another obstacle which the students are faced with is the limited time for practice based on their individual needs. It provides rigorous, real-world applications that help students deepen their understanding of crucial math concepts, while addressing the Common Core Standards and the Standards for Mathematical Practice.

**Implementation:** Somerset implements this program during small group and whole group settings. The small group is teacher-led and student-led, at times, and reinforces math concepts based on several math domains: geometry, algebra & algebraic thinking, numbers and operations, and measurement & data.

**Assessment & Outcomes:** Eureka Math equates mathematical concepts to stories, with the aim of developing conceptual understanding. Like Common Core, it encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer. PARCC preparation is found throughout the curriculum by way of well-developed mid-module and end of module assessments.

## **iReady**

### **Rationale/Research:**

Built for the Common Core, iReady Diagnostic & Instruction combines a valid and reliable growth measure and individualized instruction in a single online product. Implementation: Somerset has implemented this program into students' daily classroom routines. Post diagnostic, students log into iReady and complete tailored aligned lessons to the common core state standards.

**Assessment:** A cross-grade-level assessment pinpoints needs down to the sub-skill level and gives teachers an action plan. Progress monitoring is done monthly, to ensure students are comprehending concepts taught.

iReady is a diagnostic & Instruction program. Using the program helps us identify student's unique needs. Teachers use the data to form individual math and reading plans that target each student's needs. The adaptive diagnostic quickly identifies student strengths and weaknesses in reading and math.

- Reports are given in real time.
- Real time data can be used by the teachers to place students into interventions and individualized! Instructional programs.
- Progress monitoring allows staff to analyze student growth over time. Teachers and curriculum coaches are responsible for ensuring strategies are implemented.

### **ANet**

The data collected from both assessments are disaggregated by the teachers and coaches. Teachers and coaches place the data into a trend sheet based on each benchmark and use the trend sheet to determine the student's strengths and weaknesses. The trend sheet also provides the teacher with an instructional map to use as he or she is teaching lessons. The teachers use this trend sheet to form differentiated small groups based on student needs. Teachers create a new trend sheet after data is collected from each assessment. Interventions are developed and implemented for all students. The assessment data can be used to give feedback to students during data chats. We can also use the data to keep parents informed of the student progress on a regular basis.

### **Technology**

We support the use of technology as a pedagogical tool, supporting student inquiry thus high student achievement. To implement this process our goal is to integrate the use of technology in all curricular areas. Laptops and Promethean Boards were added to meet the increase in student enrollment. Despite significant gains, learners from low-income communities and underserved minority groups still are less likely to have computers, internet access and have fewer people in their social circles with the skills to support technology- based learning at home. Since we have 100% FARM students, accessibility to technology outside of school is not equitable among our student body, which is why we strive to provide 1:1 technology at Somerset.

### **Professional Development**

Professional development is the key to success! During pre-planning, Somerset hosted a three week long Summer Institute for all staff. The plan, do, check, act, cycle of continuous growth/improvement is supported by the use of the Marzano's Observation Model. Teachers and principals have direct interaction with each other. This process includes pre and post conferences with the opportunity for educators to discuss the four domains in the model: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism. Using the data from each of the observations, interventions for better teaching strategies and improve learning for students can be implemented. During the school year, teachers will receive quarterly professional development in the four domains of the evaluation system: Classroom Strategies and Behaviors, Planning and Preparing, Reflecting on Teaching, Collegiality and Professionalism. Not only will the professional development be conducted on-site and off-site by qualified instructors, we will also use peer evaluations and have a professional library available to all educators.

The school is part of a high performing national network of charter schools (Somerset Inc.). The network periodically holds teacher PD events on-site and at out-of-town locations to build the capacity of the teachers in the network. Monthly professional development is scheduled along with Mentoring for new teachers.

### **Presentations have included:**

- **1<sup>st</sup> Qtr. Professional Development**

ANet, EngageNY/Eureka Math, TACT-2, MTSS (Multi-Tiered Student Support), Classroom Management using Teach Like a Champion 2.0, Differentiated Instruction, Mandated Child Abuse Reporting, Sexual Harassment, Co-Teaching: Collaboration between the Regular Ed Teacher and the Special Ed Teacher.

- **2<sup>nd</sup> Qtr. Professional Development**

iReady, Marzano, Strategies for Small Group Engagement, Differentiated Instruction, Managing Difficult Behavior.

- **3<sup>rd</sup> Qtr. Professional Development**

PARCC

## **2. Parent Engagement**

Family engagement is an integral part of our organization. This year we launched the Parent Advisory Council and Parent University. Our Parent Advisory Council (P.A.C.) meets monthly to empower parents and guardians to have a voice in their child's education. It is our philosophy that when families become engaged, all stakeholders benefit by creating a partnership that works toward the common goal of student achievement.

Our Parent University was designed by way of survey data that detailed the topics our parents wanted to learn more about. Topics included: *Social Media & Bullying, Managing Difficult Behavior at Home, Communication and Active Listening, and Substance Abuse.*

We have continue to use the following strategies to increase parent and school communication:

- \* Employed a parent/community coordinator;
- \* Establish a weekly update for parents on the School's website;
- \* Collect parent emails for emailing information;
- \* Require teachers to maintain a parent communication log;

Establish a program to have teachers communicate positive comments about students to parents;

Purchased a phone communication system that dials parents with pre-recorded messages from the School, including absentee information;

Encourage teachers to establish their own websites with class information;

Hold parent conference on Saturday's to accommodate work schedules, at the mid-point of each quarter to allow parents face to face meeting time with teachers;

Use a web based grade book program to assist parents in monitoring student progress;

Complete two Parent/Student Surveys per year to obtain feedback for improvement.

## **II. School Performance**

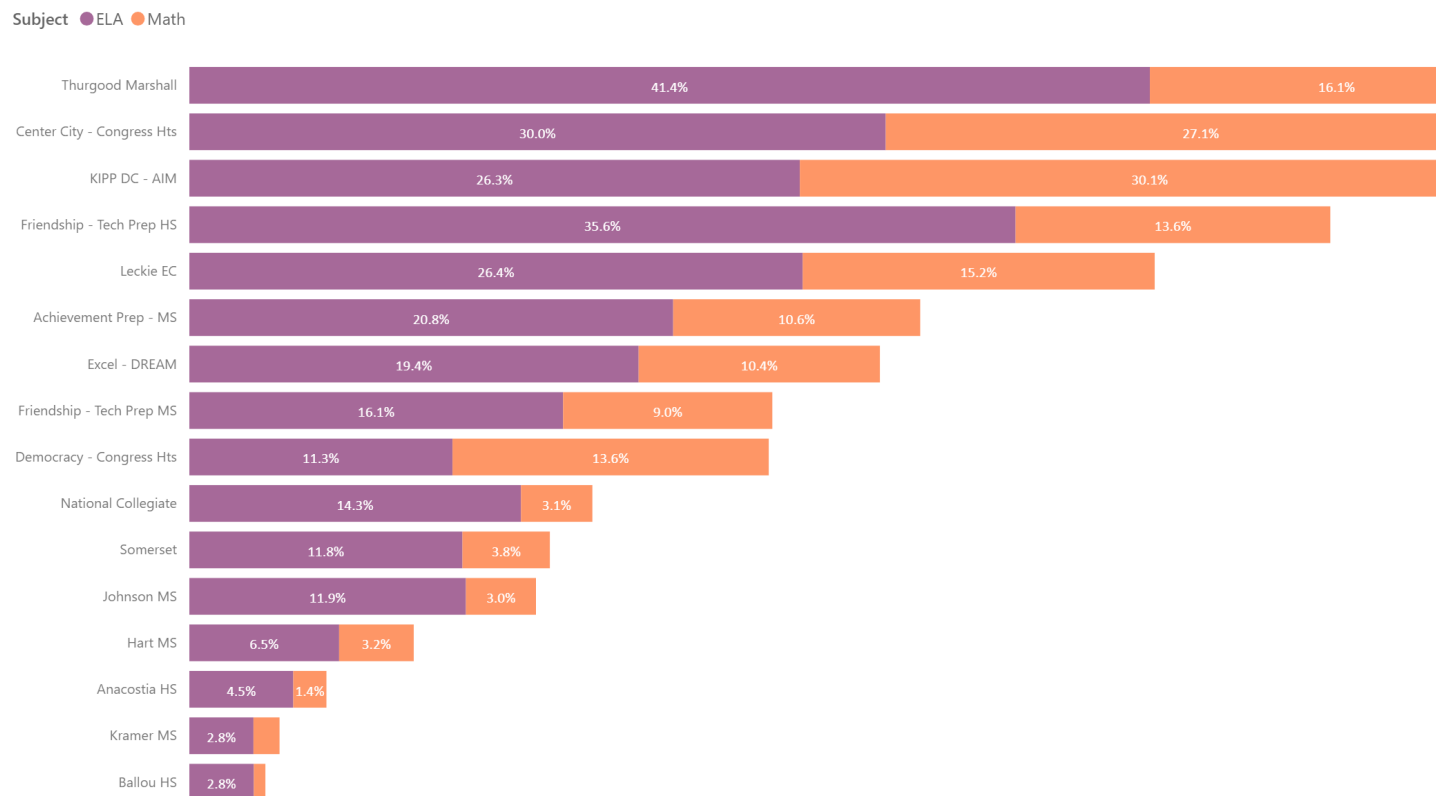
### **A. Performance and Progress**

#### *Meeting our Mission*

Somerset Preparatory Academy is meeting part its mission to prepare students to be successful in college; equip students with intellectual, emotional, social and ethical skills to maximize their unique individual potential; and form confident, self-directed, and responsible life-long learners who take an active role in improving the local and global community. 100% of our inaugural graduating class received a high school diploma and were all accepted into a college or university. We continue to diligently work to improve our PARCC and PSAT/SAT student achievement scores of all scholars attending Somerset.

Below you can see how Somerset compares to neighborhood schools. This chart shows the percent of students who achieved level 4+ (College and Career Ready) on the Math and ELA portions of the PARCC exam for schools serving grades 6-12 in Ward 8.

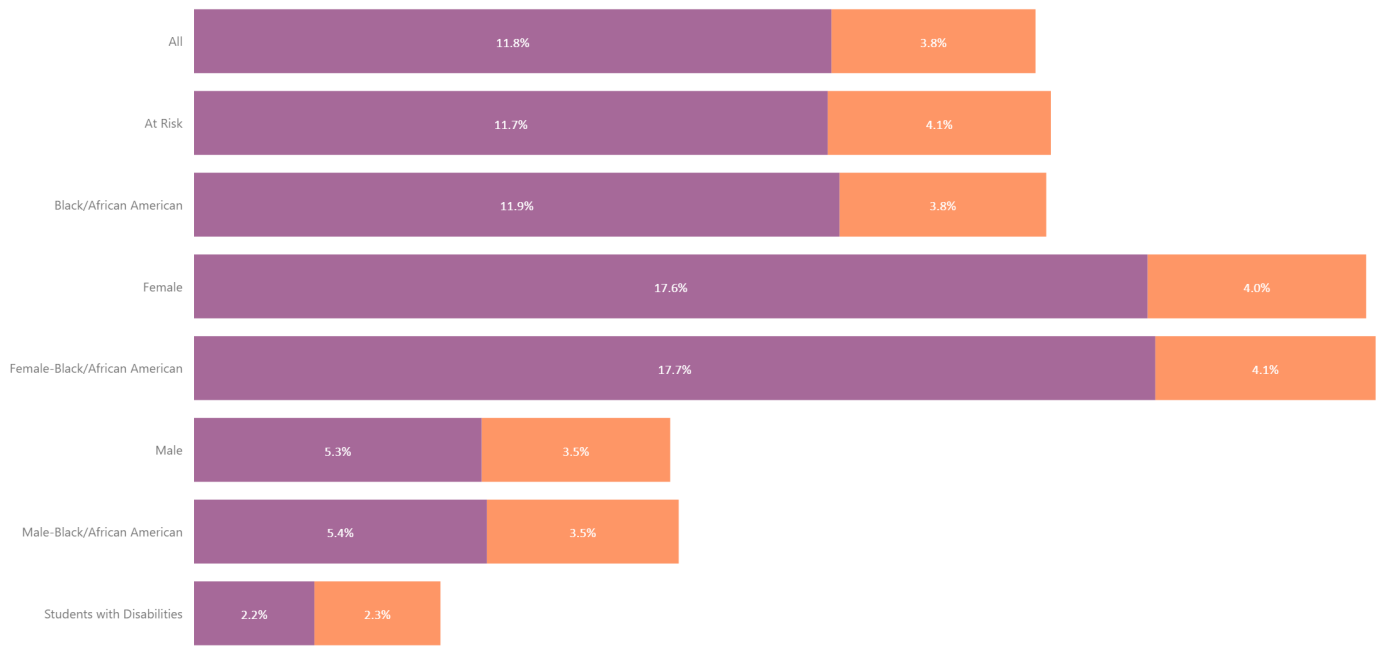
#### **PARCC 4+ Proficiency Levels in Ward 8 (Grades 6-12)**



As you can see, Somerset Prep consistently outperforms the majority of public school options in Ward 8 on both combined and individual proficiency levels, even though we need to improve our performance relative to the charter sector. This next visualization shows the percentage of students achieving level 4+ within the school by subgroup.

#### **PARCC 4+ Proficiency Levels by Subgroup**

Subject ● ELA ● Math

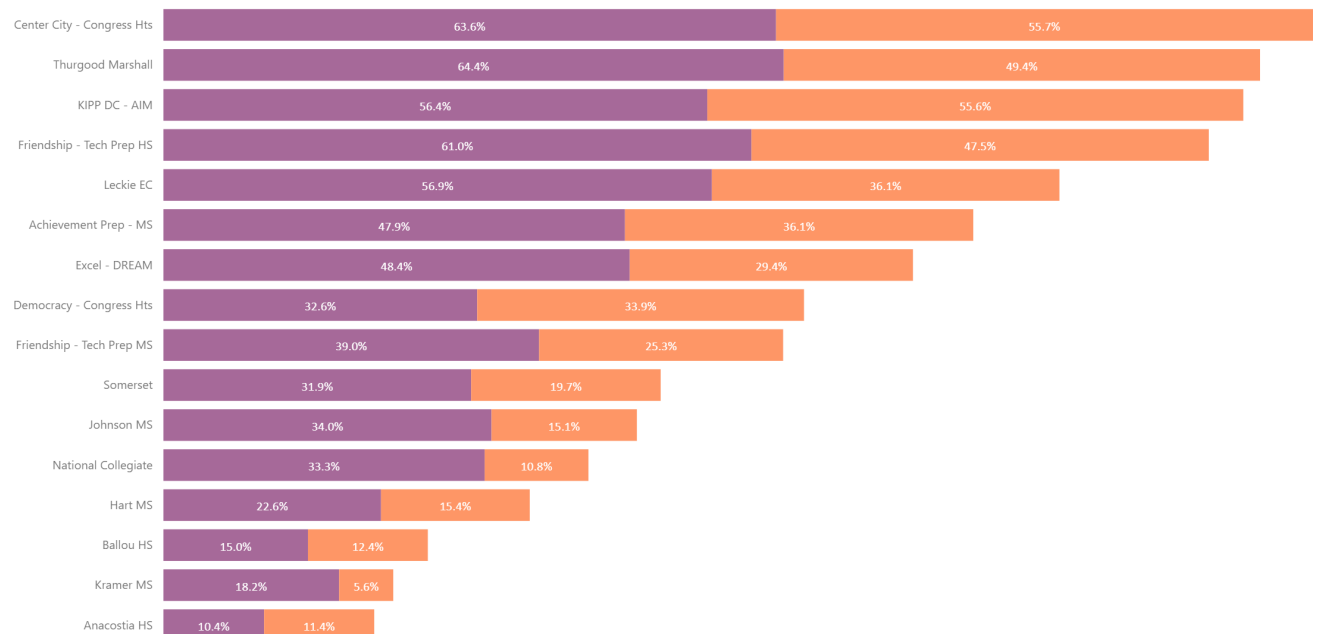


Results show minimal variance between our overall and at-risk populations indicating this within school achievement gap has been closed in recent years. However, female students consistently outperformed male students this year in addition to the overall population outperforming the students with disabilities.

Similar overall conclusions can be drawn from examining the percent of students attaining level 3+ (Approaching College and Career Ready) on the Math and ELA portions of the PARCC exam for schools serving grades 6-12 in Ward 8.

### PARCC 3+ Proficiency Levels in Ward 8 (Grades 6-12)

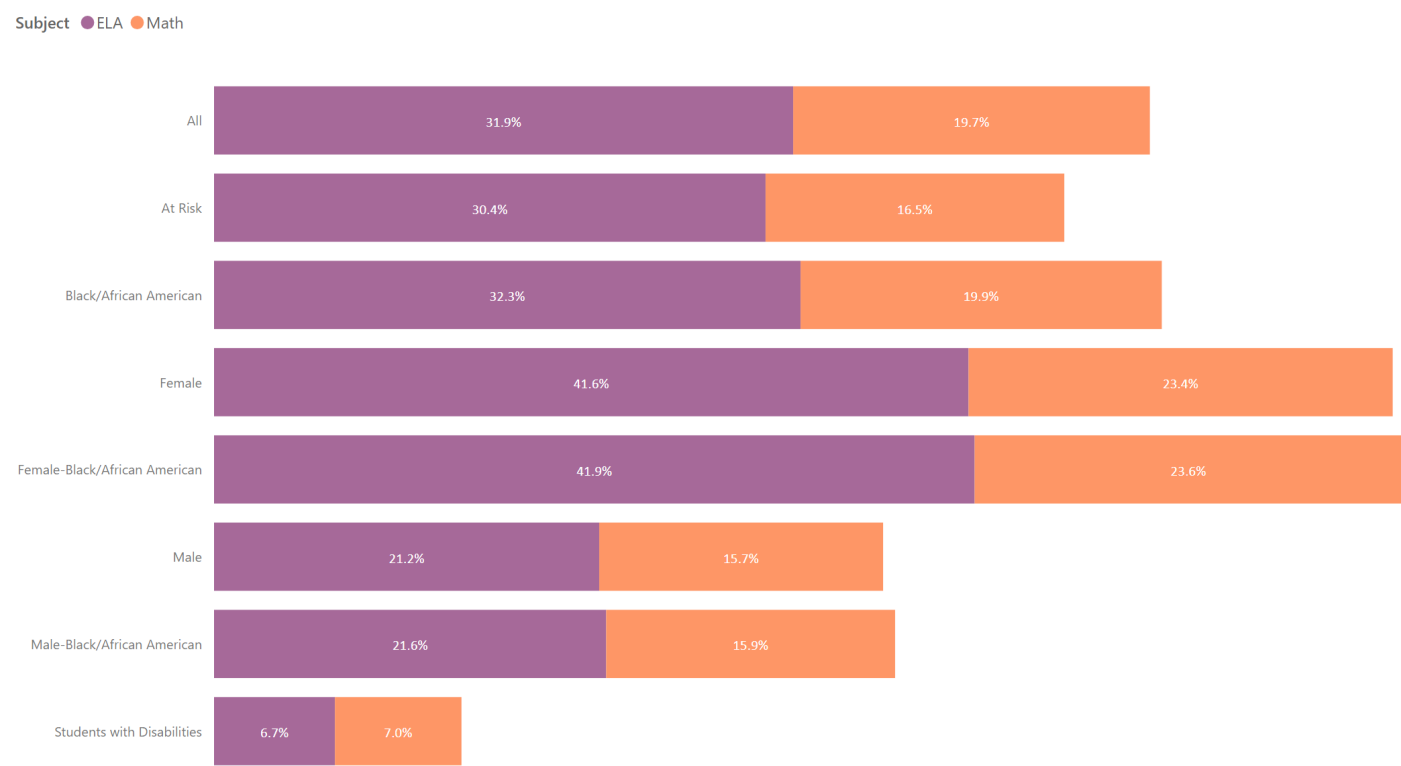
Subject ● ELA ● Math





Again, Somerset has higher combined and individual proficiency rates than most of the neighborhood DC public schools. Somerset is also more competitive with the charter sector when looking at level 3+ rates versus level 4+. In this final visualization, level 3+ proficiency rates are broken down by subgroup within the school.

### PARCC 3+ Proficiency Levels by Subgroup



Similarly to the level 4+ metric, results show minimal variance between our overall and at-risk populations indicating this within school achievement gap has been closed in recent years. However, female students consistently outperformed male students this year in addition to the overall population outperforming the students with disabilities. We aim to reduce the difference between our SpEd and GenEd populations as we expand support services for the increasing number of scholars served with level 3 and 4 disabilities.

While we acknowledge that our achievement scores have not met or exceeded the state average in some areas, we do celebrate the growth that we have seen in specific grade levels in reading and math. Last year we hired two full-time social workers to meet the social emotional needs of our scholars. True to our mission we were extremely focused on providing our scholars with coping skills needed to be successful in school and beyond. This year, with laser focused programmatic changes, we were able to hire four full-time social workers. Between our academic and cultural improvements implemented for next school year, we are confident that these efforts will yield stronger results.

### B. School Improvement

Our school improvement efforts for the 2018-2019 school year include:

### ***Human Capital***

<b><i>IMPROVEMENT AREA</i></b>	<b><i>ACTION STEP</i></b>
<b>TEACHER RECRUITMENT &amp; DEVELOPMENT</b>	Revamped Human Capital as it relates to the vetting process and interview process for all instructional staff.
	Partnership with RELAY. Residents will earn their master's degree and state certification.
	Hired six instructional staff members that have been over 10 years' experience working at level 5 programs, high populations of at-risk youth and who have also been trained in crisis and behavior management.
	Partnership with George Washington University - recruited teachers trained to employ evidence-based strategies that help more scholars become available for learning.

### ***Strong School Culture***

With one of the lowest suspension and expulsion rates in ward 8, Somerset's culture overhaul has proven to be effective. While we have significantly decreased our suspension and expulsion rates year over year, we have implemented the following changes:

- Hired a Director of Culture to oversee the implementation of our restructured behavior management system with fidelity.
- Kickboard
- Home Visits
- Restorative Conversations: we don't treat anything as a disciplinary incident, unless the infraction resulted in someone's safety being compromised.
- Decision Making for Excellence replacing In School Suspension

### ***Academics***

<b><i>IMPROVEMENT AREA</i></b>	<b><i>ACTION STEP</i></b>
<b>MATH</b>	Yearlong professional development scheduled through Greatminds. Training includes Prep & Customization, Math Fluency and Understanding Coherence. We are now in full implementation of Eureka Math.
	Restaffed entire middle school math department. All teachers are highly qualified and credentialed to teach mathematics.
	Restructured master schedule for high school math to expand math sections offered in Algebra 1, Geometry, and Algebra II, thus reducing class size and providing a more intimate learning environment.
	Double Dose of mathematics for all scholars in grades 6-8 (two 52 minute blocks of math and literacy instruction). Mandatory Math Strategies course for any scholar scoring a level 1 or level 2 on PARCC: Geometry Domain, in 8th grade specifically, and also 9th grade Algebra 1.
	Hired a Math Specialist to provide additional instructional coaching and support for teachers in grades 6-11. Math Specialist has over 15 years' experience teaching mathematics in an urban setting and has worked at schools serving a high population of youth that are at-risk and receive special education.

#### Instructional

<b><i>IMPROVEMENT AREA</i></b>	<b><i>ACTION STEP</i></b>
<b>INSTRUCTIONAL COACHING BENCH STRENGTH</b>	Partnership with D.C. Special Education Cooperative to provide intense, small group and 1:1 professional development in co-teaching. This year we have employed a full co-teach model in all ELA and Math classrooms. This will help us meet the academic needs of our special needs population.

	Hired two highly qualified Assistant Principals trained to use Get Better Faster scope and sequence to develop, impact, and influence teachers in the art of teaching and learning
	Assistant Principals attended UnboundEd's Standards Institute and Eureka: LEAD professional development

### ***Clinical Department***

<b><i>IMPROVEMENT AREA</i></b>	<b><i>ACTION STEP</i></b>
<b>CLINICAL SERVICES</b>	<p>Incorporation of evidenced-based programs and practices such as:</p> <p>Trauma Informed Care</p> <p>Cognitive Behavioral Therapy</p> <p>The Seven Challenges® Program (Seven Challenges), a comprehensive counseling program to work on drug problems.</p> <p>Mindfulness</p> <p>Aggression Replacement Training</p> <p>Positive Behavioral Intervention and Supports</p>

### ***Data Simple to Data Driven***

- Implementing robust enterprise reporting tool
- Putting data in the hands of decision makers
- Eliminating data department bottleneck
- Creating specialized dashboards for each member of leadership team
- Integrating automated machine learning algorithms (Kraken) for predictive analytics
- Feeding predictions back into dashboards for proactive intervention
- First secondary education institution to use Kraken

### **Unique Accomplishments**

- 1) Somerset Prep was proud to graduate their very first senior class in June of 2018. Of the twenty-three seniors, 100% graduated and received a high school diploma! Furthermore, the class of 2018 also received:

**Pell Grant Award Total - \$112,825**

**DC-CAP Last Dollar Award Total - \$10,000** (5 students received \$2,000 a piece which is the max)

**DC-TAG - \$35,000**

**Institutional Scholarships - \$53,000**

**Grand Total** (thus far) - **\$208,825**

- 2) Middle School Girls' Basketball PCSAA Champions 2017-2018

- 3) Varsity High School Boys' Flag Football Champions 2017-2018

**A. List of Donors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.00.**

Manpower DC	500.00	Class Trip - 5/2/18
New Hope Church of God of Waldorf, Inc	500.00	

## **APPENDIX A: INCOME STATEMENT**

Income Statement	Actual
Revenue	
State and Local Revenue	7,609,258
Federal Revenue	1,133,583
Private Grants and Donations	1,264
Earned Fees	371,222
Total Revenue	9,115,327
Expenses	
Salaries	4,507,025
Benefits and Taxes	767,722
Contracted Staff	143,191
Staff-Related Costs	58,578
Rent	1,197,273
Occupancy Service	10,164
Direct Student Expense	706,527
Office & Business Expense	810,962
Total Expenses	8,201,441
Operating Income	913,886
Extraordinary Expenses	
Depreciation and Amortization	180,977
Total Extraordinary Expenses	180,977
Net Income	732,909

## **APPENDIX B: BALANCE SHEET**

**Somerset Academy**

As of June 30, 2018

Balance Sheet		6/30/2018
Assets		Year End
Assets		
Current Assets		
Cash		1,128,890
Accounts Receivable		156,059
Other Current Assets		44,012
Total Current Assets		1,328,961
Noncurrent Assets		
Operating Fixed Assets, Net		453,005
Facilities, Net		547,500
Total Noncurrent Assets		1,000,505
Total Assets		2,329,466
Liabilities and Equity		Year End
Liabilities and Equity		
Current Liabilities		
Accounts Payable		856,955
Other Current Liabilities		141,898
Accrued Salaries and Benefits		314,098
Total Current Liabilities		1,312,951
Equity		
Unrestricted Net Assets		283,606
Net Income		732,909
Total Equity		1,016,515
Total Liabilities and Equity		2,329,466

## **APPENDIX C: FY 19 BUDGET**

**FY19 Budget**  
**Somerset Academy**

## SY18-19

### Revenue

State and Local Revenue	8,625,819
Federal Revenue	689,109
Earned Fees	78,039
<b>Revenue Total</b>	<b>9,392,967</b>

### Expenses

Salaries	4,996,784
Benefits and Taxes	1,019,912
Contracted Staff	100,000
Staff-Related Costs	80,724
Rent	1,360,658
Occupancy Service	17,510
Direct Student Expense	773,023
Office & Business Expense	653,895
Contingency	100,000
<b>Expenses Total</b>	<b>9,102,506</b>

**NET ORDINARY INCOME** **290,461**

### Extraordinary Expenses

Depreciation and Amortization	201,877
<b>Extraordinary Expenses Total</b>	<b>201,877</b>

**TOTAL EXPENSES** **9,304,382**

**NET INCOME** **88,585**

## **APPENDIX D: STAFF ROSTER**

<b>SOMERSET PREP DC SY 2017-18 STAFF ROSTER</b>					
TERM	PHONE	NAME	POSITION	ROOM #	EMAIL ADDRESS
<b>ADMINISTRATION</b>					
12 MO	<b>101</b>	LAUREN CATALANO	PRINCIPAL CEO		<a href="mailto:lcatalano@somersetprepdcc.org">lcatalano@somersetprepdcc.org</a>
12 MO	<b>102</b>	VANIA MAYSONET	OPERATIONS MANGER		<a href="mailto:vmaysonet@somersetprepdcc.org">vmaysonet@somersetprepdcc.org</a>
12 MO	<b>288</b>	KEITH BULLOCK	ASSISTANT PRINCIPAL		<a href="mailto:kbullocc@somersetprepdcc.org">kbullocc@somersetprepdcc.org</a>
12 MO	<b>298</b>	OMOLARA MAGASSOUBA	ASSISTANT PRINCIPAL		<a href="mailto:omagassouba@somersetprepdcc.org">omagassouba@somersetprepdcc.org</a>
<b>SUPPORT STAFF</b>					
12 MO	<b>100</b>	MICHELE PINKARD-GREEN	ADMIN ASSIST TO DEANS/ SUPPORT STAFF	Main Office	<a href="mailto:mgreen@somersetprepdcc.org">mgreen@somersetprepdcc.org</a>
12 MO	<b>100</b>	MICHAEL L. GREEN II	ADMINISTRATIVE ASSISTANT	Main Office	<a href="mailto:mjgreen@somersetprepdcc.org">mjgreen@somersetprepdcc.org</a>
12 MO	<b>103</b>	SYNCOTTIA BELINFONTIE	LEA DATA MANAGER	Main Office	<a href="mailto:sbelinfontie@somersetprepdcc.org">sbelinfontie@somersetprepdcc.org</a>
12 MO	<b>104</b>	NICOLE DANIELS	OFFICE MANAGER/HR DIRECTOR	Main Office	<a href="mailto:ndaniels@somersetprepdcc.org">ndaniels@somersetprepdcc.org</a>
	<b>295</b>	OFFICE SPARE PHONE	MAIN OFFICE		
<b>MIDDLE SCHOOL TEAM</b>					
10 MO	<b>221</b>	JASON OVERTON	MS 8TH SOCIAL STUDIES TEACHER	202	<a href="mailto:joverton@somersetprepdcc.org">joverton@somersetprepdcc.org</a>
10 MO	<b>223</b>	JAMES HAMILTON	MS 6TH/7TH SOCIAL STUDIES TEACHER	203	<a href="mailto:jhamilton@somersetprepdcc.org">jhamilton@somersetprepdcc.org</a>
10 MO	<b>224</b>	CHIMERE WEAVER	6TH/7TH ELA	204	<a href="mailto:cweaver@somersetprepdcc.org">cweaver@somersetprepdcc.org</a>
10MO	<b>238</b>	LATASHA PERRY	MS 8TH ELA TEACHER	218	<a href="mailto:lperry@somersetprepdcc.org">lperry@somersetprepdcc.org</a>



## **APPENDIX E: BOARD ROSTER**

<b><u>Name</u></b>	<b><u>Home address for PCSB</u></b>	<b><u>Date of Appointment</u></b>
Joe Bruno	Florida	2012
<i>Finance Committee</i>		
<i>Treasurer</i>		

Darya Davis	Washington, DC	2015
<i>Parent Representative</i>		
Mark Medema	Virginia	2012
<i>Governance Committee</i>		
Amber Northern	Virginia	2014
<i>Academic Committee</i>		
Joe Quander	Washington, DC	2014
<i>Parent Representative</i>		
Jud Starr	Washington, DC	2012
<i>Board Chair</i>		
Danielle Walton	Washington, DC	2015

## **APPENDIX F: DATA POINTS**

### **SY 2017-18 Annual Report Campus Data Report**

<b>Source</b>	<b>Data Point</b>
PCSB	LEA Name: Somerset Preparatory Academy PCS
PCSB	Campus Name: Somerset Preparatory Academy PCS
PCSB	Grades served: 6—12

**Enrollment by grade level according to OSSE's Audited Enrollment Report**

Grade	PK3	PK4	KG	1	2	3	4	5	6
<b>Student Count</b>	0	0	0	0	0	0	0	0	61
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
<b>Student Count</b>	73	71	67	48	30	25	0	0	0

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

**Student Data Points**

School	<b>Total number of instructional days:</b> 180 days
PCSB	<b>Suspension Rate:</b> 8.8%
PCSB	<b>Expulsion Rate:</b> 0.53%
PCSB	<b>Instructional Time Lost to Out-of-School Suspension Rate:</b> 0.33%
PCSB	<b>In-Seat Attendance:</b> 93.8%
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:</b> 9.9% (37 students)*
PCSB	<b>Midyear Entries:</b> 1.6% (6 students)*
PCSB	<b>Promotion Rate (LEA):</b> 100.0%
PCSB (SY16-17)	<b>College Acceptance Rates:</b> Not Applicable
PCSB (SY16-17)	<b>College Admission Test Scores:</b> Not Applicable
PCSB (SY16-17)	<b>Graduation Rates:</b> Not Applicable

**Faculty and Staff Data Points**

School	<b>Teacher Attrition Rate:</b> 31%
School	<b>Number of Teachers:</b> 38
School	<b>Teacher Salary</b> 1. Average: \$62,090 2. Range -- Minimum: \$42,000                      Maximum: \$75,000