

2018-2019

annual report



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1. School Description

A. Mission Statement

Center City Public Charter Schools empowers our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C.

Vision

Driven by character, excellence, and service, Center City Public Charter Schools seeks to:

- Foster a community of lifelong learners;
- Graduate students ready to go to and through college; and
- Prepare our alumni to serve and lead others in the 21st century

Core Values

Character: We teach students to demonstrate empathy, understand different perspectives and people, advocate for themselves, and make good decisions.

Excellence: Center City students become critical thinkers who value the learning process. They are able to set personal goals and value achieving them.

Service: We teach students about their role and potential impact within their community and beyond.

B. School Program

Our academic program is designed to prepare students for high school, college, and career. We commit to providing students with a diverse set of experiences that include a rigorous, socially-relevant curriculum and opportunities for service learning. Our curriculum and instructional practices are aligned to the Common Core State Standards for English Language Arts (ELA) and mathematics, the Next Generation Science Standards, and the College, Career, and Civic Life Framework (C3). We believe in providing the most comprehensive education possible while maintaining the integrity of a small school program. Students participate in the core academic programs of mathematics, science, and humanities, which integrates ELA and social studies. Each campus offers enrichment courses, such as physical education (PE), Spanish, art, music, dance, drama, or STEM, as a regular part of their schedule.

Instructional Strategies

Through our humanities curriculum, scholars in grades 3-8 will meet the demands of the Common Core by engaging with authentic, high-interest literature and visual arts. We are using Wit & Wisdom, a research-based curriculum that engages students in four thematic units of study. Each module includes an anchor text, a wide selection of supplemental fiction and non-fiction texts, and visual art. The curriculum integrates writing instruction at the daily level and each unit ends in a performance task.

Center City has adopted the Eureka Mathematics curriculum for grades K-8. The Eureka curriculum prioritizes the major work of each grade level, as designated by the PARCC Model Content Framework. Scholars spend significant time engaging in higher levels of mathematical performance - to persevere in problem solving, to reason using various mathematical strategies, and to reflect on mistakes, processes and solutions. Each unit includes opportunities for students to develop procedural skills and fluency while building a solid, conceptual understanding of foundational mathematics content.

Humanities | Grades K-2

Our Humanities curriculum includes a comprehensive English Language Arts (ELA) curriculum that is deeply rooted in two simple beliefs: first, that students need significant “time in text” and second, that a true love of reading must be at the core of each and every classroom. Driven by these beliefs, we use a curriculum that prioritizes the major shifts in instruction driven by the adaptation of the Common Core State Standards. Center City students spend significant time reading and closely analyzing complex texts as well as identifying evidence from the texts to support strong arguments. In grades K-2, students secure foundational skills and engage in text-based discussions through the Core Knowledge Language Arts program (CKLA). CKLA also allows students to build background knowledge in history and social studies through thematic units.

Humanities | Grades 3-8

Scholars in grades 3-8 will meet the demands of the Common Core through a Humanities block, which combines social studies and ELA content in the study of the human condition. Students engage with authentic, high-interest literature and visual arts through Wit & Wisdom, a research-based ELA curriculum that engages students in four thematic units of study. Each module includes an anchor text, a wide selection of supplemental fiction and non-fiction texts, and visual art.

The curriculum integrates writing instruction at the daily level and each unit ends in a performance task. Students have the opportunity to delve deeper into the historic content of Wit & Wisdom through the reading of complex nonfiction text in primary and secondary sources. The Humanities block incorporates the C3 framework and leads students to build the critical thinking skills necessary to develop and defend historically accurate arguments in both written and verbal formats.

Mathematics

Center City has adopted the Eureka Mathematics curriculum for grades K-8. The Eureka curriculum prioritizes the major work of each grade level, as designated by the PARCC Model Content Framework. Students spend significant time engaging in higher levels of mathematical performance – to persevere in problem solving, to reason using various mathematical strategies, and to reflect on mistakes, processes and solutions. Each unit includes opportunities for students to develop procedural skills and fluency while building a solid, conceptual understanding of foundational mathematics content. With a deep conceptual understanding of the content and daily opportunities to apply the Common Core Standards for Mathematical Practices, students are empowered to engage in mathematical discussions and to build a level of mathematical literacy that will follow them to high school.

Science

Center City adopted the Full Option Science System (FOSS) curriculum for grades 6-8. FOSS is a hands-on curriculum that allows students to learn science through critical thinking and active investigation. FOSS is aligned to the Next Generation Science Standards (NGSS) and integrates Earth, Life, and Physical Science in all grade levels while building students’ capacity to learn both scientific and engineering concepts.

In the lower grades, we have designed a science curriculum that is aligned with the Next Generation Science Standards and embodies the dual nature of science: a body of deep content knowledge and the processes and practices used to add to that body of knowledge. Scholars learn early about the scientific process and are asked to apply this process of disciplined inquiry and experimentation to a science project of their choosing.

The Arts

Arts offerings vary across the Center City campuses. As such, students may have the opportunity to engage in visual arts, music, dance, drama, Spanish, or STEM enrichment offerings multiple times a week. There are multiple opportunities throughout the school year where students are able to participate in school and district level performances where they display their talent or work.

Physical and Health Education

Students will have at least one period of physical education (PE) per week. At certain grade levels, health is also a part of the PE curriculum. Our PE program includes basic calisthenics and aerobics, as well as team and individual sports. We emphasize the importance of exercise, fitness, and healthy habits to help students develop a positive body image. We build teamwork and good sportsmanship and stress this in the context of several core values, including collaboration, compassion, cooperation, discipline, and respect.

Student Support Services

At Center City Public Charter Schools, we ensure a Free Appropriate Public Education to all students. Our programming is inclusive of services for English Language Learners, students with disabilities, and response to intervention services for students struggling academically.

Special Education

Special education is defined as a specially designed set of services in combination with best practices and methodologies to meet students' needs related to their disability. Our special education program educates students, to the extent possible, using inclusive, co-teaching models, ensuring all students are integrated into the general education setting. Student needs are met through varying levels of services as indicated on their Individualized Education Plan. Services may include: specialized instruction in reading, written expression, and mathematics; adaptive physical education; support for vision, hearing, or orientation/mobility; related services in speech/language therapy, occupational therapy, counseling, behavior support, and/or physical therapy.

English as a Second Language Program

The English as a Second Language (ESL) Program supports the development of proficiency in the language domains of listening, speaking, reading and writing for students whose dominant language is not English. In the 2017-18 school year, 229 students were found eligible for the English as a Second Language Program. At Center City, we focus on ensuring that all students receive instruction tailored to their individual needs. Inclusion teachers work hand-in-hand with general education teachers to adapt grade-level curriculum and incorporate language scaffolds to differentiate instruction and provide individualized support to students. Additionally, Center City offers a variety of supplemental programs for English Learner students and their families. Since 2012, Center City has offered an after-school language development program called ESL After the Bell.

Interventions

At Center City PCS we have a myriad of interventions that are infused into the core content blocks for our K-5 students. Our middle school students have a dedicated intervention/conferencing block in which we've allocated 45-60 minutes per day toward academic interventions. For the 2017-18 school year, all six of our campuses had an onsite interventionist who led the intervention program and supported students requiring additional academic intervention. All of our schools have access to Ten Marks, Lexia, Wilson, Foundations, Just Words, and LLI. Each campus assesses the needs of their students by analyzing MAP, DIBELS/TRC, AIMS Web progress monitoring data, as well as work samples and curriculum-based measures. Students are provided with additional intervention resources as needed such as IXL, ST MATH, Mastery Connect, Exact Path, and Curriculet.

Enrichment

Center City believes in nurturing the whole child. Therefore students at Center City have access to a wide variety of enrichment opportunities both during and after the school day, including music, chorus, visual arts, dance, and drama. The Enrichment Department integrates the development of communication, body awareness, teamwork, and creativity into enrichment programming to develop students' lifelong skills. In addition to classroom instruction, students have various opportunities to demonstrate their mastery of arts content through campus and district-based performances and showcases of talent.

Parent Involvement

At Center City PCS, we believe that families are integral to student success and that effective family engagement will increase parent satisfaction as well as support the culture of the school community. The foundation of student success is relationship building.

Campuses use whole-class or individual goal setting quarterly parent data meetings to discuss academic progress and conduct relationship building home/community visits to increase home-school communication. At in-school workshops, teachers facilitate modeling strategies to address critical skills needed for mastery within a 45-60 day period of time. These skills are often related to reading and mathematical fluency, math computation, and problem solving. Center City uses these strategies to ensure that parents understand grade-level expectations and that the events are well attended and effectual, benefitting both the parents and the students while slowly facilitating the process by which students and families become partners in student progress.

The campus-level leadership teams, which include the principal, the assistant principal, a school counselor and family engagement lead teacher, work with classroom teachers to provide full support and encouragement to the parents in becoming involved in their child's academic progress and in attending all important events. Families are also encouraged to provide their suggestions and support to the school, its operations and Center City PCS as a whole through an annual family survey and district and campus focus groups. Parents are further engaged through district-wide academic events for their children, back-to-school nights, inclusive morning meetings and assemblies, as well as, parent data meetings where parents are taught how to interpret their child's academic and behavioral data and how to best support their child's learning. Each campus hosts unique events that are specific to the campus communities that they serve. Center City PCS is in constant communication with parents through campus notifications and newsletters. Center City's Director of Student and Family Engagement leads multiple partnerships that support family engagement and ensures consistent implementation across the LEA.

II. School Performance

A. Performance and Progress

1. Progress in Achieving the Mission

Center City Public Charter Schools' mission is to empower our students for lifelong success by building strong character, promoting academic excellence, and generating public service throughout Washington, D.C. We continue to make significant progress in achieving the mission by implementing a rigorous academic program, engaging in character education, and ensuring that all campuses participate in community service projects. In addition, we ensure that students are exposed to career options through career awareness activities and we provide them with guidance through the high school application process.

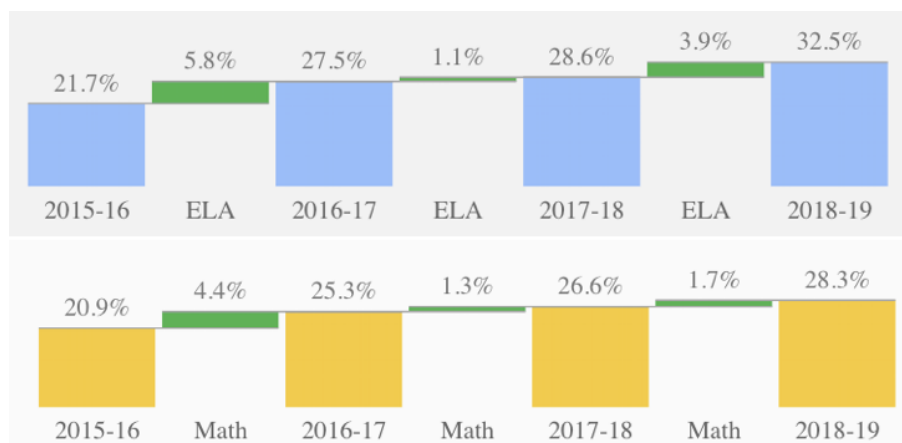
2. Progress in Achieving Goals and Achievement Expectations

The following graphs provide an overview of Center City campuses' performance on the PARCC in English/Language Arts (ELA) and mathematics.

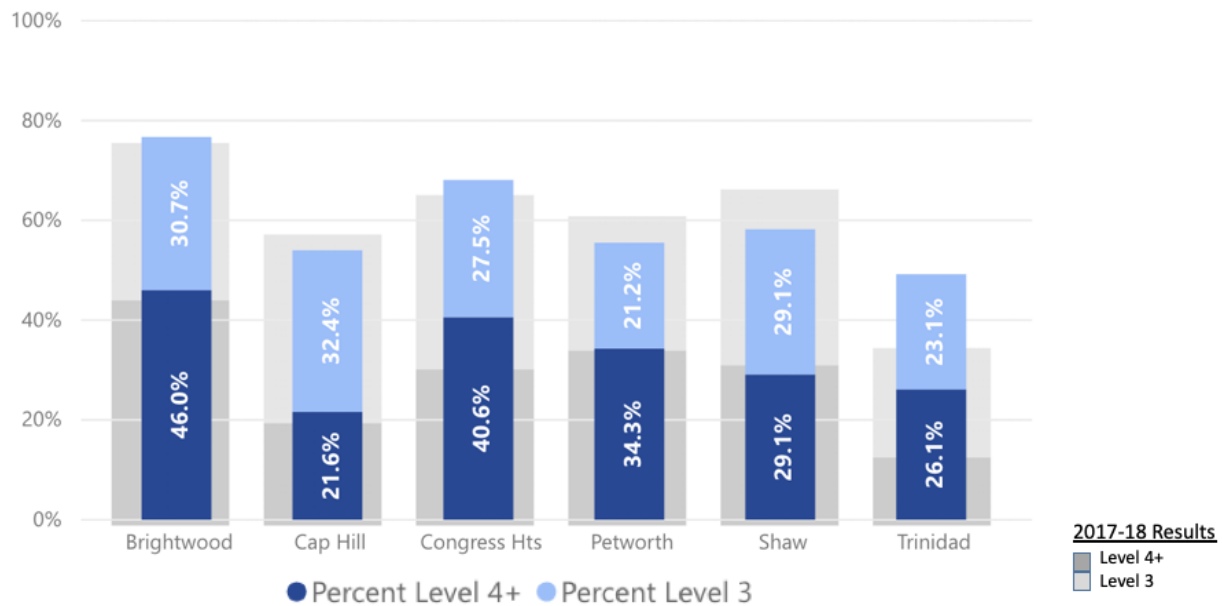
Spring 2019 PARCC Performance Trends

	ELA 1-yr Chg	ELA 4-yr Chg	Math 1-yr Chg	Math 4-yr Chg
All CCPCS	3.9%	15.1%	1.7%	9.7%
Charter	2.7%	9.3%	0.2%	4.8%
DCPS	4.9%	15.0%	1.9%	11.5%
DC	3.8%	12.3%	1.1%	8.4%

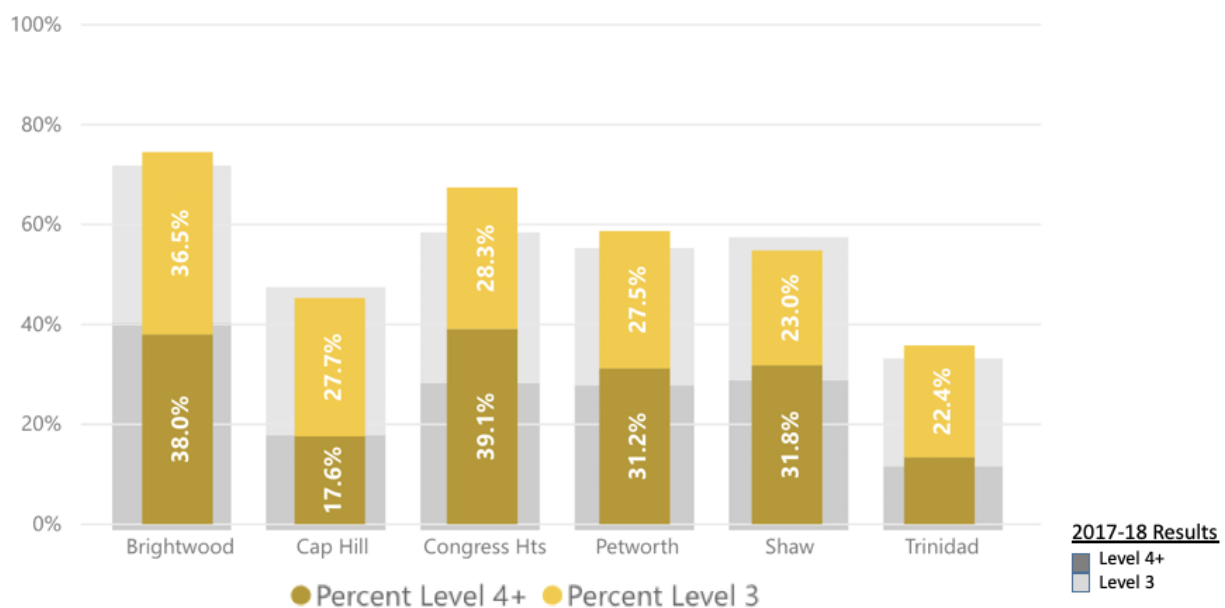
Center City PCS PARCC Performance Trends



2019 Center City PCS - Percent Meeting Level 3 & Level 4+ by Campus in ELA
Compared to 2018



2019 Center City PCS - Percent Meeting Level 3 & Level 4+ by Campus in Math
Compared to 2018



B. Unique Accomplishments

Center City Congress Heights was recognized as a “Bold Improvement Schools” by EmpowerK12. Bold Improvement Schools are classified as “on track to meet or exceed the test scores of the nation’s more affluent students within the next five years.”

Principal Brandy Tyson of the Trinidad Campus was selected as a Washington Post Principal of the Year Finalist. She was chosen among principals nominated throughout the DC Metro Area.

Music Educator, Dr. Daniel Spruill was selected as a finalist for the 2020 DC Teacher of the Year award.

C. List of Donors

Donor	Amount
James Michel	\$550.00
Tom O'Hara	\$1,000.00
Marco & Lydia Adelfio	\$1,000.00
Betsy Hanlon	\$1,000.00
Jennifer & Jackson Norton	\$2,000.00
Fred & Lesley Duncan	\$1,000.00
Building Hope	\$1,000.00
The Specialized Foundation	\$22,000.00
Best Buy Donors Program	\$942.00
DonorsChoose	\$1,094.00

SY 2018–19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Brightwood
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 258

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	16	22	25	26	27	27	23	26	24
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	20	22	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: 181
PCSB	Suspension Rate: 0.4%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%
PCSB	In-Seat Attendance: 97.2%*
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: 3.5% (9 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 31%
School	Number of Teachers:

	26
School	Teacher Salary 1. Average: . 66,048 Range -- Minimum: \$ 54,954 Maximum: 85,000

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Capitol Hill
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 262

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	21	23	14	24	25	22	28	29	28
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	25	23	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: 181 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: 6.1%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.08%
PCSB	In-Seat Attendance: 93.1%*
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: 4.6% (12 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 29.17%
School	Number of Teachers: 24
School	Teacher Salary 1. Average: \$65,394 2. Range -- Minimum: \$ 54,954 Maximum: \$86,848

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
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SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Congress Heights
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 250

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	14	20	23	19	27	25	28	24	22
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	28	20	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: 180 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: 2.4%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.03%
PCSB	In-Seat Attendance: 93.9%*
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: 6.4% (16 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 17.02%
School	Number of Teachers: 23.5
School	Teacher Salary 1. Average: \$69,460 2. Range -- Minimum: \$ 48,234 Maximum: \$92,206

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Petworth
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 250

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	22	20	23	23	22	24	26	20	24
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	22	24	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: 181 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: 1.6%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.02%
PCSB	In-Seat Attendance: 94.0%*
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: 0.8% (2 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 8%
School	Number of Teachers: 25
School	Teacher Salary 1. Average: \$68,840 2. Range -- Minimum: \$ 42,500 Maximum: \$92,206

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Shaw
PCSB	Grades served: PK4--8
PCSB	Overall Audited Enrollment: 230

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	16	24	20	21	26	24	26	25
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	25	23	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: 181 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: 4.8%
PCSB	Expulsion Rate: 0.43%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.09%
PCSB	In-Seat Attendance: 92.8%*
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: 2.2% (5 students)*
PCSB	Midyear Entries: 0.9% (2 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 27.3%
School	Number of Teachers: 22
School	Teacher Salary 1. Average: \$66,199 2. Range -- Minimum: \$ 54,954 Maximum: \$85,033

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2018-19, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Center City PCS
PCSB	Campus Name: Center City PCS - Trinidad
PCSB	Grades served: PK3--8
PCSB	Overall Audited Enrollment: 207

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	13	11	13	11	21	24	27	21	25
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	20	21	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: 180 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: 2.4%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.05%
PCSB	In-Seat Attendance: 90.8%*
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: 2.4% (5 students)*
PCSB	Midyear Entries: 0.0% (0 students)*
PCSB	Promotion Rate (LEA): 99.7%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 19.05%
School	Number of Teachers: 21
School	Teacher Salary 1. Average: \$68,100 2. Range -- Minimum: \$ 54,954 Maximum: \$95,693

***Notes:**

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY 2018-19 Data Validation Application as of August 2019. However, the validated rates that OSSE will publish in the DC School Report Card following Metric Calculation Confirmation this fall may vary slightly.
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APPENDIX

Appendix A: Executive Salaries

Executive Salaries

Russ Williams	CEO	\$234,900
Kelly Dickens	Director of Operations	\$148,000
Demetria Gartrell	Managing Director of Schools	\$144,524
Niya White	Principal	\$128,699
Kate Merrill	Director of Curriculum and Instruction	\$125,000

Appendix B: Staff Roster

Each Center City PCS teacher and administrator has, at a minimum, a bachelor's degree.

Employee_Name	Position
ABDUL-RAHIM, AYESHA	Assistant Principal
ABSHER, STANLEY KINNEY	Teacher, 7/8 Humanities
ADAMS, TIMOTHY	Meal Service Specialist
ALAIMO, DANIELLE	Teacher, Inclusion-SPED
ALLEN, LINDSEY	Teacher, Inclusion-ESL
AMAYA, ROSA	Administrative Assistant
APPLE, LISA	Teacher, Inclusion-SPED
BAILEY, MICHAEL	Teacher, 1st Grade
BARGE, NIA	Teacher, Theater
BENN, BEVERLY	Teacher, PK3

BLACK, AMELIA	Teacher, 5/6 Humanities
BLACK, LINDSAY	Teacher , 5/6 Math/Science
BLACKERBY, LAURA	Teacher, Kindergarten
BORDERS, CAROLINE	Teacher, 2nd Grade
BOWLES, LATIA	Teacher, PK4
BOYD, ARNETTA	Teacher, PK4
BRATHWAITE, KUWANDA	Counselor
BRAXTON, MARTELLUS	Instructional Assistant - Behavior
BREEDEN, TIA	After Care, Instructor
BROWN, CHARLES	Teacher, 7/8 Math
BROWN, DEVONNE	Teacher, MS Science
BROWN, KANIYA	Teacher, Inclusion-SPED
BROWN, MONIQUE	Teacher, Art
BRYANT, DEAZEHLA	After Care, Director
BURGY, NAZO	Principal
CAMPBELL, AUDREY	Interventionist
CARDWELL, CANDICE	Teacher, Inclusion-SPED
CARVEY, JENNIFER	Teacher, PK3
CASSIDY, KERRY	Teacher, 2nd Grade
CHADHURY, TRISHLA	Teacher, Inclusion-ESL
CHINN, JUSTIN	Administrative Assistant
CHRISTOPHER, WARREN	Teacher, STEM
CHU, ASHLEY	Teacher, Kindergarten
CLARK, DARION	Dedicated Aide
CLARK, KATHERINE	Teacher, Inclusion-ESL

CLARKE, EMILY	Teacher, 3/4 Humanities
CLEMONS JR, JEROME	Teacher, 7/8 Humanities
CLOHERTY, MARK	Dedicated Aide
COLBERT, JUANITA	After Care, Director
COLO, JERRY	Teacher, Spanish
CORBOY, LAUREN	Teacher, Kindergarten
CROMER-SNOW, AMANDA	Instructional Assistant- PK4
CROSS, AMIE	Instructional Assistant-1st Grade
DALEY, CHRYSTAL	Teacher, PK4
DANIEL, SAMANTHA	Teacher, Physical Education
DAUGHERTY, JORDAN	Teacher, Dance
DAVIS, NICOLE	Meal Service Specialist
DEAN, TIFFANY	Teacher, Art
DETURRIS, CHRISTOPHER	Interventionist
DIXON, DELINDA	Instructional Assistant-Interventionist
DOLIN, EMILY	Teacher, Inclusion-SPED
DORCHAK, PETER	Teacher , 5/6 Math/Science
DOWDY, ALYSSE L	Teacher, 1st Grade
DUKES, AARON	Principal
DUNSTON, FAYE	Interventionist
DURAN, SINDY	Administrative Assistant
EDMUNDS, MALCOLM	Instructional Assistant-1st Grade
EDWARDS, CHRISTINE	Manager, Operations
EL-HINNAWY, NAELA	Teacher, 1st Grade
ESCALANTE, ANGELICA	Interventionist

ETHERIDGE, DANIELLE	Instructional Assistant- PK3
FAIRFAX, ALISHA	Teacher, 7/8 Humanities
FARRAR, LORI	Counselor
FELIX, JUNE	Instructional Assistant-Kindergarten
FELLS, BRITTANY	Teacher, PK4
FERGUSON, JAYME	Teacher , 5/6 Math/Science
FERNANDEZ, AVANTI	Teacher, 3/4 Humanities
FISHER, CATHERINE	Teacher, PK3
FISHER, SHAYLYSEA	Teacher, 7/8 Math
FOX, CAMELIA	Manager, Operations
FULLER, KIMBERLY	Interventionist
GOFF, KAMARI	After Care, Door Monitor
GRAVES, FRANCES	Dedicated Aide
GREENWELL, CHANTYA	Instructional Assistant- PK4
GRIER, BRANDON	Teacher, 5/6 Humanities
GRIFFIN, MICHAEL	Teacher, Inclusion-SPED
HABIB, SYEDA	Teacher, 1st Grade
HAGGERTY-WILLIS, DEANTE	Teacher, Music
HARDIE, DENISHA	After Care, Instructor
HARDIE, KAYLA	After Care, Door Monitor
HARRIS, ASHLEY	Counselor
HARRIS, PARISIA	Instructional Assistant-SPED
HARRIS, TERESA	Interventionist
HARVEY, ROBIN WHEELER	Teacher, 7/8 Humanities
HAUPT, BRIANA	After Care, Director

HENDERSON, MARQUISHA	Dedicated Aide
HENDERSON, ROBERT	Teacher, 3/4 Humanities
HERRERA DE GOMEZ, DENISE	Instructional Assistant- PK3
HIDEN, KELLY	Teacher, Inclusion-SPED
HINDS, KEVIN	Teacher, 7/8 Math
HORTON, NAQUIA	After Care, Instructor
HOUSTON, DESIA	After Care, Instructor
HUTCHERSON, CHANDA	Manager, Operations
HUYNH, JANNA	Teacher, 3/4 Math/Science
IBLE, ANDREA	Teacher, 5/6 Humanities
IGLESIAS DE MORENO, ROSAURA	Meal Service Specialist
JACKSON, BRIANNA	Teacher, Inclusion-SPED
JACKSON, DAWN	Dedicated Aide
JACOBS, MIKE	Assistant Principal
JAMES, NANETTE	Teacher, Art
JEAN-LOUIS, CINDY	Teacher, 3/4 Math/Science
JEFFERSON, PAUL	Instructional Assistant-1st Grade
JOHNSON-CAUTHERN, SADIQA	Interventionist
JOHNSON-FLEMING, QUIANA	Assistant Principal
JOHNSON, APRYLE	Teacher, PK4
JONES JR., FRANK	After Care, Door Monitor
JONES, CAMILLE M	Teacher, Music
JONES, JAMILLE	Teacher, Art
JONES, PATRICE	Teacher, Inclusion-SPED
JOYNER, MARK	Teacher, MS Science

KAPLAN, ANNA O	Interventionist
KELLY, DIANA	Instructional Assistant-Kindergarten
KIM, LINDA	Teacher, 1st Grade
KING, SHANTE	After Care, Instructor
KRAL, JASMINE	After Care, Instructor
LAMPKINS, STACIE	Instructional Assistant-1st Grade
LASSITER, ARRINGTON	After Care, Instructor
LAYNE, PRECIOUS	Teacher, 5/6 Humanities
LAZO-CONTRERAS, MELISSA	After Care, Door Monitor
LEPORE, EMMA	Interventionist
LEVIEN, DANIEL JACOB	Teacher, Inclusion-SPED
LEWIS, CAMERON	Teacher, 3/4 Math/Science
LITTLEFIELD, RANDAL	Teacher, 7/8 Humanities
LONGSHORE, AYSHA	Administrative Assistant
LOVE, ARIEL	Teacher, Inclusion-SPED
LUCAS, COURTNEY	Instructional Assistant- PK4
LUETZOW, KARLA	Teacher, 3/4 Humanities
MACK, JANELLE	After Care, Instructor
MALDONADO, MARISELA	Teacher, Inclusion-ESL
MALLOY, ASHLEY	Teacher, Dance
MALONEY, SHARON	Teacher, Inclusion-ESL
MARSHALL, BRANDYN	Teacher, 7/8 Math
MARTIN II, LEONARD	Teacher, 2nd Grade
MARTIN, BRIEL	After Care, Instructor
MATHENY, DENISHA	Instructional Assistant-Kindergarten

MCDUFFIE JR, DAMION	Teacher, Inclusion-SPED
MELVIN, RASHIDA	Assistant Principal
MILLER, MICHELE	Teacher, MS Science
MITCHELL, TASHELL	Teacher, 2nd Grade
MOODY, BRITTANY	Administrative Assistant
MOTEN, SOPHAREST	Instructional Assistant- PK3
MUKIRA, CECILIA	Interventionist
NOVAK, SAMANTHA	Teacher, MS Science
NUSSBAUM, ASHLEY	Teacher, 2nd Grade
NUZZELILLO, SHANNON	Teacher, 5/6 Humanities
ODONKOR, CHELSEA R	Teacher, 3/4 Math/Science
OFTEDAHL, WENDY	Teacher, 7/8 Humanities
OWENS, RIA-RENEE	Counselor
PARKER, SHERRI	Dedicated Aide
PARKS, CHARITY	Dedicated Aide
PARRISH, CHRISTINE	Interventionist
PATTERSON, MEGAN	Teacher, 3/4 Humanities
PATTON, JUSTIN	Teacher, Inclusion-SPED
PETERSON, AMIRACLE	Instructional Assistant-1st Grade
PIERCE, BRIAN	Teacher, Inclusion-SPED
PIERCE, DEREK E	Teacher, Inclusion-SPED
POWERS, PAIGE	Teacher , 5/6 Math/Science
PRICE, BIJONE	Teacher, 3/4 Math/Science
PRIDE, ANNE	Teacher, 2nd Grade
PRINCE, ALFONS	Teacher, 7/8 Math

PROPHET, AISHAH	Teacher, Inclusion-SPED
PRUE, DARRYL	Teacher, Physical Education
RAVENEL, ALISANDRA	Assistant Principal
RAY, PAULA	Meal Service Specialist
REED, JESSICA	Teacher, Inclusion-SPED
REESE, CRYSTAL	Teacher, 7/8 Humanities
RILEY, LYNETTE	Manager, Operations
RODDEY, DASHAWN	Instructional Assistant-Interventionist
ROMERO, HEIDI	Manager, Operations
ROSENBERG, ABIGAIL	Teacher, Inclusion-ESL
ROSS, CHANTAL	Teacher, Inclusion-ESL
ROUNTREE, JERMAR	Teacher, Physical Education
RUTLEDGE, BLAIR	Teacher, 7/8 Humanities
RUTLEDGE, KATHY	Instructional Assistant- PK4
SAMUEL, NIA	Manager, Operations
SAMUELS, ANDRE	Principal
SANGUENETTE, CRYSTAL	Teacher , 5/6 Math/Science
SARAVIA-GARCIA, RICARDO	Instructional Assistant-1st Grade
SASIETA, ALFONSO	Teacher, 7/8 Humanities
SCHUSTER, MICHAEL	Teacher, Inclusion-ESL
SESAY, JULIANA	Teacher, 7/8 Humanities
SHELTON-EPPS, BRAXTON	Instructional Assistant- PK4
SHEPHERD, TYRESA	Instructional Assistant-Kindergarten
SISTRUN, BRANDI	After Care, Director
SMITH, DESIREE	Interventionist

SMITH, JASHA	Instructional Assistant- PK3
SMITH, SHARNITA	Teacher, PK3
SPRUILL, DANIEL	Teacher, Music
SUTTON, JAMIL	Teacher, Physical Education
SWANN, DEVON	Instructional Assistant- PK4
TANDARIC, JAMES	Teacher, Inclusion-ESL
TAYLOR, RACHEL C	Teacher, 3/4 Humanities
THOMAS, KELLIE	Teacher, Inclusion-ESL
THOMPSON, SHERVON	Teacher, PK4
TILLMAN, SHELONDA	Teacher, MS Science
TOMMELLEO, RACHEL	Principal
TOXEY, FELIX	Teacher, Physical Education
TROUTT, HYCHIA	Teacher, Kindergarten
TULLOCH, EILEEN	Teacher, Kindergarten
TURNER, TYRONNE	Teacher, Physical Education
TYSON, BRANDY	Principal
VANAGER, DEWAYNE	Teacher , 5/6 Math/Science
VANDERBILT, LYDIA	Teacher, 7/8 Math
VELASQUEZ, LIGIA	Administrative Assistant
VENEY, DANA	Dedicated Aide
WAGSTAFFE, TANYA	Teacher, 7/8 Humanities
WALTON, ALEX	Teacher, 7/8 Humanities
WALTON, ASHLEY	Teacher, Inclusion-SPED
WASHINGTON, LENEE	Teacher, 3/4 Math/Science
WATTS, CRYSTAL	Teacher, Kindergarten

WAYNE, PAUL	Dedicated Aide
WEISSLER, HANNAH	Teacher, Dance
WELSH, LEAH ROSE	Teacher, Inclusion-ESL
WERTHING, ERICA	Teacher, Inclusion-SPED
WESTERMAN, MICAH	Assistant Principal
WHITE, NIYA	Principal
WHITTINGTON, COLBY	Counselor
WIGFALL, CHERYL	Teacher, Inclusion-ESL
WIGGINS, CAREATHER DENEAH	Instructional Assistant-SPED
WILBURN, TORY	Counselor
WILLIAMS, CORNEISHA	Meal Service Specialist
WILLIAMS, KYVONNE	Teacher, 5/6 Humanities
WILLIS, ETONDRA	Teacher, 1st Grade
WILSON, KATARINA HOPE	Teacher, MS Science
WISE, ADRIAN	Instructional Assistant-Kindergarten
WRIGHT, NICKIE	Meal Service Specialist
YOUNG, JOE	Dedicated Aide
YOUNG, RASHIDA	Teacher, Art

Appendix C: Board Roster

BOARD MEMBER	BOARD TITLE	DC RESIDENT?
Lydia Adelfio - Chair	Chair	No
F. John Duncan	Member	Yes
Janet "Betsy" Hanlon	Vice Chair, Committee Chair	Yes
Diedra Henry- Spires	Secretary, Committee Chair	No
Thomas O'Hara	Member	Yes
Roneal Josephs	Member	Yes
Margaret Horn	Committee Chair	Yes
Art Moran	Committee Chair	Yes
Gretchen Guffy	Member	Yes
Nasir Qadree	Member	Yes
Neville Waters	Member	Yes
JD Wilde	Member	No
Chantal Eldridge	Parent Member	Yes

Appendix D: Unaudited Year-end 2018-19 Financial Statement

CENTER CITY PUBLIC CHARTER SCHOOLS
PROFIT AND LOSS STATEMENT
YEAR ENDED JUNE 30, 2019
(unaudited)

REVENUE

State and Local Revenue	27,641,538
Federal Revenue	2,651,604
Private Grants and Donations	33,443
Other Revenue	694,401
Total Revenue	<u>31,020,986</u>

EXPENSES

Salaries & Wages	16,289,742
Employee Benefits & Taxes	3,644,967
Direct Student Expense	2,241,923
Occupancy Expenses	4,576,773
General Expenses	1,236,106
Total Ordinary Expenses	<u>27,989,511</u>

NET OPERATING INCOME

3,031,475

Depreciation/Amortization

586,937

NET INCOME AFTER DEPRECIATION

2,444,538

CENTER CITY PUBLIC CHARTER SCHOOLS
BALANCE SHEET
JUNE 30, 2019
(unaudited)

ASSETS

Current Assets	
Cash and Cash Equivalents	10,754,014
Investments	2,241,000
Receivables	630,835
Prepaid Expenses and Other Assets	563,506
Total Current Assets	<u>14,189,355</u>
Fixed Assets	
Furniture and Equipment	2,465,834
Construction in Progress	318,280
Leasehold Improvements	5,580,466
	<u>8,364,580</u>
Less: Accumulated Depreciation/Amortization	<u>(6,372,049)</u>
Total Fixed Assets	<u>1,992,531</u>
Deferred Compensation	22,112

TOTAL ASSETS	<u><u>16,203,998</u></u>
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LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts Payable and Accrued Expenses	451,934
Accrued Payroll and Benefits	1,504,740
Total Current Liabilities	<u>1,956,674</u>
Deferred Rent	143,091
Deferred Compensation Payable	22,112

TOTAL LIABILITIES	<u>2,121,877</u>
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NET ASSETS

Unrestricted	11,082,121
Unrestricted - Board Designated Reserve	3,000,000

TOTAL NET ASSETS	<u>14,082,121</u>
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TOTAL LIABILITIES AND NET ASSETS	<u><u>16,203,998</u></u>
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Appendix E: Approved 2019-20 Budget

**CENTER CITY PUBLIC CHARTER SCHOOLS
BUDGET
2019 - 2020**

REVENUE

State and Local Revenue	27,970,330
Federal Revenue	2,222,000
Private Grants and Donations	25,000
Other Revenue	675,628
Total Revenue	<u>30,892,958</u>

EXPENSES

Salaries & Wages	17,651,119
Employee Benefits & Taxes	4,044,225
Direct Student Expense	2,118,869
Occupancy Expenses	4,527,981
General Expenses	1,473,922
Total Ordinary Expenses	<u>29,816,116</u>

NET OPERATING INCOME	<u>1,076,842</u>
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Depreciation/Amortization	885,869
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NET INCOME AFTER DEPRECIATION	<u><u>190,973</u></u>
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