

Center City Public Charter Schools

2022-2023

ANNUAL REPORT



Center City Public Charter Schools
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Center City
Public Charter Schools

Character, Excellence, Service

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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 utilize a curriculum that blends three research-based programs that each 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, Center City uses the Wilson FUNdations program to help students build foundation skills in phonics, phonemic awareness, reading fluency, vocabulary, handwriting, and spelling. Students engage with high-quality, complex texts through the Wit & Wisdom curriculum, a research-based ELA curriculum that engages students in thematic units of study. Center City also uses the Geodes program in small group guided reading instruction.

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 5-8. 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 grades K-4, Center City adopted Ph.D. Science, a Great Minds curriculum that aligns with our Humanities curriculum and with the NGSS. Students investigate scientific phenomena through hands-on exploration, small group collaboration, and non-fiction texts.

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.

Center City also uses the Health Smart, 2nd Edition curriculum across K-8 to reach the requirements of the DC Health Education Standards. In grades K-4, students engage in lessons that address the following: emotional and mental health, personal health and wellness, injury and violence prevention, nutrition and physical activity, and tobacco, alcohol, and drug prevention. In grades 5-8, students continue their study of these topics and begin to discuss healthy relationships and sexual health. To learn more about the DC Health Education Standards, please visit osse.dc.gov/publication/2016-health-education-standards

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 Language Development Program

The English Language Development Program supports growth of proficiency in the language domains of listening, speaking, reading and writing for students whose dominant language is not English. In the 2022-23 school year, 312 students were eligible for the English Language Development Program. At Center City, we focus on ensuring that all students receive instruction tailored to their individual needs. Inclusion English Language Development teachers work hand-in-hand with general education teachers to adapt grade-level curriculum and incorporate language scaffolds to differentiate instruction and provide individualized English language instruction to students. Additionally, Center City offers 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 2020-2021 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 Academic Achievement Expectations

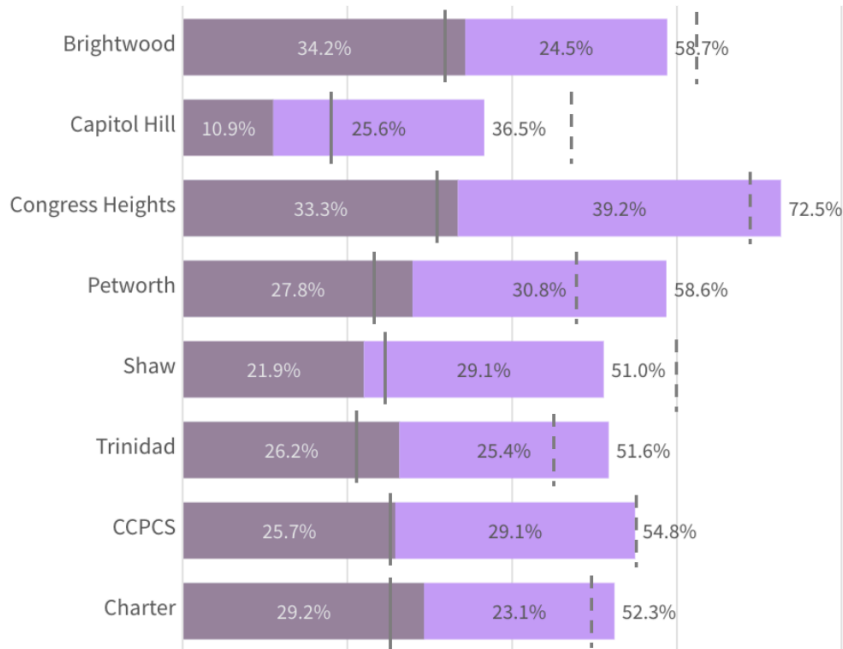
Because Center City adopted the PMF as Goals, we are unable to report on our progress towards meeting this goal given that no PMF has been published for the last three years. However, using the Charter Goals Policy Pathway B for goal attainment, Center City demonstrated improvement in two metrics as reported below.

The percent of students meeting or exceeding expectations in ELA and the percent of students approaching, meeting, or exceeding expectations in math increased from the 2021-22 school year. Additionally, Center City met or exceeded the charter sector’s performance in the percent of students approaching, meeting, or exceeding expectations (3+) in both math and ELA.

District/Sector	Subject	Percent Meeting or Exceeding Expectations (4+)			Percent Approaching, Meeting, or Exceeding Expectations (3+)		
		2018-19	2021-22	2022-23	2018-19	2021-22	2022-23
CCPCS	ELA	33%	25%	26%	60%	55%	55%
CCPCS	Math	28%	19%	17%	56%	45%	46%
3-8 Charter	ELA	35%	25%	29%	60%	49%	52%
3-8 Charter	Math	30%	17%	20%	57%	40%	44%

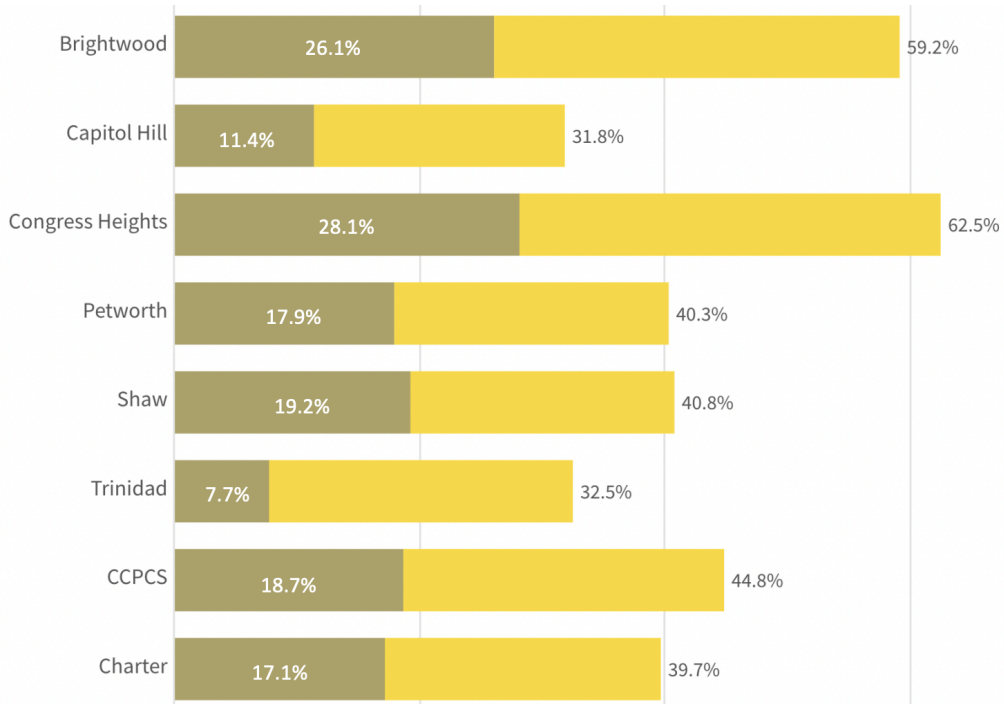
The data below represents the percent of students achieving Level 4+ (meeting or exceeding expectations) & Level 3+ (approaching, meeting or exceeding expectations) by campus compared to CCPCS as a whole and the 3-8 charter sector. Additionally, the solid and dotted reference lines allow for comparison from the 2021-22 school year.

2023 ELA PARCC Performance



■ % Met or Exceeded Expectations (Level 4+) ■ % Approached Expectations (Level 3)

2022 Math PARCC Performance



■ Met or Exceeded Expectations (Level 4+) ■ % Approached Expectations (Level 3)

B. Unique Accomplishments

- District of Columbia “Teacher of the Year” Finalist - Dr. Daniel Spruill, Brightwood
- National Title 1 Distinguished School - Brightwood
- 2nd Highest Attendance Rate in DC - Brightwood
- #1, highest-performing public middle school in all of Washington, DC - OSSE Star Report - Brightwood
- Washington Post “Principal of the Year” Finalist - Niya White and Brandy Tyson, Congress Heights & Trinidad
- National Blue-Ribbon Schools Recipient - US Department of Education - Congress Heights
- Recipient of the Fight for Children Quality Schools Grant - Congress Heights
- EmpowerK12 Bold Performance School (Honorable Mention) - Congress Heights Campus
- #1, highest-performing public PK-8 school in Ward 8 - OSSE Star Report - Congress Heights

C. List of Donors

Donor	Amount
Cynthia McKee	\$1,000.00
Jerenze Campbell	\$1,000.00
Marco & Lydia Adelfio	\$1,275.00
Meghan Quinn	\$1,000.00
Judy and Peter Blum Kovler Foundation	\$5,000
Scholastic	\$1,500.96
CityBridge Education	\$5,000.00
Hanlon Charitable Gift Fund (BOA)	\$500.00

School Year (SY) 2022-23 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Center City PCS
DC PCSB	Campus Name: Center City PCS - Brightwood
DC PCSB	Grades Served: PK3 - 8
DC PCSB	Overall Audited Enrollment: 260

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	18	24	27	24	26	26	27	26	25
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	25	15	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: 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.
DC PCSB	Suspension Rate: 0.38%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
DC PCSB	In-Seat Attendance: 96.07% *
DC 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.)
DC PCSB	Mid-Year Withdrawals: 0.77% *
DC PCSB	Mid-Year Entries: 0.00% *
DC PCSB	Promotion Rate (LEA): 100.00%
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable

DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 12%
School	Number of Teachers: 25 "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: Average: \$ \$80,320 Range - Minimum: \$ \$57,724 Maximum: \$ \$111,126
School	Executive Compensation: \$279,840, \$182,723, \$169,600, \$147,502, \$143,263 Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during 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 2022-23, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2022-23 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Center City PCS
DC PCSB	Campus Name: Center City PCS - Capitol Hill
DC PCSB	Grades Served: PK3 - 8
DC PCSB	Overall Audited Enrollment: 249

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	19	19	24	21	15	20	20	28	29
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	25	26	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: 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.
DC PCSB	Suspension Rate: 3.21%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.04%
DC PCSB	In-Seat Attendance: 83.95% *
DC 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.)
DC PCSB	Mid-Year Withdrawals: 6.83% *
DC PCSB	Mid-Year Entries: 0.40% *
DC PCSB	Promotion Rate (LEA): 100.00%
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable

DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 47%
School	Number of Teachers: 19 "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: Average: \$ 80,320 Range - Minimum: \$ 57,724 Maximum: \$ 111,126
School	Executive Compensation: 279,840, 182,723, 169,600, 147,502, 143,263 Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during 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 2022-23, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2022-23 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Center City PCS
DC PCSB	Campus Name: Center City PCS - Congress Heights
DC PCSB	Grades Served: PK3 - 8
DC PCSB	Overall Audited Enrollment: 249

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	13	22	18	23	24	26	26	22	26
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	24	19	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: 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.
DC PCSB	Suspension Rate: 0.00%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.00%
DC PCSB	In-Seat Attendance: 91.37% *
DC 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.)
DC PCSB	Mid-Year Withdrawals: 2.81% *
DC PCSB	Mid-Year Entries: 0.00% *
DC PCSB	Promotion Rate (LEA): 100.00%
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable

DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 5.6%
School	Number of Teachers: 18 "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: Average: \$ 80,320 Range - Minimum: \$ 57,724 Maximum: \$ 111,126
School	Executive Compensation: 279,840, 182,723, 169,600, 147,502, 143,263 Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during 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 2022-23, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2022-23 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Center City PCS
DC PCSB	Campus Name: Center City PCS - NoMa
DC PCSB	Grades Served: PK4 - 8
DC PCSB	Overall Audited Enrollment: 189

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	10	16	21	19	13	15	17	26
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	24	28	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: 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.
DC PCSB	Suspension Rate: 1.06%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.01%
DC PCSB	In-Seat Attendance: 87.18% *
DC 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.)
DC PCSB	Mid-Year Withdrawals: 3.70% *
DC PCSB	Mid-Year Entries: 1.06% *
DC PCSB	Promotion Rate (LEA): 100.00%
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable

DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 12.5%
School	Number of Teachers: 24 "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: Average: \$ 80,320 Range - Minimum: \$ 57,724 Maximum: \$ 111,126
School	Executive Compensation: 279,840, 182,723, 169,600, 147,502, 143,263 Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during 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 2022-23, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2022-23 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Center City PCS
DC PCSB	Campus Name: Center City PCS - Petworth
DC PCSB	Grades Served: PK3 - 8
DC PCSB	Overall Audited Enrollment: 244

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	12	24	18	23	27	13	29	26	25
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	23	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: 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.
DC PCSB	Suspension Rate: 6.97%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.18%
DC PCSB	In-Seat Attendance: 92.07% *
DC 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.)
DC PCSB	Mid-Year Withdrawals: 4.10% *
DC PCSB	Mid-Year Entries: 1.23% *
DC PCSB	Promotion Rate (LEA): 98.20%
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable

DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 29.6%
School	Number of Teachers: 24 "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: Average: \$ 80,320 Range - Minimum: \$ 57,724 Maximum: \$ 111,126
School	Executive Compensation: 279,840, 182,723, 169,600, 147,502, 143,263 Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during 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 2022-23, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

School Year (SY) 2022-23 Annual Report: Campus Data Report

Source	Data Point
DC PCSB	LEA Name: Center City PCS
DC PCSB	Campus Name: Center City PCS - Shaw
DC PCSB	Grades Served: PK4 - 8
DC PCSB	Overall Audited Enrollment: 217

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	11	20	26	15	22	24	24	23
Grade	7	8	9	10	11	12	Altern-ative	Adult	SPED*
Student Count	27	25	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: 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.
DC PCSB	Suspension Rate: 1.84%
DC PCSB	Expulsion Rate: 0.00%
DC PCSB	Instructional Time Lost to Out-of-School Suspensions: 0.04%
DC PCSB	In-Seat Attendance: 85.21% *
DC 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.)
DC PCSB	Mid-Year Withdrawals: 2.76% *
DC PCSB	Mid-Year Entries: 0.00% *
DC PCSB	Promotion Rate (LEA): 100.00%
DC PCSB (SY21-22)	College Acceptance Rate: Not Applicable

DC PCSB (SY21-22)	College Admission Test Score: Not Applicable
DC PCSB (SY21-22)	Graduation Rate: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 12.5%
School	Number of Teachers: 24 "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: Average: \$ 80,320 Range - Minimum: \$ 57,724 Maximum: \$ 111,126
School	Executive Compensation: Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2022-23.

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY22-23 Charter Sector Attendance Qlik application as of August 2023. However, the validated rates that schools will confirm with OSSE during 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 2022-23, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

APPENDIX

Appendix A: Staff Roster

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

Position	Employee First Name	Employee Last Name
Principal	Ayesha	Abdul-Rahim
Principal	Niya	White
Principal	Micah	Westerman
Principal	Kimberly	Fuller
Principal	Brandy	Tyson
Principal	Rachel	Tommelleo
Assistant Principal	Anna	Kaplan
Assistant Principal	Calvin	Johnson
Assistant Principal	Devin	James
Assistant Principal	Jashae	Johnson
Assistant Principal	Patrice	Jones
Operations Manager	Camelia	Fox
Operations Manager	Nia	Samuel
Operations Manager	Christine	Edwards
Operations Manager	Aysha	Longshore
Operations Manager	Lynette	Riley
Operations Manager	Gloria	Iglesias
Administrative Assistant	Melody	Jackson
Administrative Assistant	Bianca	Cherry
Administrative Assistant	Sindy	Duran
Administrative Assistant	Ligia	Velasquez
Administrative Assistant	Rosa	Amaya
Administrative Assistant	DaShawn	Roddey

7/8 Humanities	Stanley	Absher
ESL Teacher	Santiago	Berdichevsky
2nd Grade	Laura	Blackerby
Interventionist	Karen	Bowles
Enrichment	Monique	Brown
Dedicated Aide	Mark	Cloherty
7/8 Humanities	Katie	Collins
Pre K4 Inst. Asst.	Amanda	Cromer-Snow
5/6 Math	Peter	Dorchak
Pre K4 Teacher	Tiara	Etheridge
Counselor	Lori	Farrar
Kindergarten Teacher	Catherine	Fisher
1st Inst. Asst.	Ricardo	Garcia
Pre K3 Inst. Asst.	Denise	Gomez
SPED Inst. Asst.	Justina	Hill
2nd Inst. Asst.	Stephanie	Jackson
Dedicated Aide	Dawn	Jackson
Dedicated Aide	Jada	King
ESL Teacher	Sharon	Maloney
ESL Teacher	Nichole	Mattila
ESL Teacher	Sarah	McFarland
SPED Inclusion Teacher	Ranjini	Narayan
5-8 Science	Samantha	Novak
5/6 Humanities	Payton	Persinger
7/8 Math	Alfons	Prince
PE	Jermar	Rountree
Pre K3 Teacher	Jaqi	Sabb

ESL Teacher	Michael	Schuster
1st Grade	Asiyah	Shaheed
3/4 Humanities	Eugenia	Smith
Enrichment	Daniel	Spruill
SPED Inclusion Teacher	Long-Term	Sub
SPED Inclusion Teacher	Aurelio	Valentine
3/4 Math/Science	Lenee	Washington
Campus Substitute	Rachelle	Wiggins
Enrichment	Samantha	Williams
K Inst Asst	Adrian	Wise
Dedicated Aide	Cindy	Zelaya
Pre K3 Inst. Asst.	Rachelle	Allen
Enrichment	Bridget	Bose
7/8 Math	Charles	Brown
Dedicated Aide	Millicent	Brown
7/8 Humanities	Brenda	Bunting
Dedicated Aide	Darion	Clark
Pre K3 Teacher	Juanita	Colbert
3/4 Humanities	Yone'	Coore
SPED Inclusion Teacher	Emily	Dolin
Interventionist	Faye	Dunston
SPED Inst. Asst.	Parisia	Harris
Campus Substitute	Charles	Hawes
K Inst Asst	Stacie	Lampkins
SPED Inclusion Teacher	Ariel	Love
1st Inst. Asst.	Christina	Martin
Pre K4 Teacher	Sharrie	McFarlane

3/4 Math/Science	Chelsea	Odonkor
2nd Inst. Asst.	Davonte	Palmer
SPED Inclusion Teacher	Justin	Patton
2nd Grade	Caroline	Porders
Counselor	Bijone	Price
PE	Darryl	Prue
5/6 Humanities	Devin	Redd
Enrichment	Kyle	Scadlock
5/6 Math	Charlie	Shaw
Pre K4 Inst. Asst.	Kimeisha	Sinclair
5-8 Science	Melvin	Stallings
Kindergarten Teacher	Long-Term	Sub
Interventionist	Latrice	Turk
Interventionist	Leslie	Austin
PE	Kiesha	Bailey
Interventionist	Stephanie	Battle
Pre K3 Teacher	Beverly	Benn
Campus Substitute	Christopher	Burton
Interventionist	Sadiqa	Cauthern
1st Inst. Asst.	Amie	Cross
5/6 Math	Sean	Crowe
Interventionist	Christopher	DeTurris
Counselor	Batya	Erickson
7/8 Math	Shaylysea	Fisher
2nd Inst. Asst.	Tianna	Gaddy
3/4 Humanities	Danielle	Gardner
Enrichment	James	Graves

5-8 Science	Kayla	Hornak
7/8 Humanities	Esther	Jacob
3/4 Math/Science	Cindy	Jean-Louis
1st Grade	Linda	Kim
5/6 Humanities	Shankia	Little
2nd Grade	Leonard	Martin
Pre K3 Inst. Asst.	Sopharest	Moten
7/8 Humanities	Wendy	Oftedahl
K Inst Asst	Sherri	Parker
SPED Inclusion Teacher	Derek	Pierce*
Dedicated Aide	Ebony	Short
Pre K4 Teacher	Shervon	Thompson
Kindergarten Teacher	Eileen	Tulloch
Pre K4 Inst. Asst.	Davonna	Watkins
Enrichment	Keyante	Watkins
Interventionist	Makini	Akil
Pre K3 Inst. Asst.	Cindy	Alvarez
SPED Inclusion Teacher	Lisa	Apple
Interventionist	Melanie	Berry
3/4 Math/Science	Judith	Bhatia
SPED Resident	Brandon	Bowen
Pre K3 Teacher	Jennifer	Carvey
2nd Grade	Kerry	Cassidy
Kindergarten Teacher	Katherine	Clark
PE	Samantha	Daniel
Enrichment	Jordan	Daugherty
2nd Inst. Asst.	Latashua	Davis

ESL Teacher	Jennifer	Dodson
1st Grade	Terrence	Duggan
K Inst Asst	June	Felix
ESL Teacher	Andrea	Galvis
Counselor	Meliss	Gomes
3/4 Humanities	Karla	Greenstein
Pre K4 Teacher	Chantya	Greenwell
ESL Teacher	Julia	Hoffman
Enrichment	NaNette	James
Pre K4 Inst. Asst.	Paul	Jefferson
SPED Inclusion Teacher	Zellee	Jones
SPED Inclusion Teacher	Derek	Jones
7/8 Humanities	Jen	Kirby
SPED Inclusion Teacher	Jordon	Meredith
5-8 Science	Darryl	Packard Jr.
7/8 Humanities	Gabriel	Pierce
ESL Teacher	Laura	Powell
5/6 Math	Christopher	Razor
Interventionist	Jess	Reed
5/6 Humanities	Brittany	Richardson
Humanities Resident	Isabella	Rivera
7/8 Math	Long-Term	Sub
1st Inst. Asst.	Yolanda	Wells
Campus Substitute	Corneisha	Williams
5/6 Math	Elissia	Allen
Kindergarten Teacher	Amelia	Black
7/8 Humanities	Jerome	Clemons

Enrichment	Jerry	Colo
ESL Teacher	Brittany	Copeland
ESL Teacher	Daniel	Cottam
K Inst Asst	Malcolm	Edmunds
Pre K4 Teacher	Brittany	Fells
SPED Inclusion Teacher	Jayme	Ferguson
7/8 Humanities	Chanel	Grandison
PE	Alexander	Harrington
Campus Substitute	Isiah	Hawes
3/4 Humanities	Amina	Ibrahim
Enrichment	Jamille	Jones
2nd Grade	Diana	Kelly
Interventionist	Emma	LePore
Dedicated Aide	James	Lyles
ESL Teacher	Isabel	Martinez
Dedicated Aide	Robert	Moore
ESL Teacher	Natalie	Northington
7/8 Math	Briana	Peebles
SPED Inclusion Teacher	Anne	Pride
Counselor	Ria	Renee Shelton
Pre K4 Inst. Asst.	Kathy	Rutledge
5/6 Humanities	Desiree	Samuel
2nd Inst. Asst.	DaRon	Seigler
1st Grade	Emma	Settlemyre
3/4 Math/Science	Kelly	Smith
5-8 Science	Theorn	Vincent
Dedicated Aide	Paul	Wayne

SPED Inclusion Teacher	Erica	Werthing
1st Inst. Asst.	Jazmine	Whiting
Interventionist	Cheryl	Wigfall
Specialists	Elizabeth	Alexander
Humanities Resident	Sean	Brennan
SPED Inclusion Teacher	Niemah	Brown
ESL Teacher	Niemah	Brown
Interventionist	Audrey	Campbell
SPED Inclusion Teacher	Benjamina	Coleman
Pre K4 Teacher	Tasia	Dawes
3/4 Humanities	Avanti	Fernandez
2nd Grade	Maricarmen	Gomez
2nd Inst. Asst.	JaMar	Goodall
SPED Inst. Asst.	Frances	Graves
Counselor	Ashley	Harris
Campus Substitute	Anaia	Hawes
1st Inst. Asst.	Darlene	Holbrook-Jones
7/8 Humanities	Andrea	Ible
3/4 Math/Science	Anthony'c	Jenkins
Intervention IA	Saphire	Johnson
Enrichment	Keena	Lee
7/8 Math	Brandyn	Marshall
5/6 Math	Damion	McDuffie Jr.
Humanities Resident	Rebekah	Olsen
Dedicated Aide	Charity	Parks
Interventionist	Christine	Parrish
SPED Inclusion Teacher	Brian	Pierce

PE	Blair	Rutledge
7/8 Humanities	Naeomi	Samuel
K Inst Asst	Brandi	Sistrun
Enrichment	Kai	Snow
Pre K4 Inst. Asst.	Devon	Swann
Kindergarten Teacher	Ashleigh	Talbert
5-8 Science	Shelonda	Tillman
SPED Inclusion Teacher	Tanya	Wagstaff
5/6 Humanities	Derrick	Washington
1st Grade	Etondra	Willis

Appendix B: Board Roster

BOARD MEMBER	BOARD TITLE	DC RESIDENT?
Tom O'Hara	Chair	No
Roneal Josephs	Vice Chair	Yes
Neville Waters	Secretary	Yes
JD Wilde	Treasurer	No
Josh Boots	Member	Yes
Jerenze Campbell	Member	Yes
Charlene Fabirepo	Member	Yes
Margaret Horn	Member	Yes
Rev. Kelli Jareaux	Member	Yes
Art Moran	Member	Yes
Areedah Mobley	Member	Yes
Ammena Nazeen	Parent Member	Yes
Meghan Quinn	Member	No

Appendix C: Unaudited year-end 2022 – 23 financial statement

Income Statement

Center City

July 2022 through June 2023

Income Statement	Year-To-Date		
Income Statement	Actual	Budget	Variance
Revenue			
State and Local Revenue	32,524,987	33,510,712	(985,726)
Federal Revenue	4,319,600	5,741,573	(1,421,974)
Private Grants and Donations	66,985	10,000	56,985
Earned Fees	983,733	325,981	657,752
Total Revenue	37,895,305	39,588,266	(1,692,961)
Expenses			
Salaries	20,617,899	22,378,815	1,760,916
Benefits and Taxes	4,152,320	5,273,632	1,121,313
Staff-Related Costs	327,329	424,855	97,527
Rent	3,167,315	3,047,742	(119,573)
Occupancy Service	2,075,260	2,576,475	501,214
Direct Student Expense	2,868,323	2,992,180	123,858
Office & Business Expense	1,755,567	1,847,651	92,085
Total Expenses	34,964,012	38,541,350	3,577,338
Operating Income	2,931,293	1,046,916	1,884,377
Extraordinary Expenses			
Depreciation and Amortization	1,088,986	1,144,841	55,855
Total Extraordinary Expenses	1,088,986	1,144,841	55,855
Net Income	1,842,307	(97,925)	1,940,232

Appendix D: Approved SY 2023 – 24 budget

FY24 Budget

Center City

Revenue

Per-Pupil Funding Revenue	5,451,250
Other Local Revenue	65,443
Federal Revenue	-
Private Grants and Donations	86,833
Earned Fees	172,035
Donated Revenue	-
Total Revenue	5,775,561

Expenses

Salaries	3,821,405
Benefits and Taxes	819,452
Contracted Staff	6,542
Staff-Related Costs	58,992
Rent	503,710
Occupancy Service	327,865
Direct Student Expense	531,500
Office & Business Expense	479,805
Donated Expense	-
Contingency	-
Total Ordinary Expenses	6,549,269
Net Ordinary Income	(773,708)