







#### Dear Community Member,

Representatives from the DC Public Schools (DCPS), DC Public Charter School Board (PCSB), Deputy Mayor of Education (DME), and the Office of the State Superintendent of Education (OSSE) have been working collaboratively over the past few months to align a variety of data among all DC public and public charter schools. Discussions about presenting the data began early last school year when public charter school leaders worked with PCSB to select indicators for the report. DCPS has been publicly reporting these metrics since 2011 and seeing the value in using common metrics across both sectors, PCSB and DCPS began working together to create city-wide Equity Reports. This collaboration has resulted in the publication of DC's first Equity Reports.

These city-wide reports, available at LearnDC.org, highlight each school's ability to serve students with various challenges in school year 2012-2013. These reports focus on the retention, discipline, and achievement of all students and move the District closer to having a complete and transparent view of school performance.

The DC 2013 School Equity Reports feature several metrics, including:

- A school's demographic profile, including the percentage of students with disabilities;
- Performance on state assessments disaggregated by type of student;
- In-seat attendance rates;
- Unexcused absence rates;
- Student suspension and expulsion rates; and
- Rates of student entry and withdrawal throughout the year.

These reports are an important step for parents to make accurate comparisons across schools citywide. In addition to posting these reports through links on OSSE's LearnDC.org website, efforts are also being made to include these data points in existing sources of information – such as the DCPS School Scorecards, PCSB's Data Center, and OSSE's School Report Cards – to ensure members of the public can find this important information wherever they look for information on schools.

We're excited about the progress we are making in improving the quality and consistency of information to parents, and we thank you for your help in developing these reports. Please direct any questions to Jeff Noel at jeffrey.noel@dc.gov, Naomi DeVeaux at ndeveaux@dcpcsb.org, or Naomi Watson at naomi.watson@dc.gov.

Scott Pearson, Executive Director DC Public Charter School Board

DISTRICT OF COLUMBIA

Chancellor DC Public Schools

Kaya Henderson,

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Abigail Smith
Deputy Mayor for Education
Office of the Deputy Mayor for Education

Jesus Aguirre Acting State Superintendent Office of the State Superintendent of Education



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# 2012-13 Equity Report

### **District of Columbia Summary**

**What are Equity Reports?** The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

This report summarizes city-wide performance for students in all grades. Note that individual schools' Equity Reports include city averages, but these are specific to students in the grade levels served by a particular school, not all students in the city. As a result, this Summary should not be compared directly to a school's report.

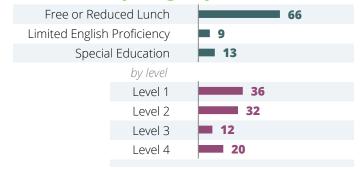
#### STUDENT CHARACTERISTICS

#### **Total Enrollment (#)**

80,230 Students

#### **Enrollment by Race/Ethnicity (%)**

1
73
<b>1</b> 6
1 1
<1
<1
■ 8







# In-Seat Attendance Rate (%) DC Rate 95

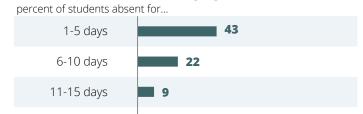
How are attendance and absences calculated?

# In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

16-25 days

>25 days



8

8

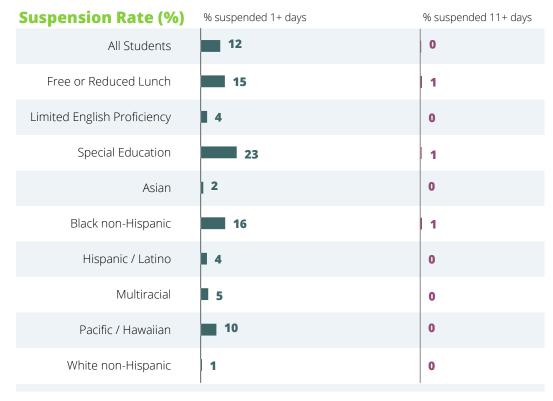
DC =

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# **Total Explusions (#)**DC Total 187

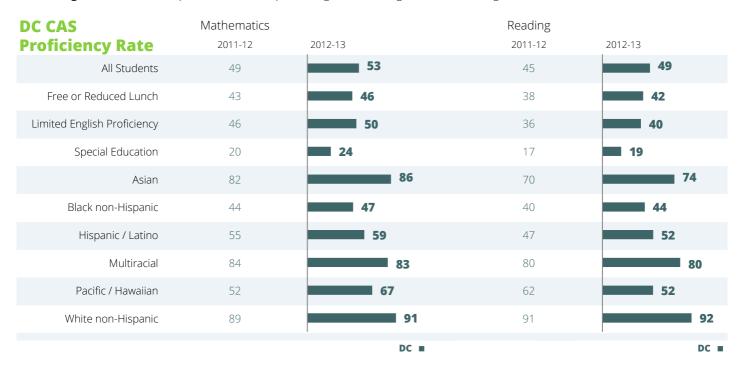
# Expulsion Rate (%) DC Rate 0.22



DC ■ DC ■

#### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

Measuring growth. The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.



What does student movement look like? The chart below shows how the city's student population changed throughout the year. The cumulative number of students admitted into a new school is shown as a proportion of the city's total enrollment on the blue line. Cumulative student withdrawals from a school are shown on the purple line.

#### **Mid-Year Entry and Withdrawals (%)**

# **Total Enrollment**

**80,230 Students** 





# **Achievement Preparatory Academy PCS - Middle**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 4th-8th

Ward 8

Address 908 Wahler Place, SE

Washington, DC 20032

Contact 202-562-1214

www.aprepacademy.org

Type Public Charter School

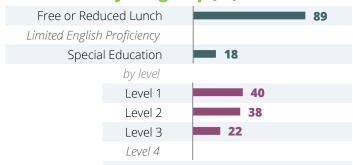
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

315 Students

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%)** 

**This School**City Average \*

**0.64** 0.29

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	36	0
Free or Reduced Lunch	24 37	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>58</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	24 35	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	86	53	69	49 64
Free or Reduced Lunch	85	46	66	42 62
Limited English Proficiency		n < 25		n < 25
Special Education	39	22 56	21	<b>24</b>
Asian		n < 25		n < 25
Black non-Hispanic	86	<b>85</b>	69	44 64
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	72	69	<b>70</b>	63	59	50
Free or Reduced Lunch	72	70	<b>71</b>	64	59	49
Limited English Proficiency			n < 25			n < 25
Special Education	49	67	43	57	64	<b>61</b>
Asian			n < 25			n < 25
Black non-Hispanic	72	69	<b>70</b>	63	59	48 60
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

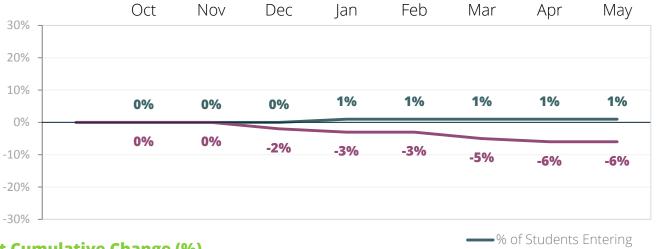
This School ■
City Average ■

This School ■
City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 315 Students



# Net Cumulative Change (%) -5%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	3%	4%	5%	6%	7%	8%	8%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Aiton Elementary School**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 533 48th Pl. NE

Washington, DC 20019

Contact (202) 671-6060

www.aitones.org

Type DCPS School

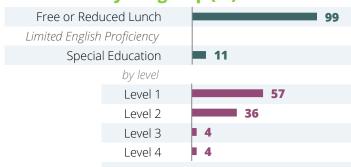
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**252 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	









#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.03

All Students	<b>15</b>	0
Free or Reduced Lunch	<b>17</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>32</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b>	0
Black non-Hispanic  Hispanic / Latino	n < 10	
	7	0
Hispanic / Latino	n < 10	n < 10
Hispanic / Latino Multiracial	n < 10 n < 10	n < 10 n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

**Suspension Rate (%)** % suspended 1+ days

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

### **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	21	<b>13</b> 53	18	<b>19</b> 49
Free or Reduced Lunch	21	<b>13</b>	18	<b>19</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	19	<b>13</b>	17	<b>19</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	49	37	44 50	44	46	<b>45</b> 50
Free or Reduced Lunch	49	37	<b>44</b> 49	43	46	<b>44</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	49	37	<b>44</b> 49	44	46	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 252 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Amidon-Bowen Elementary School**

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 401 | St. SW

Washington, DC 20024

Contact (202) 724-4867

www.dcps.dc.gov/DCPS/amidon

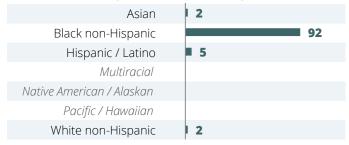
Type DCPS School

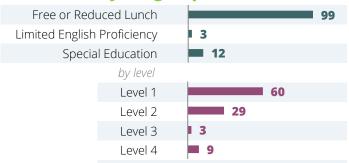
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

293 Students

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

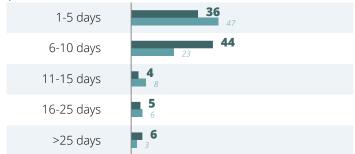
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#) This School 0

# Expulsion Rate (%) This School 0.00

City Average \*

0.03

	% suspended 1+ days	% suspended 11+ days
All Students	<b>16</b>	0
Free or Reduced Lunch	<b>18</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	29	0
Asian	n < 10	n < 10
Black non-Hispanic	7 16	0
Highania / Latina	14	0
Hispanic / Latino	2	0
Multiracial		
	2	ō
Multiracial	n < 10	n < 10

This School

This School ■

Suspension Rate (%) % suspended 1+ days

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	17	<b>21</b> 53	22	<b>31</b> 49
Free or Reduced Lunch	14	<b>21</b> 46	20	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	16	<b>20</b> 47	21	<b>29</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	30	49	<b>38</b> 50	34	48	<b>40</b> 50
Free or Reduced Lunch	30	49	<b>39</b> 49	34	48	<b>41</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	30	49	<b>38</b> 49	34	48	<b>40</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Asian  Black non-Hispanic  Hispanic / Latino  Multiracial  Pacific / Hawaiian	30	49	n < 25  38  n < 25  n < 25  n < 25	34	48	n < 25  40 48  n < 25  n < 25  n < 25

This School ■
City Average ■

City Average

This School ■

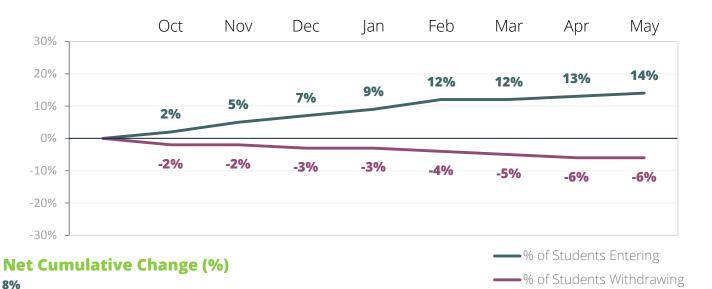
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 293 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Anacostia High School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 8

Address 1601 16th St. SE

Washington, DC 20020

Contact (202) 698-2155

http://anacostiahigh.org

Type DCPS School

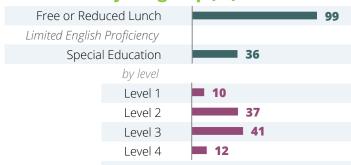
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**697 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

**67** 

City Average \*

84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**



This School ■

City Average \*

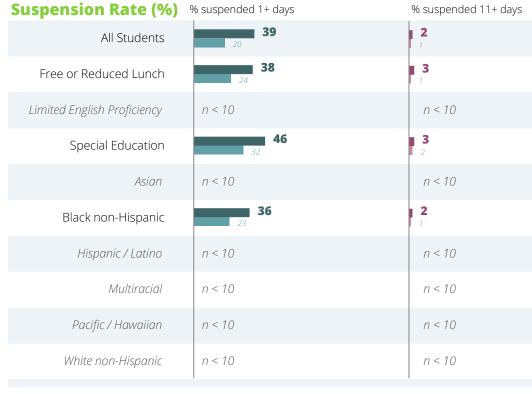
#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#) This School 0

# **Expulsion Rate (%)**This School 0.00

City Average \* 0.54



This School ■
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	12	<b>19</b> 53	17	<b>20</b> 49
Free or Reduced Lunch	13	<b>19</b> 46	16	<b>20</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	8	22	8	<b>7</b>
Asian		n < 25		n < 25
Black non-Hispanic	11	<b>19</b> 47	17	<b>20</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

# STUDENT GROWTH

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	34	39	<b>36</b>	36	47	<b>41</b> 50
Free or Reduced Lunch	35	39	<b>37</b>	36	47	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	18	27	<b>23</b> 43	42	32	<b>36</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	34	40	<b>36</b> 49	36	48	<b>42</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

This School ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 697 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	8%	10%	11%	12%	14%	15%	16%	17%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **AppleTree Early Learning PCS - Columbia Heights**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-PK4

Ward 1

Address 2750 14th Street, NW

Washington, DC 20009

Contact 202-667-9490

www.appletreeinstitute.org

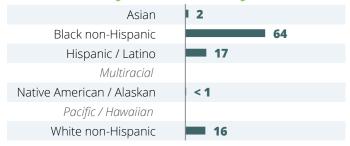
Type Public Charter School

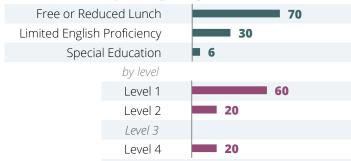
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**161 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

#### **Expulsion Rate (%) This School**

City Avera

		-1-		0		-
a	ge	$\sim$		0		l
uε	7			0	٠	-

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b>	0
Free or Reduced Lunch	4	0
Limited English Proficiency	<b>6</b>	0
Special Education	0	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b>	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>8</b>	0
	This School ■	This School ■

City Average \* ■

City Average \* ■

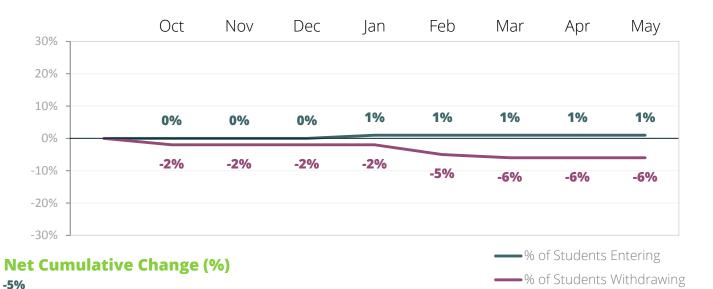
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 161 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	3%	4%	4%	5%	7%
Withdrawal	-3%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **AppleTree Early Learning PCS - Lincoln Park**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-PK4

Ward 6

Address 138 12th Street, NE

Washington, DC 20002

Contact 202-621-6581

www.appletreeinstitute.org

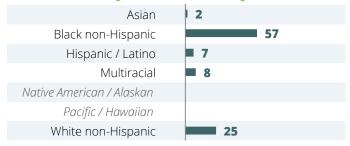
Type Public Charter School

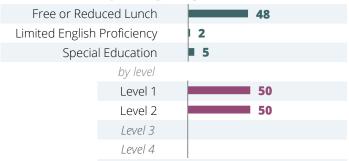
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**61 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

91

City Average \*

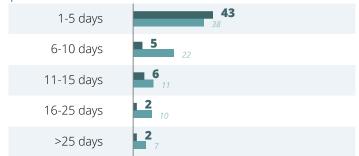
91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

### Total Explusions (#)

**This School** 

Expulsion Rate (%)

**This School**City Average \*

**0.00** 0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	8	0
Free or Reduced Lunch	14	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	7	0

This School ■
City Average \* ■

This School ■
City Average \* ■

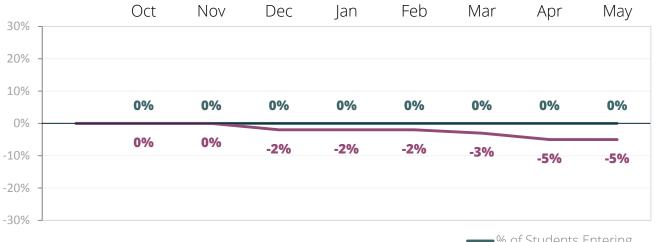
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

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What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 61 Students



# Net Cumulative Change (%) -5%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	3%	4%	4%	5%	7%
Withdrawal	-3%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **AppleTree Early Learning PCS - Oklahoma Ave**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-PK4

Ward 7

Address 330 21st Street, NE

Washington, DC 20002

Contact 202-525-7807

www.appletreeinstitute.org

Type Public Charter School

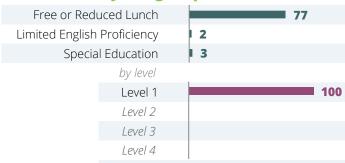
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**162 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	91
Hispanic / Latino	I 3
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	< 1
White non-Hispanic	■ 4









#### **In-Seat Attendance Rate (%)**

**This School** 

91

City Average \*

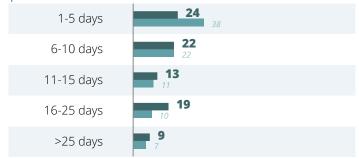
91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.62

City Average \*

**0.62** 0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>4</b>	0
Free or Reduced Lunch	<b>5</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■

verage \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 162 Students**



### **Net Cumulative Change (%)** -5%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	3%	4%	4%	5%	7%
Withdrawal	-3%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **AppleTree Early Learning PCS - Southeast**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-PK4

Ward 8

Address 2118 Ridgecrest, 2017 Savannah, SE

Washington, DC 20020

Contact 202-889-0643

www.appletreeinstitute.org

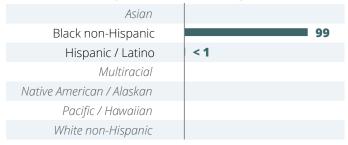
Type Public Charter School

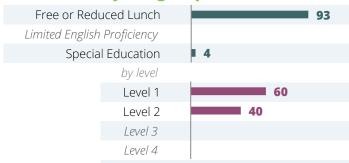
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**172 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

84

City Average \*

91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

# Expulsion Rate (%) This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	15	0
Free or Reduced Lunch	16	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	15	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average ★ ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 172 Students



## **Net Cumulative Change (%)**

-4%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	3%	4%	4%	5%	7%
Withdrawal	-3%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **AppleTree Early Learning PCS - Southwest**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-PK4

Ward 6

Address 401 & 680 | Street, SW

Washington, DC 20024

Contact 202-646-0094

www.appletreeinstitute.org

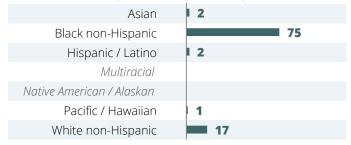
Type Public Charter School

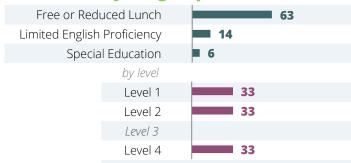
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**84 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

82

City Average \*

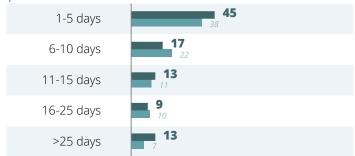
91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	14	0
Free or Reduced Lunch	<b>15</b>	0
Limited English Proficiency	<b>25</b>	0
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>13</b>	0
Hispanic / Latino	n < 10	n < 10
Hispanic / Latino Multiracial	n < 10 n < 10	n < 10 n < 10
Multiracial	n < 10	n < 10

This School ■
City Average \* ■

This School 
City Average \*

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

#### 2012-13 Equity Report

### **STUDENT MOVEMENT**

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 84 Students**



## **Net Cumulative Change (%)**

-10%

# —— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	3%	4%	4%	5%	7%
Withdrawal	-3%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Arts and Technology Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 5300 Blaine Street, NE

Washington, DC 20019

Contact 202-398-6811

www.artstechacademy.org

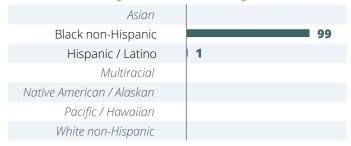
Type Public Charter School

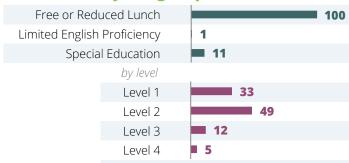
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**629 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

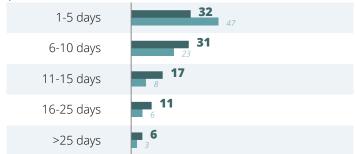
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \* 0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>14</b>	0
Free or Reduced Lunch	<b>14</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	28	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>14</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	29	<b>36</b> 53	39	<b>38</b> 49
Free or Reduced Lunch	30	<b>36</b>	39	<b>38</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		<b>12</b> 22		<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	29	<b>36</b> 47	39	<b>38</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	37	43	<b>40</b> 50	37	42	<b>40</b> 50
Free or Reduced Lunch	38	43	<b>41</b> 49	35	42	<b>39</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	37	43	<b>40</b> 49	37	42	<b>40</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 629 Students



## **Net Cumulative Change (%)**

-4%

# % of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Ballou High School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 8

Address 3401 4th St. SE

Washington, DC 20032

Contact (202) 645-3400

www.balloudc.org

Type DCPS School

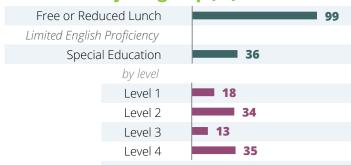
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**791 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

68

City Average \*

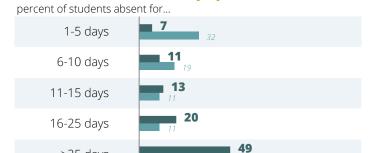
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

>25 days



This School ■

City Average \*

#### **DISCIPLINE**

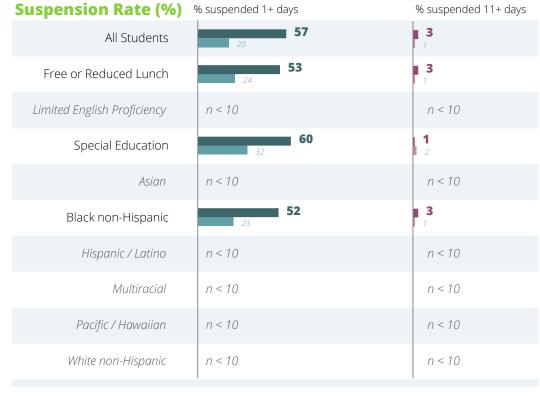
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

# Expulsion Rate (%) This School 0.00

City Average \*

0.54



This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	23	<b>19</b> 53	20	<b>13</b> 49
Free or Reduced Lunch	21	<b>19</b> 46	21	<b>13</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	6	22	4	18
Asian		n < 25		n < 25
Black non-Hispanic	23	<b>18</b> 47	20	<b>13</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	51	49	<b>50</b> 50	47	32	<b>40</b> 50
Free or Reduced Lunch	51	49	<b>50</b> 49	47	32	<b>39</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	37	49	<b>44</b> 43	40	29	<b>34</b>
Asian			n < 25			n < 25
Black non-Hispanic	51	49	<b>50</b> 49	47	32	<b>40</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

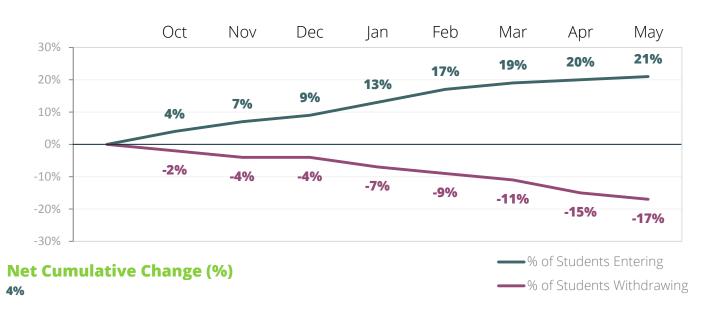
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 791 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	8%	10%	11%	12%	14%	15%	16%	17%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Ballou STAY High School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 8

Address 3401 4th St. SE

Washington, DC 20032

Contact (202) 645-3390

www.dcps.dc.gov/DCPS/ballouSTAY

Type DCPS School

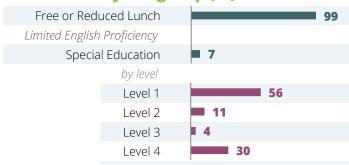
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**601 Students** 

### **Enrollment by Race/Ethnicity (%)**









### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

**This School** 

#### **Expulsion Rate (%) This School** 0.00 0.24

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	2 2	0
Free or Reduced Lunch	4	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>7</b> 8	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>1</b> 3	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■

City Average \* ■

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# **Bancroft Elementary School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 1755 Newton St. NW

Washington, DC 20010

Contact (202) 673-7280

www.dcps.dc.gov/DCPS/bancroft

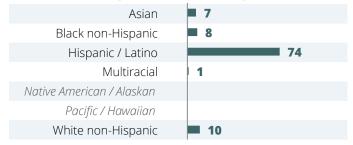
Type DCPS School

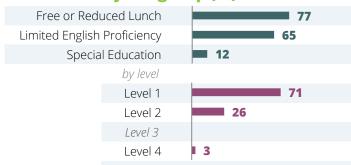
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**473 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

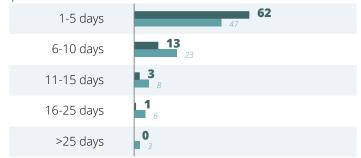
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

## Expulsion Rate (%) This School 0.00

**This School**City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	<b>0</b>
Limited English Proficiency	0	0
Special Education	11	0
Asian	<b>0</b>	0
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	<b>0</b>

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	49	<b>52</b> 53	35	<b>43</b> 49
Free or Reduced Lunch	45	<b>47</b> 46	33	<b>37</b> 42
Limited English Proficiency	43	<b>43</b>	25	<b>33</b>
Special Education		<b>18</b> 22		18
Asian		n < 25		n < 25
Black non-Hispanic		n < 25		n < 25
Hispanic / Latino	46	<b>47</b> 59	30	<b>37</b>
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■

City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

<b>Growth Percentiles</b> 201	1-12 2012-13				
		Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students 5	<b>65</b>	<b>61</b>	63	64	50
Free or Reduced Lunch 5	<b>62</b>	<b>59</b>	64	57	<b>61</b>
Limited English Proficiency 3	<b>62</b>	<b>50</b>	64	49	<b>56</b>
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic		n < 25			n < 25
Hispanic / Latino 5	<b>66</b>	<b>60</b>	64	64	<b>64</b> 55
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 473 Students



# Net Cumulative Change (%) 1%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Barnard Elementary School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 4

Address 430 Decatur St. NW

Washington, DC 20011

Contact (202) 576-1100

www.dcps.dc.gov/DCPS/barnard

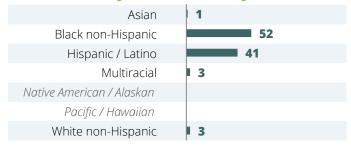
Type DCPS School

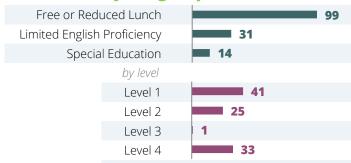
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**569 Students** 

### **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

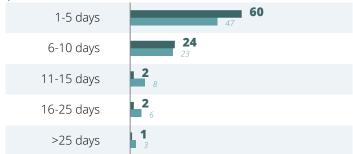
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%)** 

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	2 5	0
Free or Reduced Lunch	<b>3</b> 7	0
Limited English Proficiency	1 1	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b> 7	0
Hispanic / Latino	0	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	0
	·	·

This School ■

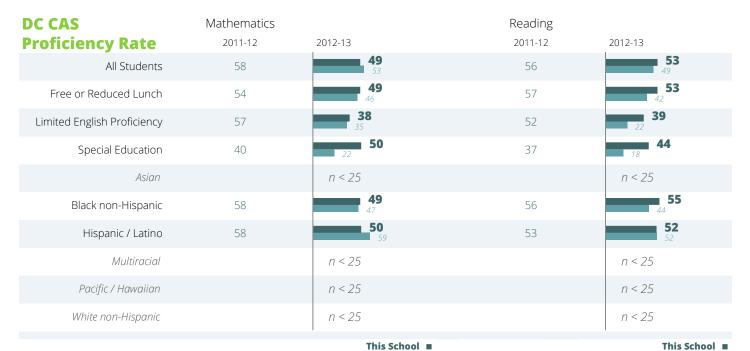
This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	39	31	<b>34</b>	51	44	<b>46</b> 50
Free or Reduced Lunch	34	31	<b>31</b> 49	56	44	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	33	35	<b>34</b> 49	42	44	<b>43</b> 48
Hispanic / Latino	50	26	<b>36</b> 52	57	40	<b>47</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 569 Students**



### **Net Cumulative Change (%)** 3%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **BASIS DC PCS**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 5th-9th

Ward 2

Address 410 8th Street, NW

Washington, DC 20004

Contact 202-393-5437

www.basisdc.org

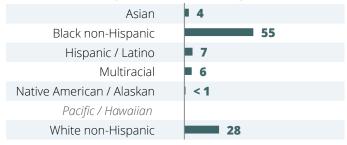
Type Public Charter School

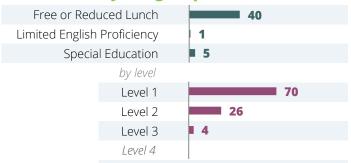
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**443 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### In-Seat Attendance Rate (%)

**This School** 

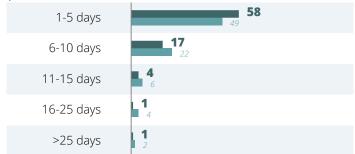
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

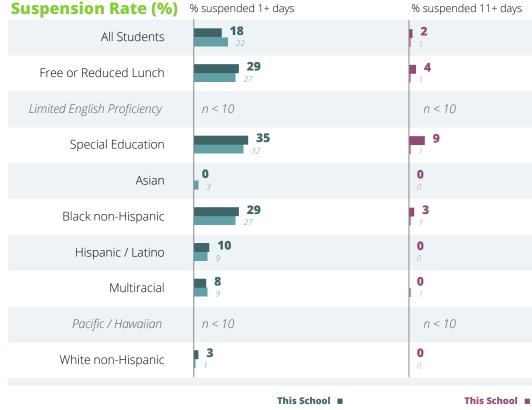
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.00

City Average \* 0.35



% suspended 1+ days

City Average \* ■

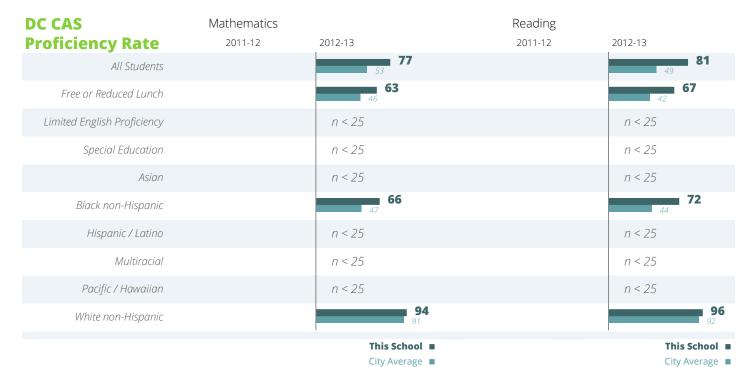
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	tics		Reading			
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth	
All Students		48	n < 25		52	n < 25	
Free or Reduced Lunch		33	49		43	49	
Limited English Proficiency			n < 25			n < 25	
Special Education			n < 25			n < 25	
Asian			n < 25			n < 25	
Black non-Hispanic		36	49		44	48	
Hispanic / Latino			n < 25			n < 25	
Multiracial			n < 25			n < 25	
Pacific / Hawaiian			n < 25			n < 25	
White non-Hispanic		68	59		62	62	
			This School ■			This School ■	

City Average ■

56

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 443 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	5%	6%	7%	8%	9%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-8%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Beers Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 3600 Alabama Ave. SE

Washington, DC 20020

Contact (202) 939-4800

www.dcps.dc.gov/DCPS/beers

Type DCPS School

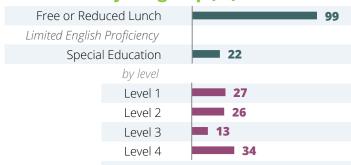
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**384 Students** 

### **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

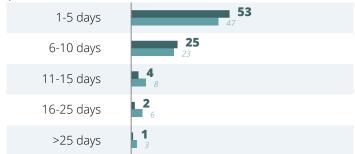
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

D-4- (0/)

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	43	<b>47</b> 53	44	<b>41</b> 49
Free or Reduced Lunch	42	<b>47</b> 46	44	<b>41</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		<b>24</b> 22		<b>15</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	43	<b>47</b>	44	<b>41</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	Mathematics			Reading			
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth		
All Students	57	42	<b>49</b> 50	58	47	<b>52</b> 50		
Free or Reduced Lunch	59	42	<b>48</b> 49	54	47	<b>50</b> 49		
Limited English Proficiency			n < 25			n < 25		
Special Education			n < 25			n < 25		
Asian			n < 25			n < 25		
Black non-Hispanic	57	42	<b>48</b> 49	58	47	<b>52</b> 48		
Hispanic / Latino			n < 25			n < 25		
Multiracial			n < 25			n < 25		
Pacific / Hawaiian			n < 25			n < 25		
White non-Hispanic			n < 25			n < 25		
·			-					

This School ■
City Average ■

City Average

This School ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 384 Students**



# 2%

# —— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Benjamin Banneker High School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 1

Address 800 Euclid St. NW

Washington, DC 20001

Contact (202) 671-6320

www.dcps.dc.gov/DCPS/banneker

Type DCPS School

#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**394 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	1
Black non-Hispanic	85
Hispanic / Latino	<b>1</b> 1
Multiracial	l 2
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	1

		• • •
Free or Red	uced Lunch	60
Limited English	Proficiency	
Specia	al Education	
	by level	
	Level 1	
	Level 2	
	Level 3	
	Level 4	





## **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

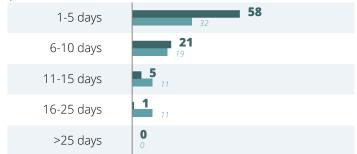
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%)** 

**This School** City Average \* 0.00 0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	21	0
Free or Reduced Lunch	24	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	24	0
Hispanic / Latino	10	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

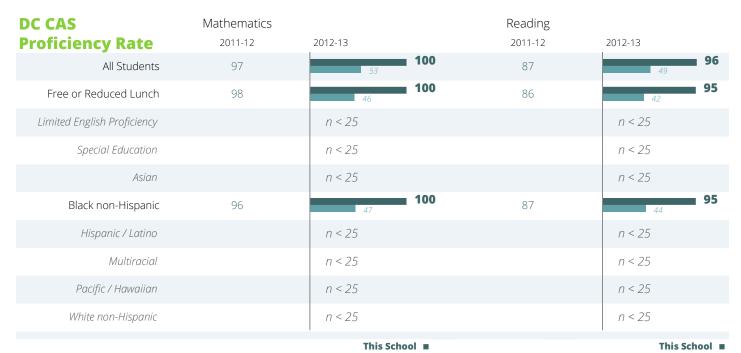
This School ■ City Average \* ■ This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	62	81	<b>70</b>	62	70	50 66
Free or Reduced Lunch	60	81	<b>70</b>	61	65	<b>63</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	62	77	49 68	62	66	<b>64</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			1			•

This School ■

City Average ■

64

This School ■

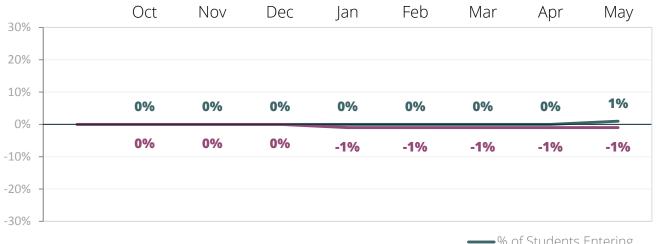
City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 394 Students



## Net Cumulative Change (%) <sub>0%</sub>



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct N	lov I	Dec	Jan	Feb	Mar	Apr	May
Entry (	)%	0%	0%	12%	13%	14%	15%	16%
Withdrawal -	0% -	0%	-0%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Booker T. Washington PCS**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12, Adult

Ward 1

Address 1346 Florida Avenue, NW

Washington, DC 20009

Contact 202-232-6090

www.btwschool.org

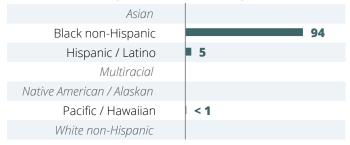
Type Public Charter School

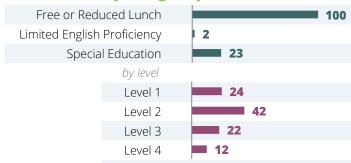
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**362 Students** 

## **Enrollment by Race/Ethnicity (%)**









## **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 0.28

City Average \*

0.48

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>13</b>	<b>3</b>
Free or Reduced Lunch	<b>12</b> 22	<b>3</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>24</b>	<b>4</b> 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>12</b> 21	<b>3</b>
Hispanic / Latino	<b>6</b> 5	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

\* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average \* ■

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## STUDENT ACHIEVEMENT

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	21	<b>18</b> 53	32	<b>18</b> 49
Free or Reduced Lunch	10	<b>18</b> 46	31	<b>18</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	17	<b>14</b> 47	29	<b>14</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	29	30	<b>29</b> 50	56	38	<b>47</b> 50
Free or Reduced Lunch	28	30	<b>29</b> 49	60	38	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	25	30	<b>27</b> 49	58	37	<b>48</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 362 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	10%	12%	13%	15%	17%	18%	19%	20%
Withdrawal	-12%	-15%	-17%	-19%	-21%	-24%	-26%	-28%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Brent Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 301 North Carolina Ave. SE

Washington, DC 20003

Contact (202) 698-3363

www.dcps.dc.gov/DCPS/brent

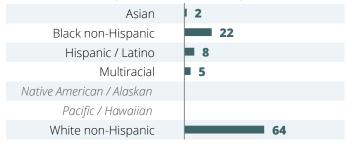
Type DCPS School

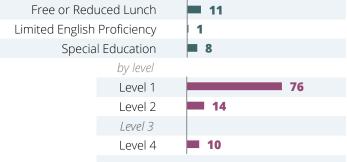
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

358 Students

## **Enrollment by Race/Ethnicity (%)**











## **In-Seat Attendance Rate (%)**

**This School** 

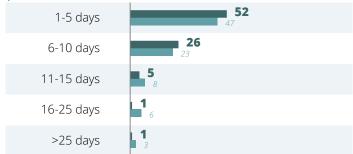
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>3</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	0	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	72	53	72	<b>76</b>
Free or Reduced Lunch	48	n < 25	68	n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	62	<b>63</b>	60	<b>58</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic	89	90	86	<b>85</b>
		This School ■		This School

City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	58	48	<b>53</b>	66	41	<b>54</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	58	47	<b>54</b> 49	58		<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

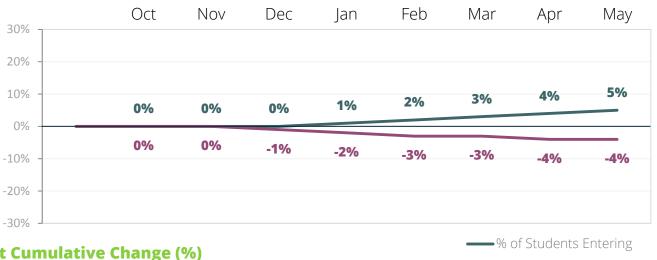
This School ■
City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment** 358 Students



## **Net Cumulative Change (%)** 1%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-0%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Bridges PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-1st

Ward 4

Address 1250 Taylor Street, NW

Washington, DC 20011

Contact 202-545-0515

www.bridgespcs.org

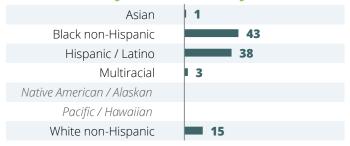
Type Public Charter School

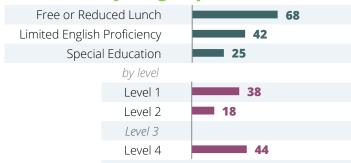
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**143 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

90

City Average \*

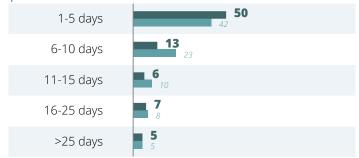
91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

TIIIS SCHOOL

Expulsion Rate (%)
This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0 1	0
Free or Reduced Lunch	0 2	0
Limited English Proficiency	0	0
Special Education	0 2	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>0</b> 2	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

City Average ★ ■

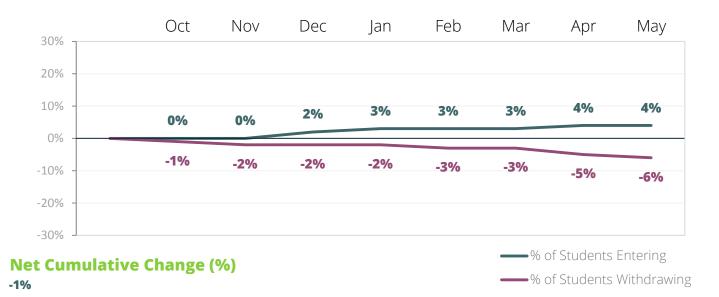
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 143 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	3%	4%	4%	5%	6%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Brightwood Education Campus**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 1300 Nicholson St. NW

Washington, DC 20011

Contact (202) 722-5670

www.dcps.dc.gov/DCPS/brightwood

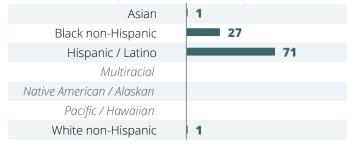
Type DCPS School

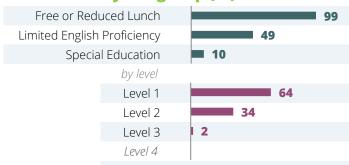
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**573 Students** 

## **Enrollment by Race/Ethnicity (%)**









### 2012-13 Equity Report

#### **ATTENDANCE**

## **In-Seat Attendance Rate (%)**

**This School** 

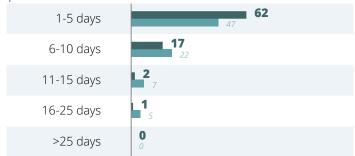
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	10	0
Free or Reduced Lunch	13	<b>0</b>
Limited English Proficiency	<b>0</b>	0
Special Education	19	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	35	<b>48</b> 53	33	<b>42</b> 49
Free or Reduced Lunch	34	<b>48</b> 46	35	<b>42</b> 42
Limited English Proficiency	27	<b>38</b> 35	24	<b>29</b> 22
Special Education	4	n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	36	<b>48</b> 47	40	<b>43</b> 44
Hispanic / Latino	33	<b>47</b> 59	30	<b>41</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

	hematics		Reading		
<b>Growth Percentiles</b> 2011-	-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students 52	60	<b>56</b>	53	54	<b>54</b> 50
Free or Reduced Lunch 53	60	<b>57</b>	53	54	<b>54</b>
Limited English Proficiency 55	57	<b>56</b>	58	54	<b>56</b>
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic 47	64	<b>55</b>	52	43	<b>48</b> 48
Hispanic / Latino 53	59	<b>55</b> 52	53	60	<b>56</b> 55
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

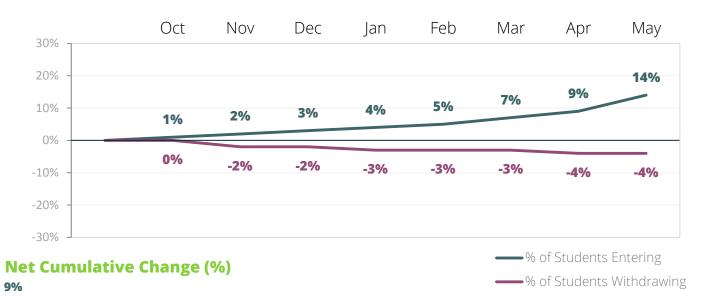
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 573 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Briya PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-PK4, Adult

Ward 1

Address 2333 Ontario Road, NW

Washington, DC 20009

Contact 202-797-7337

www.briya.org

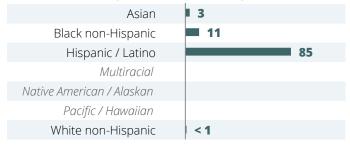
Type Public Charter School

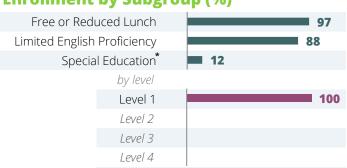
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**436 Students** 

## **Enrollment by Race/Ethnicity (%)**











<sup>\*</sup>Special Education enrollment rate only includes Pre-K students.

#### **In-Seat Attendance Rate (%)**

**This School** 

80

City Average \*

91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

## Expulsion Rate (%) This School 0.00

City Average \*

0.07

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0	0
Free or Reduced Lunch	0 2	0
Limited English Proficiency	0 0	0
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	0 2	0
Hispanic / Latino	0 0	0
Ad Ida da	10	n < 10
Multiracial	n < 10	
Multiracial Pacific / Hawaiian	n < 10 n < 10	n < 10
		n < 10 n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **Brookland Education Campus @ Bunker Hill**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 1401 Michigan Ave. NE

Washington, DC 20017

Contact (202) 576-6095

www.dcps.dc.gov/DCPS/brookland

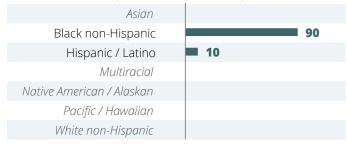
Type DCPS School

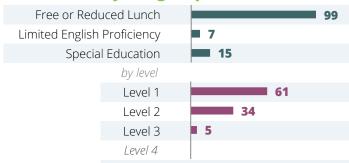
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**274 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

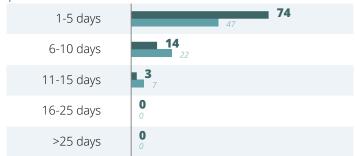
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	10	0
Free or Reduced Lunch	13	<b>0</b>
Limited English Proficiency	<b>0</b>	0
Special Education	10	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	38	<b>36</b> 53	37	<b>38</b> 49
Free or Reduced Lunch	31	<b>36</b> 46	34	<b>38</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	16	<b>21</b> 22	14	<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	35	<b>35</b>	36	<b>39</b> 44
Hispanic / Latino	56	n < 25	44	n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	41	37	<b>39</b>	46	46	<b>46</b> 50
Free or Reduced Lunch	39	37	<b>38</b>	44	46	<b>45</b>
Limited English Proficiency			n < 25			n < 25
Special Education	37	36	<b>36</b> 43	52	50	<b>51</b>
Asian			n < 25			n < 25
Black non-Hispanic	41	37	<b>39</b> 49	45	46	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

This School ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment 274 Students**



## 2%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Browne Education Campus**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 850 26th St. NE

Washington, DC 20002

Contact (202) 671-6210

www.dcps.dc.gov/DCPS/browne

Type DCPS School

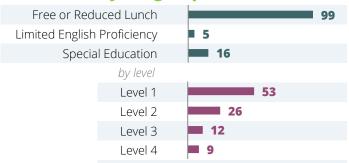
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**364 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	97
Hispanic / Latino	1
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### 2012-13 Equity Report

#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

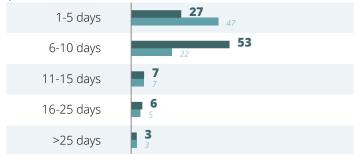
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>15</b>	1 0
Free or Reduced Lunch	<b>16</b>	<b>1</b> 0
Limited English Proficiency	<b>6</b>	0
Special Education	<b>24</b>	<b>3</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>14</b>	1 0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10
	This galaxy I was	-11. 1

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	22	<b>38</b>	20	<b>26</b> 49
Free or Reduced Lunch	22	<b>38</b> 46	17	<b>26</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	14	<b>24</b> 22	5	<b>8</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	21	<b>39</b> 47	20	<b>27</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	36	66	<b>50</b>	34	52	<b>43</b> 50
Free or Reduced Lunch	37	66	<b>52</b>	33	52	<b>43</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	57	64	43 60	36	51	<b>42</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	36	67	<b>51</b>	33	52	<b>42</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			·			

This School ■
City Average ■

City Average

This School ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment 364 Students**



## 3%

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Bruce-Monroe Elementary School @ Park View**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 3560 Warder St. NW

Washington, DC 20010

Contact (202) 576-6222

bmpv.org

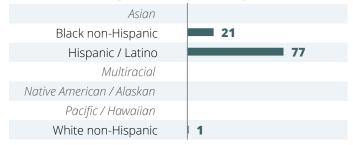
Type DCPS School

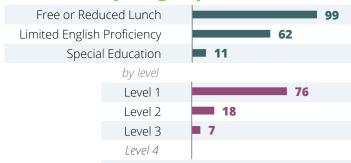
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**442 Students** 

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

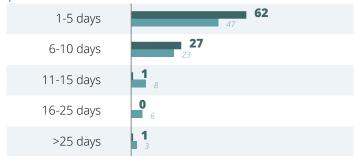
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### **Total Explusions (#) This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	<b>0</b>	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	41	<b>56</b>	28	<b>40</b> 49
Free or Reduced Lunch	41	<b>56</b>	26	<b>40</b> 42
Limited English Proficiency	41	<b>56</b>	24	<b>36</b>
Special Education	16	n < 25	8	n < 25
Asian		n < 25		n < 25
Black non-Hispanic	35	<b>52</b> 47	29	<b>36</b>
Hispanic / Latino	44	<b>58</b> 59	26	<b>42</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	41	41	41 50	64	59	<b>62</b>
Free or Reduced Lunch	42	41	<b>41</b>	64	59	<b>61</b>
Limited English Proficiency	46	41	44 51	72	37	<b>56</b>
Special Education	45		<b>38</b> 43	65		<b>54</b>
Asian			n < 25			n < 25
Black non-Hispanic	48	22	<b>38</b> 49	64	40	<b>54</b>
Hispanic / Latino	40	45	<b>43</b> 52	64	62	<b>63</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

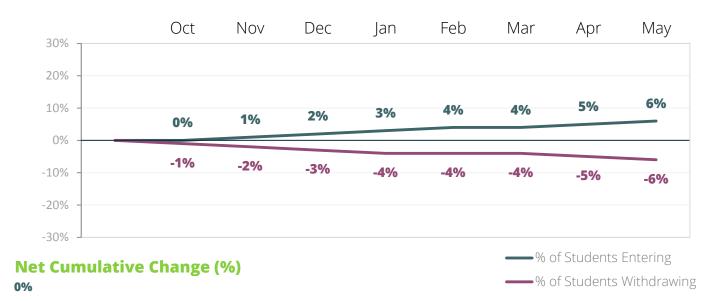
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 442 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Burroughs Education Campus**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 1820 Monroe St. NE

Washington, DC 20018

Contact (202) 576-6150

www.dcps.dc.gov/DCPS/burroughs

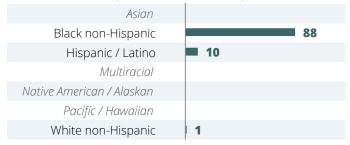
Type DCPS School

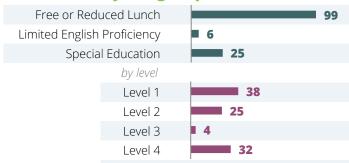
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

283 Students

## **Enrollment by Race/Ethnicity (%)**









## **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	8 10	<b>1</b> 0
Free or Reduced Lunch	<b>11</b> 13	<b>1</b> 0
Limited English Proficiency	<b>0</b>	0
Special Education	19	0
Asian	n < 10	n < 10
Black non-Hispanic	9 13	<b>1</b> 0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	55	<b>57</b>	53	<b>47</b> 49
Free or Reduced Lunch	51	<b>57</b>	48	<b>47</b>
Limited English Proficiency		n < 25		n < 25
Special Education	27	<b>31</b>	27	<b>28</b>
Asian		n < 25		n < 25
Black non-Hispanic	53	<b>56</b>	51	<b>48</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

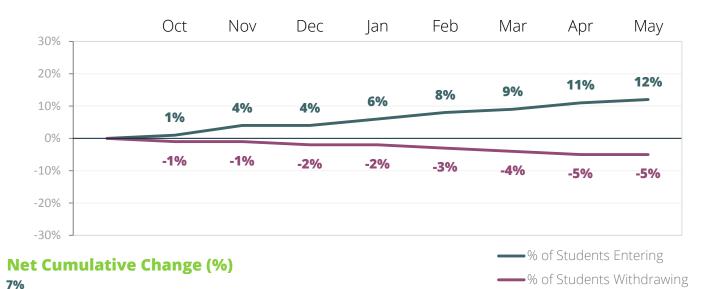
DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	58	51	<b>55</b>	60	43	<b>52</b> 50
Free or Reduced Lunch	57	51	<b>53</b>	58	43	<b>50</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	59	50	<b>55</b>	56	42	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■ This School ■
City Average ■ City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 283 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Burrville Elementary School**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 801 Division Ave. NE

Washington, DC 20019

Contact (202) 671-6020

www.burrvillees.org/

Type DCPS School

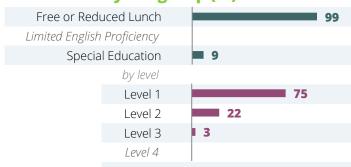
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**357 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	









#### **ATTENDANCE**

## **In-Seat Attendance Rate (%)**

**This School** 

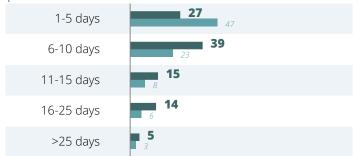
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

### **Expulsion Rate (%) This School**

City Average

	_	_
	0.	.00
*	0	.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>15</b>	0 0
Free or Reduced Lunch	<b>18</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>13</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	35	<b>30</b> 53	36	<b>39</b> 49
Free or Reduced Lunch	34	<b>30</b>	33	<b>39</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	34	<b>30</b> 47	35	<b>39</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

Growth Percentiles         2011-12         2012-13         Avg. 2-Year Growth         2011-12         2012-13         Avg. 2-Year Growth           All Students         25         41         32	
22	
33	
Free or Reduced Lunch 25 <b>41</b> 27 <b>42</b> 49	
Limited English Proficiency n < 25	
Special Education $n < 25$ $n < 25$	
Asian $n < 25$ $n < 25$	
Black non-Hispanic 24 <b>41 32</b> 49 26 <b>42 43</b>	
Hispanic / Latino $n < 25$ $n < 25$	
Multiracial $n < 25$ $n < 25$	
Pacific / Hawaiian  n < 25  n < 25	
White non-Hispanic n < 25	

This School ■
City Average ■

City Average

This School ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 357 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# C.W. Harris Elementary School

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 301 53rd St. SE

Washington, DC 20019

Contact (202) 645-3188

www.dcps.dc.gov/DCPS/harris

Type DCPS School

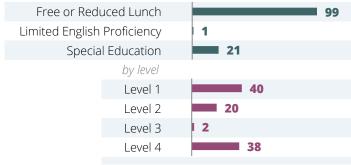
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**265 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	98
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

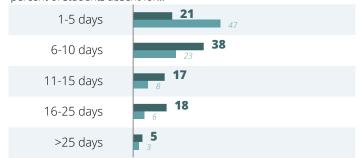
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

U

Expulsion Rate (%)
This School 0.00

City Average \*

0.03

All Students	<b>16</b>	0
Free or Reduced Lunch	<b>17</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	25	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b>	<b>0</b>
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■
City Average \* ■

**Suspension Rate (%)** % suspended 1+ days

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	19	<b>31</b> 53	15	<b>28</b> 49
Free or Reduced Lunch	19	<b>31</b> 46	16	<b>28</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	19	<b>31</b>	15	<b>28</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	74	60	50	31	43	<b>37</b>
Free or Reduced Lunch	75	60	<b>67</b>	29	43	<b>36</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	74	60	49 68	31	43	<b>37</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			1			

This School ■
City Average ■

This School ■

City Average ■

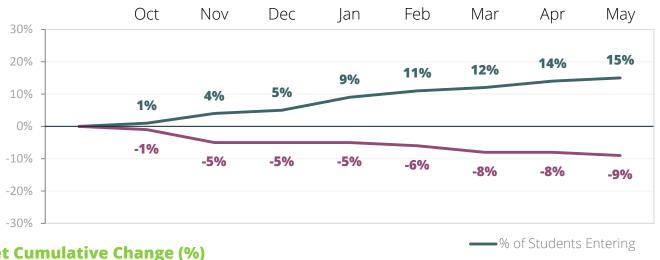
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment 265 Students**



## **Net Cumulative Change (%)** 6%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Capital City PCS - High School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 4

Address 100 Peabody Street, NW

Washington, DC 20011

Contact 202-808-9800

www.ccpcs.org

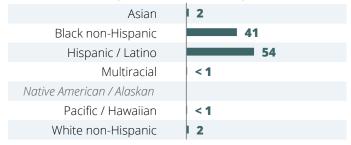
Type Public Charter School

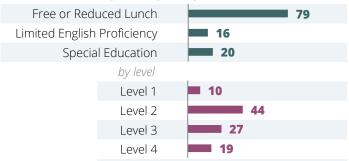
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**321 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

**Expulsion Rate (%) This School** 0.62

City Average \*

0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>12</b> 21	1
Free or Reduced Lunch	<b>11</b> 24	1 1
Limited English Proficiency	<b>14</b> 12	0
Special Education	<b>17</b>	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>13</b>	1 1
Hispanic / Latino	<b>13</b>	1 0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

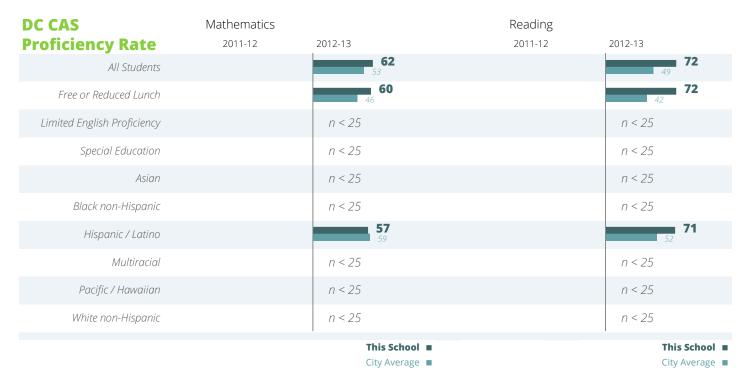
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	33	48	<b>40</b> 50	41	69	<b>55</b>
Free or Reduced Lunch	35	49	<b>43</b> 49	39	71	<b>57</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	31		<b>42</b> 49	42		<b>51</b> 48
Hispanic / Latino	35	43	<b>39</b> 52	41	72	<b>57</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

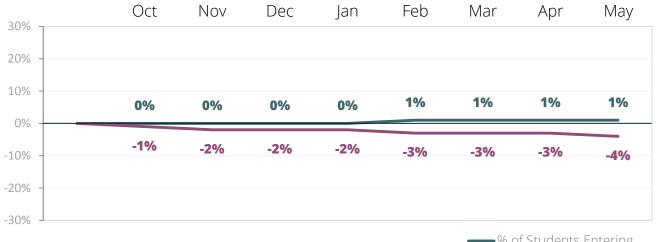
City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 321 Students



# Net Cumulative Change (%) -3%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Capital City PCS - Lower School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-4th

Ward 4

Address 100 Peabody Street, NW

Washington, DC 20011

Contact 202-808-9800

www.ccpcs.org

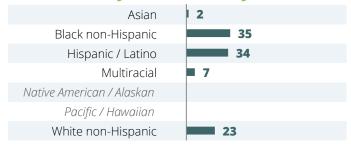
Type Public Charter School

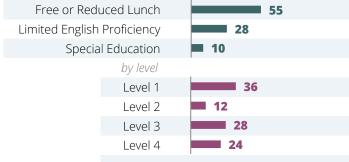
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**325 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

### In-Seat Attendance Rate (%)

**This School** 

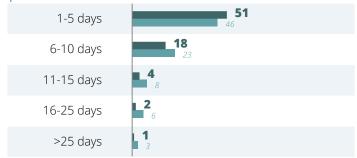
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%)** 

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>4</b> 5	0
Free or Reduced Lunch	<b>6</b> 6	0
Limited English Proficiency	<b>3</b>	0
Special Education	<b>16</b>	0 0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b> 6	0
Hispanic / Latino	4	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	<b>0</b>

This School ■

This School ■

City Average \* ■

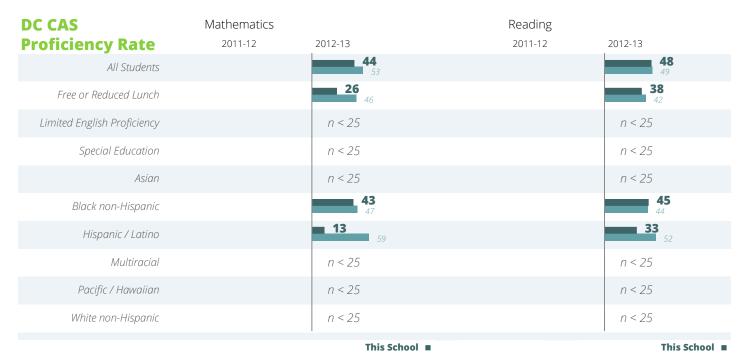
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students		32	n < 25		37	n < 25
Free or Reduced Lunch		23	n < 25		28	n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

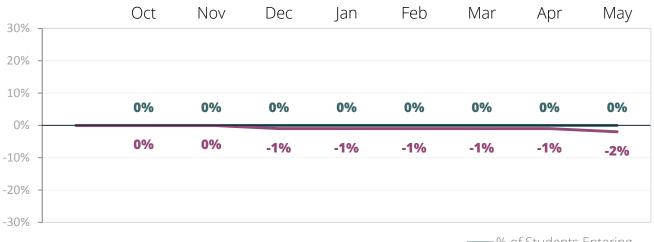
City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 325 Students



# Net Cumulative Change (%)

——% of Students Entering

—— % of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Capital City PCS - Middle School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 5th-8th

Ward 4

Address 100 Peabody Street, NW

Washington, DC 20011

Contact 202-808-9800

www.ccpcs.org

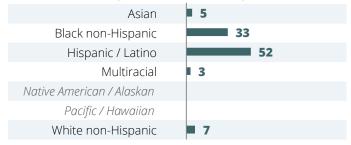
Type Public Charter School

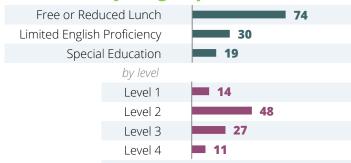
## **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

298 Students

## **Enrollment by Race/Ethnicity (%)**











#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

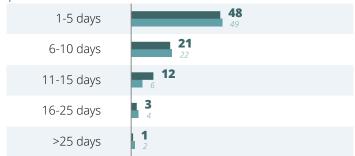
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

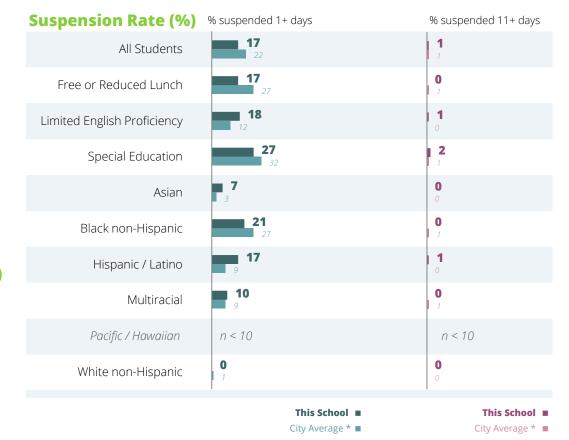
## Total Explusions (#)

This School

## Expulsion Rate (%) This School 0.34

City Average \*

0.35

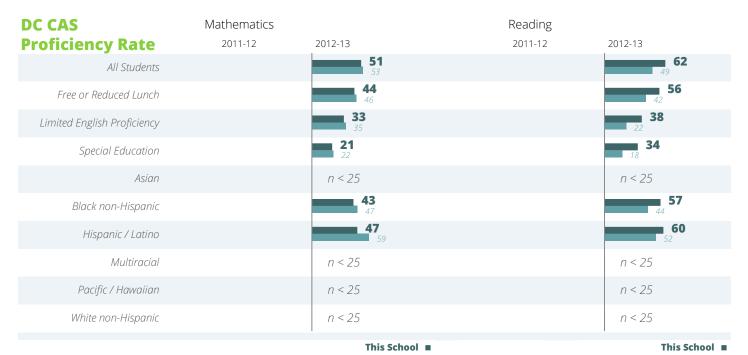


\* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students		35	n < 25		49	n < 25
Free or Reduced Lunch		32	n < 25		49	n < 25
Limited English Proficiency		29	n < 25		53	n < 25
Special Education		29	n < 25		28	n < 25
Asian			n < 25			n < 25
Black non-Hispanic		39	n < 25		45	n < 25
Hispanic / Latino		30	n < 25		51	n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

City Average ■

This School ■

This School ■
City Average ■

City Average ■

117

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 298 Students



## **Net Cumulative Change (%)**

-1%

# % of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	5%	6%	7%	8%	9%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-8%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Capitol Hill Montessori @ Logan

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-6th

Ward 6

Address 215 G Street NE

Washington, DC 20002

Contact (202) 698-4467

http://capitolhillmontessorischool.org

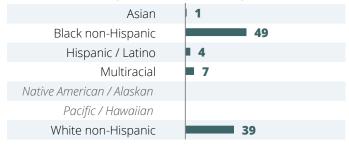
Type DCPS School

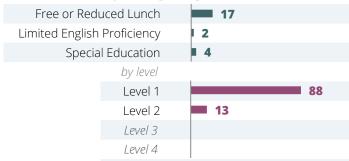
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

224 Students

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

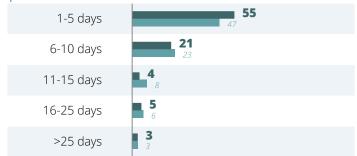
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

0.03

3	uspension Rate (%)	% suspended 1+ days	% suspended 11+ days
	All Students	<b>0</b>	0 0
	Free or Reduced Lunch	7	0 0
	Limited English Proficiency	n < 10	n < 10
	Special Education	n < 10	n < 10
	Asian	n < 10	n < 10
	Black non-Hispanic	7	0
	Hispanic / Latino	n < 10	n < 10
	Multiracial	<b>0</b>	0
	Pacific / Hawaiian	n < 10	n < 10
	Pacific / Hawaiian White non-Hispanic	n < 10 <b>0</b>	n < 10  0 0

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13
All Students	44	<b>38</b>	78 <b>64</b>
Free or Reduced Lunch		n < 25	n < 25
Limited English Proficiency		n < 25	n < 25
Special Education		n < 25	n < 25
Asian		n < 25	n < 25
Black non-Hispanic		n < 25	n < 25
Hispanic / Latino		n < 25	n < 25
Multiracial		n < 25	n < 25
Pacific / Hawaiian		n < 25	n < 25
White non-Hispanic		n < 25	n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	61		<b>47</b> 50	67		<b>52</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 224 Students



# Net Cumulative Change (%) 1%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	0%	3%	4%	5%	5%	6%	6%
Withdrawal	-0%	-0%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Cardozo Education Campus**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-12th

Ward 1

Address 1200 Clifton St. NW

Washington, DC 20009

Contact (202) 673-7385

www.cardozohs.com

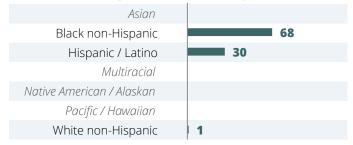
Type DCPS School

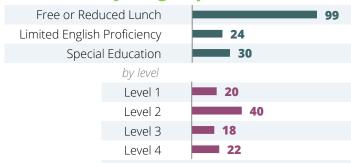
## **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**537 Students** 

## **Enrollment by Race/Ethnicity (%)**









### 2012-13 Equity Report

#### **ATTENDANCE**

## **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**



This School ■

City Average \*

### **DISCIPLINE**

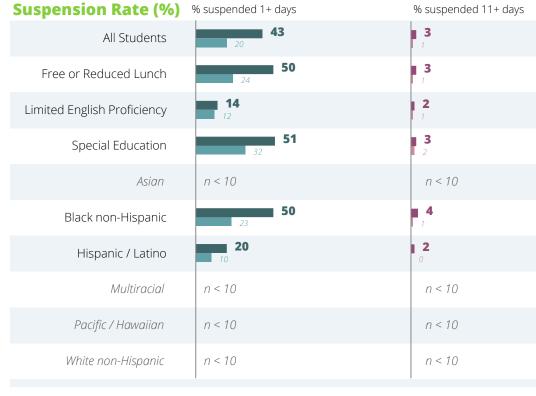
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.54



This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	32	<b>33</b>	26	<b>20</b> 49
Free or Reduced Lunch	29	<b>33</b>	23	<b>20</b> 42
Limited English Proficiency		<b>27</b> 35		22
Special Education	6	<b>10</b> 22	12	18
Asian		n < 25		n < 25
Black non-Hispanic	29	<b>33</b>	25	<b>23</b> 44
Hispanic / Latino		<b>32</b> 59		<b>15</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	50	53	<b>52</b> 50	51	34	<b>42</b> 50
Free or Reduced Lunch	50	53	<b>52</b>	51	34	<b>41</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	50	53	<b>52</b>	50	34	<b>41</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			I			ı

This School ■
City Average ■

City Average

This School ■

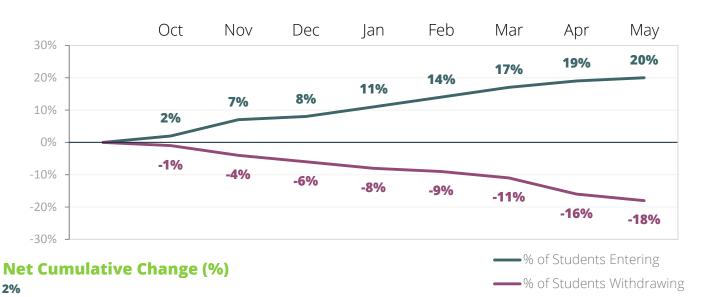
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 537 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

· ·	Oct	Nov	Dec	Jan	reb	Mar	Apr	May
Entry	8%	10%	11%	12%	14%	15%	16%	17%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Carlos Rosario International PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 1

Address 1100 Harvard Street, NW

Washington, DC 20009

Contact 202-797-4700

www.carlosrosario.org

Type Public Charter School

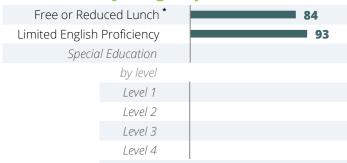
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

2026 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	■ 3
Black non-Hispanic	23
Hispanic / Latino	71
Multiracial	<1
Native American / Alaskan	<1
Pacific / Hawaiian	<1
White non-Hispanic	1 2



<sup>\*</sup> Free or reduced lunch is a proxy for low income.







### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

# Expulsion Rate (%) This School 0.00

City Average \*

0.24

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0 2	0
Free or Reduced Lunch	n < 10	n < 10
Limited English Proficiency	0 1	0
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	0	0
Hispanic / Latino	0	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

# **Center City PCS - Brightwood**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 4

Address 6008 Georgia Avenue, NW

Washington, DC 20011

Contact 202-723-3322

www.centercitypcs.org

Type Public Charter School

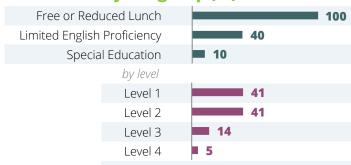
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

238 Students

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

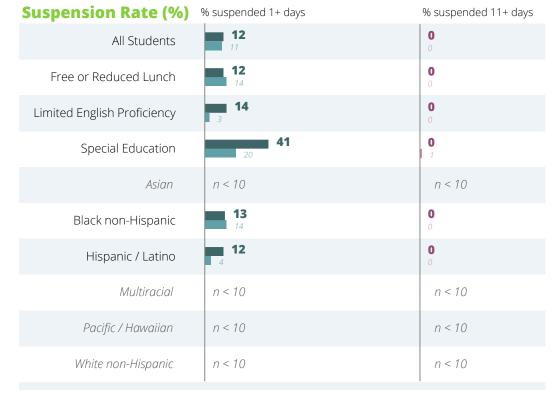
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.14



This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	52	53	46	<b>57</b>
Free or Reduced Lunch	51	46 69	44	<b>57</b>
Limited English Proficiency	29	<b>56</b>	13	22 44
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	56	47	54	58
Hispanic / Latino	46	<b>63</b> 59	36	<b>55</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	78	73	<b>76</b>	59	64	<b>62</b>
Free or Reduced Lunch	77	73	<b>75</b>	59	64	<b>62</b>
Limited English Proficiency	72	63	<b>68</b>	68	76	53 72
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	83	74	<b>79</b>	59	64	61
Hispanic / Latino	74	71	<b>72</b>	61	69	<b>65</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

131

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 238 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Center City PCS - Capitol Hill**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 6

Address 1503 East Capitol Street, SE

Washington, DC 20003

Contact 202-547-7556

www.centercitypcs.org

Type Public Charter School

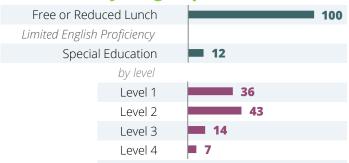
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

230 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	<1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	<1







#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

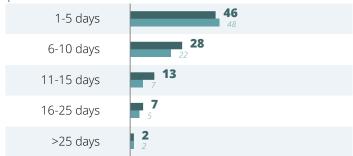
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 1

## Expulsion Rate (%) This School 0.44

City Average \*

0.14

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	22	0
Free or Reduced Lunch	<b>22</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>54</b>	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>23</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	48	<b>40</b> 53	50	<b>42</b> 49
Free or Reduced Lunch	42	<b>40</b> 46	43	<b>42</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	48	<b>39</b> 47	50	<b>42</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	56	46	<b>51</b> 50	62	39	<b>51</b>
Free or Reduced Lunch	54	46	<b>49</b>	57	39	<b>46</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	56	45	<b>51</b>	62	39	<b>51</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
wnite non-Hispanic			11 < 25			11 < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment** 230 Students



## -10%

## —— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Center City PCS - Congress Heights**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 8

Address 220 Highview Place, SE

Washington, DC 20032

Contact 202-562-7070

www.centercitypcs.org

Type Public Charter School

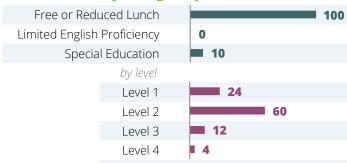
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**254 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

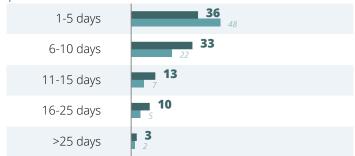
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 

1.57

City Average \*

0.14

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>23</b>	0
Free or Reduced Lunch	<b>23</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	20 40	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>23</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

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This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13	
All Students	34	<b>48</b> 53	<b>48</b> 49	
Free or Reduced Lunch	31	<b>48</b> 46	<b>48</b>	
Limited English Proficiency		n < 25	n < 25	
Special Education		n < 25	n < 25	
Asian		n < 25	n < 25	
Black non-Hispanic	34	<b>48</b> 47	35 <b>48</b>	
Hispanic / Latino		n < 25	n < 25	
Multiracial		n < 25	n < 25	
Pacific / Hawaiian		n < 25	n < 25	
White non-Hispanic		n < 25	n < 25	

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

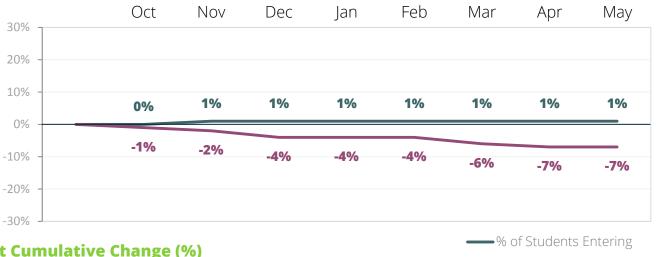
DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	45	62	<b>53</b>	54	65	<b>59</b>
Free or Reduced Lunch	44	62	<b>53</b>	54	65	<b>59</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	45	62	<b>53</b>	54	65	<b>59</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment 254 Students**



## **Net Cumulative Change (%)** -7%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Center City PCS - Petworth**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 4

Address 510 Webster Street, NW

Washington, DC 20011

Contact 202-726-9212

www.centercitypcs.org

Type Public Charter School

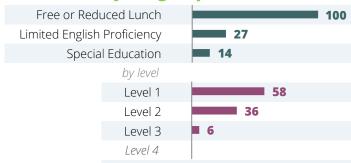
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

235 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	47
Hispanic / Latino	49
Multiracial	1
Native American / Alaskan	<1
Pacific / Hawaiian	<1
White non-Hispanic	<1









### In-Seat Attendance Rate (%)

**This School** 

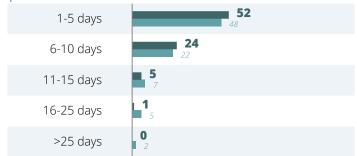
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

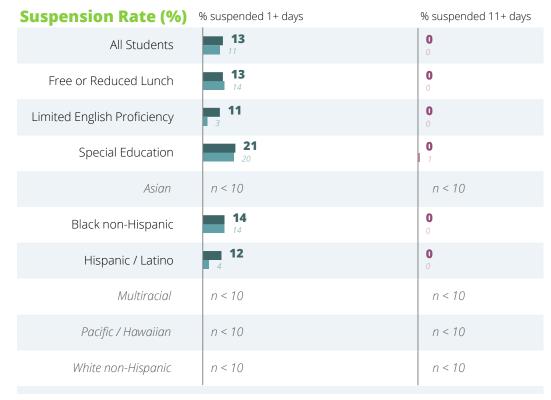
## **Total Explusions (#)**

This School

**Expulsion Rate (%) This School** 0.85

City Average \*

0.14



This School ■

This School ■

City Average \* ■ City Average \* ■

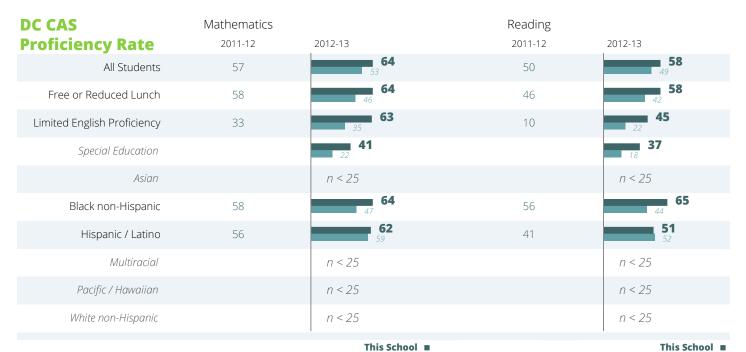
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	75	60	50 67	57	63	50
Free or Reduced Lunch	76	60	49 67	54	63	<b>59</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	76	61	49 68	51	68	<b>59</b>
Hispanic / Latino	73	60	52	65	59	<b>62</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

143

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 235 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Center City PCS - Shaw**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 6

Address 711 N Street, NW

Washington, DC 20001

Contact 202-234-1093

www.centercitypcs.org

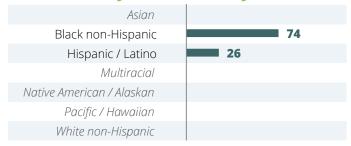
Type Public Charter School

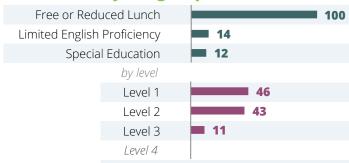
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

218 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

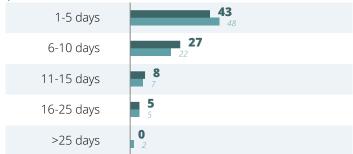
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

0.14

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>17</b>	0
Free or Reduced Lunch	<b>17</b>	0
Limited English Proficiency	<b>7</b>	0
Special Education	<b>25</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>22</b>	0
Hispanic / Latino	<b>5</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	41	<b>45</b> 53	36	<b>40</b> 49
Free or Reduced Lunch	40	<b>45</b> 46	37	<b>40</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	41	<b>45</b> 47	38	<b>39</b> 44
Hispanic / Latino	40	<b>46</b> 59	30	<b>44</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	56	<b>57</b>	<b>56</b>	53	68	50
Free or Reduced Lunch	55	57	<b>56</b>	54	68	<b>61</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	58	59	<b>58</b>	57	67	48 61
Hispanic / Latino	46	44	<b>45</b> 52	49	75	<b>64</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

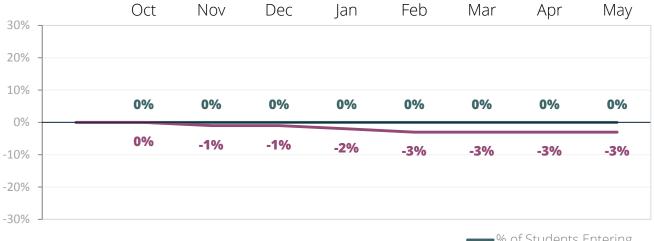
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 218 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Center City PCS - Trinidad**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 5

Address 1217 West Virginia Avenue, NE

Washington, DC 20002

Contact 202-397-1614

www.centercitypcs.org

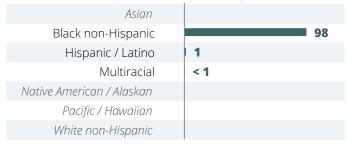
Type Public Charter School

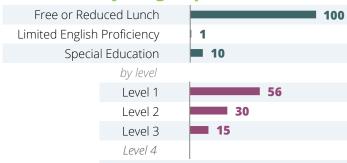
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

230 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

92

City Average \*

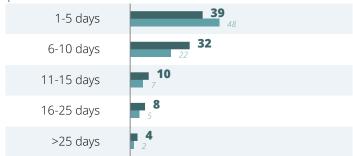
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.87

City Average \*

0.14

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	31	0
Free or Reduced Lunch	<b>32</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>52</b>	<b>4</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>32</b>	0
Hispanic / Latino	n < 10	n < 10
Hispanic / Latino Multiracial	n < 10 n < 10	n < 10 n < 10
,		
Multiracial	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	41	<b>48</b> 53	41	<b>36</b> 49
Free or Reduced Lunch	34	<b>48</b> 46	36	<b>36</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	43	<b>48</b> 47	42	<b>34</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	41	<b>49</b> 50	56	35	<b>45</b> 50
Free or Reduced Lunch	55	41	<b>46</b> 49	61	35	<b>45</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	59	41	<b>49</b>	56	33	44 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment** 230 Students



## **Net Cumulative Change (%)**

-3%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## César Chávez PCS for Public Policy - Capitol Hill

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 6

Address 709 12th Street, SE

Washington, DC 20003

Contact 202-547-3424

www.chavezschools.org

Type Public Charter School

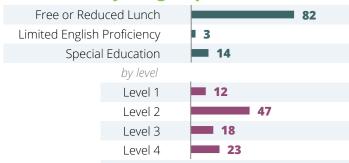
## **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**409 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

89

City Average \*

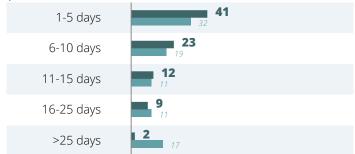
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

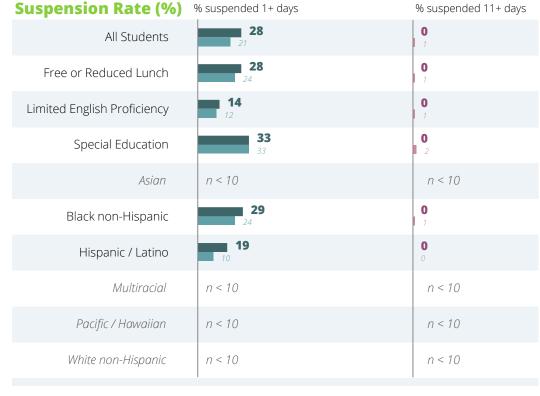
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 8

## Expulsion Rate (%) This School 1.96

City Average \* (

0.54



This School ■
City Average \* ■

This School ■

rerage \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

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## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	56	<b>42</b> 53	40	<b>48</b> 49
Free or Reduced Lunch	58	<b>44</b> 46	42	<b>51</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	50	<b>37</b>	38	<b>45</b>
Hispanic / Latino	80	n < 25	48	n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

This School ■
City Average ■

155

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 409 Students



# Net Cumulative Change (%) -6%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## César Chávez PCS for Public Policy - Chávez Prep

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-9th

Ward 1

Address 770 Kenyon Street, NW

Washington, DC 20010

Contact 202-723-3975

www.chavezschools.org

Type Public Charter School

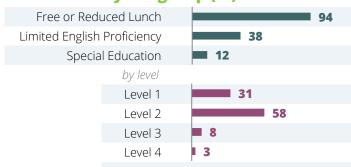
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

318 Students

## **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

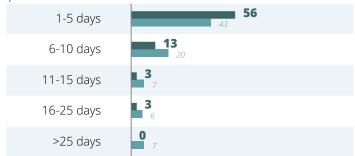
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

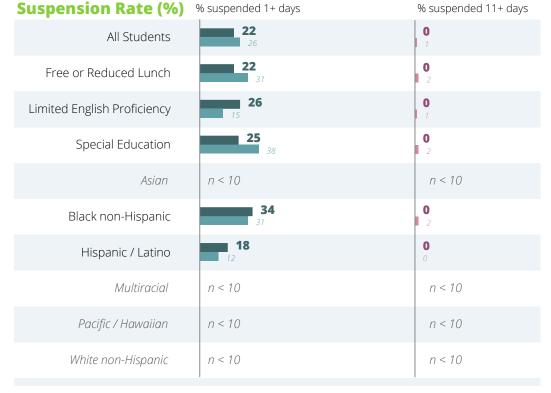
## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.94

City Average \*





This School ■ City Average \* ■

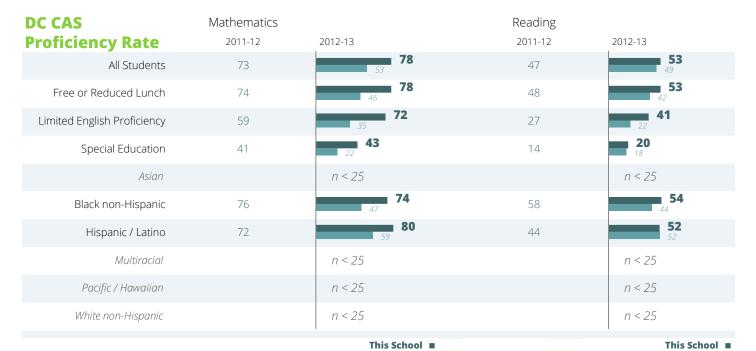
This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	65	58	<b>61</b>	50	54	<b>52</b> 50
Free or Reduced Lunch	65	58	<b>61</b>	51	54	<b>52</b>
Limited English Proficiency	63	63	<b>63</b>	45	48	<b>46</b> 53
Special Education	48		<b>54</b>	47		<b>55</b>
Asian			n < 25			n < 25
Black non-Hispanic	68	57	<b>62</b>	56	67	<b>62</b>
Hispanic / Latino	62	58	<b>60</b>	47	50	<b>49</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 318 Students



## **Net Cumulative Change (%)**

-4%

# % of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	5%	6%	7%	9%	10%	11%	12%	13%
Withdrawal	-1%	-3%	-4%	-5%	-7%	-8%	-9%	-12%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## César Chávez PCS for Public Policy - Parkside High School

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 7

Address 3701 Hayes Street, NE

Washington, DC 20019

Contact 202-398-2230

www.chavezschools.org

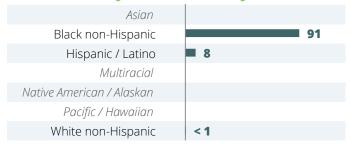
Type Public Charter School

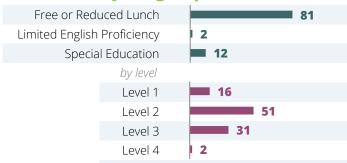
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**391 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### In-Seat Attendance Rate (%)

**This School** 

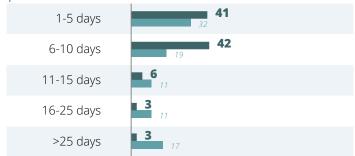
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

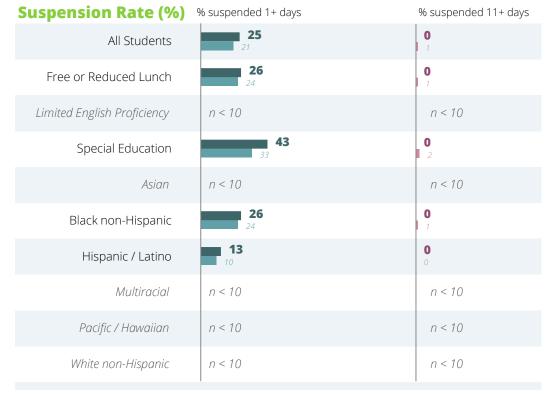
#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 1.53

City Average \* 0.54



This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	51	53	47	<b>53</b>
Free or Reduced Lunch	48	46	49	<b>50</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	52	47 63	46	<b>53</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	63	50	<b>58</b>	63	60	<b>62</b>
Free or Reduced Lunch	58	50	<b>54</b>	64	61	<b>63</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	68	49	<b>60</b>	63	60	<b>62</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 391 Students



## Net Cumulative Change (%) -4%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## César Chávez PCS for Public Policy - Parkside Middle School

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 7

Address 3701 Hayes Street, NE

Washington, DC 20019

Contact 202-398-2230

www.chavezschools.org

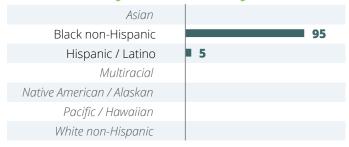
Type Public Charter School

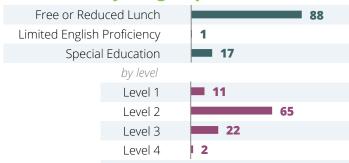
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

318 Students

## **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

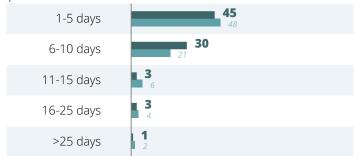
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

12

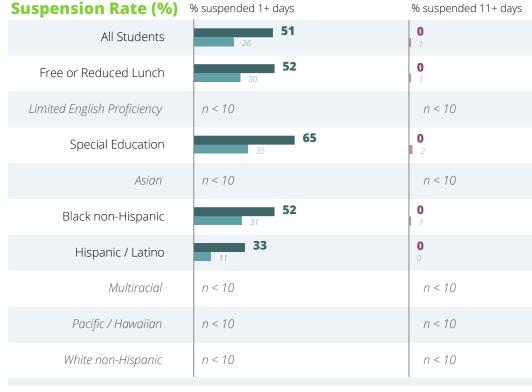
## **Expulsion Rate (%)**

**This School** 

3.77

City Average \*

0.43



This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## STUDENT ACHIEVEMENT

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	57	<b>50</b> 53	41	<b>41</b> 49
Free or Reduced Lunch	63	<b>50</b> 46	40	<b>40</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	23	<b>20</b> 22	17	18
Asian		n < 25		n < 25
Black non-Hispanic	58	<b>50</b>	41	<b>40</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■

City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	49	<b>54</b> 50	48	40	<b>44</b> 50
Free or Reduced Lunch	60	51	<b>55</b>	47	39	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	61	52	<b>56</b>	61	43	<b>50</b>
Asian			n < 25			n < 25
Black non-Hispanic	59	49	<b>53</b>	48	38	<b>43</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			'			

This School ■

City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 318 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	<b>7</b> %	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Cleveland Elementary School**

## 2012-13 Equity Report

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## **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 1825 8th St. NW

Washington, DC 20001

Contact (202) 939-4380

www.dcps.dc.gov/DCPS/cleveland

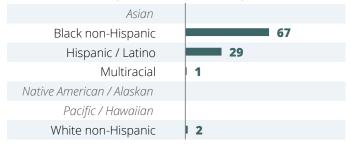
Type DCPS School

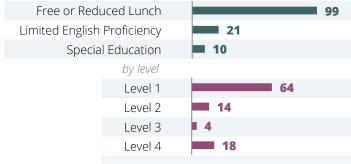
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

297 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

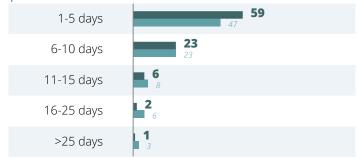
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	0 7	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	<b>0</b>
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■ City Average \* ■ This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	74	<b>68</b>	67	49 71
Free or Reduced Lunch	72	46 68	61	42 71
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	73	47 68	70	<b>74</b>
Hispanic / Latino	77	n < 25	58	n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS Ma	athematics		Reading		
<b>Growth Percentiles</b> 201	1-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students 5	<b>31</b>	<b>45</b> 50	51	44	<b>47</b> 50
Free or Reduced Lunch 5	<b>31</b>	<b>40</b> 49	49	44	<b>46</b> 49
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic 6	<b>48</b>	<b>54</b> 49	52	45	<b>48</b> 48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

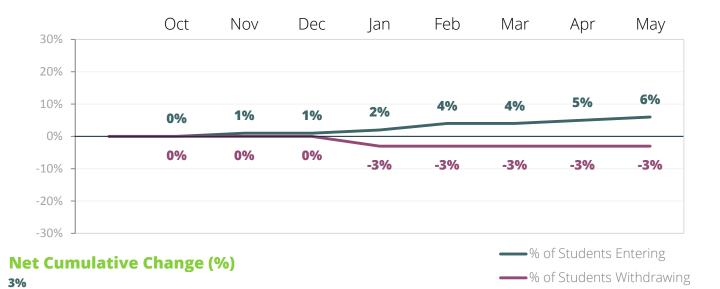
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 297 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Columbia Heights Education Campus**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-12th

Ward 1

Address 3101 16th St. NW

Washington, DC 20010

Contact (202) 939-7700

www.dcps.dc.gov/DCPS/chec

Type DCPS School

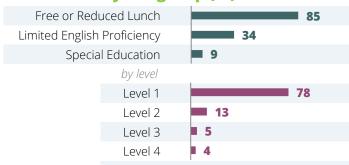
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**1262 Students** 

## **Enrollment by Race/Ethnicity (%)**









### In-Seat Attendance Rate (%)

**This School** 

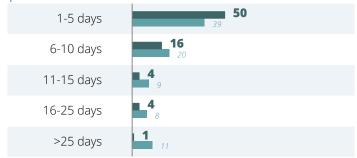
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

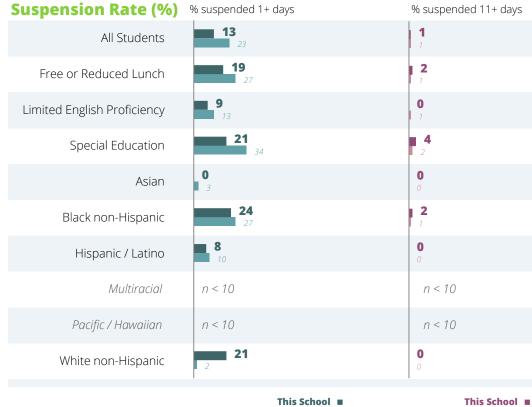
#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \* 0.49



City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13	
All Students	48	<b>52</b> 53	40	<b>47</b> 49
Free or Reduced Lunch	48	<b>52</b> 46		<b>47</b>
Limited English Proficiency	43	<b>39</b> 35	26 28	
Special Education	29	<b>24</b> 22	22	
Asian		n < 25	n < 25	
Black non-Hispanic	42	<b>53</b>	41	<b>50</b>
Hispanic / Latino	49	<b>51</b>	38	<b>44</b> 52
Multiracial		n < 25	n < 25	
Pacific / Hawaiian		n < 25	n < 25	
White non-Hispanic		n < 25	n < 25	

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	57	58	<b>57</b>	59	59	<b>59</b>
Free or Reduced Lunch	58	58	<b>58</b>	59	59	<b>59</b>
Limited English Proficiency	55	49	<b>52</b> 51	59	56	<b>58</b>
Special Education	48	52	<b>50</b>	57	47	<b>52</b>
Asian			n < 25			n < 25
Black non-Hispanic	48	57	<b>52</b>	57	56	<b>56</b>
Hispanic / Latino	58	58	<b>58</b> 52	61	63	<b>62</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
						1

This School ■
City Average ■

This School ■

City Average ■

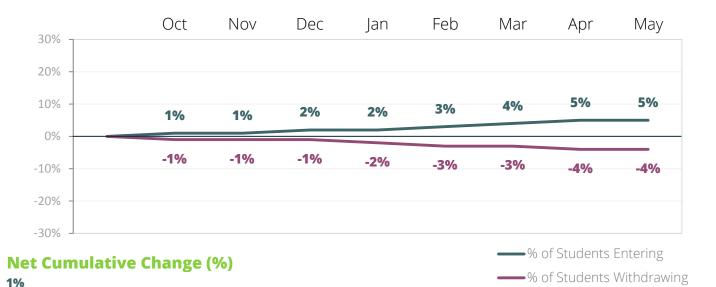
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 1262 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	6%	7%	8%	10%	11%	12%	13%	13%
Withdrawal	-2%	-3%	-4%	-6%	-7%	-8%	-10%	-12%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Community Academy PCS - Amos 1**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 4

Address 1300 Allison Street, NW

Washington, DC 20011

Contact 202-723-4100

www.capcs.org

Type Public Charter School

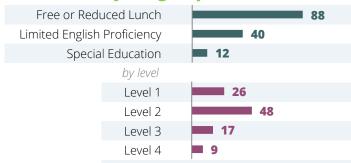
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

510 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

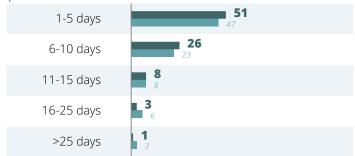
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	7	0
Limited English Proficiency	1 1	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	1 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

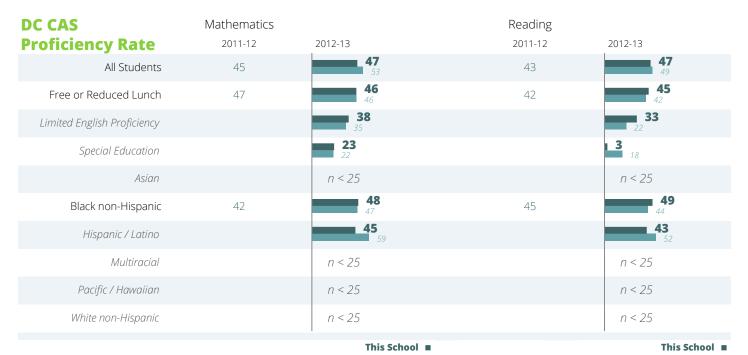
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	37	52	44	48	53	<b>50</b> 50
Free or Reduced Lunch	39	53	<b>45</b>	49	46	<b>48</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	39	54	<b>46</b> 49	49	57	<b>53</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■

City Average ■

City Average

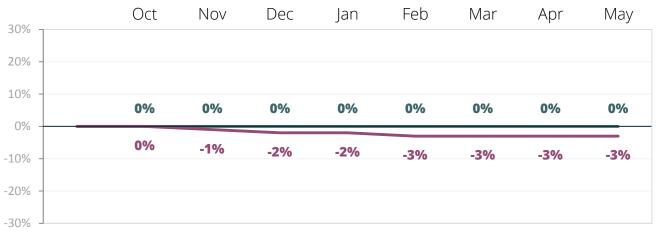
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 510 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Community Academy PCS - Amos 2**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-KG

Ward 5

Address 33 Riggs Road, NE

Washington, DC 20011

Contact 202-723-5136

www.capcs.org

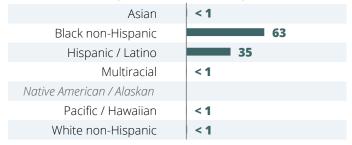
Type Public Charter School

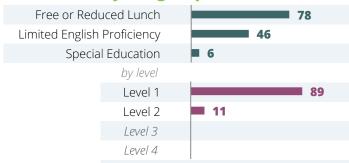
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

280 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

88

City Average \*

91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0 7	0
Free or Reduced Lunch	0 2	0
Limited English Proficiency	0	0
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	1 2	0
Hispanic / Latino	0 0	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 280 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	3%	4%	4%	5%	6%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Community Academy PCS - Amos 3**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 5

Address 1400 1st Street, NW

Washington, DC 20001

Contact 202-234-2122

www.capcs.org

Type Public Charter School

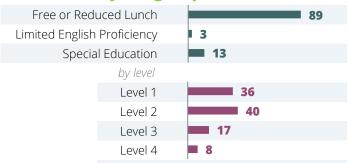
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**479 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	<1
Multiracial	<1
Native American / Alaskan	
Pacific / Hawaiian	<1
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

89

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.00

City Average \*

0.13

% suspended 1+ days	% suspended 11+ days
<b>12</b> 10	0
11	0
<b>0</b>	0
<b>38</b>	0
n < 10	n < 10
<b>12</b> 13	0
n < 10	n < 10
n < 10	n < 10
n < 10	n < 10
n < 10	n < 10
	10 11 13 0 3 8 19 19 12 13 10 10 10 10 10 10 11 10 11 10 11 10 11 11

This School ■
City Average \* ■

This School ■
City Average \* ■

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<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	25	<b>25</b> 53	30	<b>26</b> 49
Free or Reduced Lunch	25	<b>25</b> 46	31	<b>28</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	2	22	6	18
Asian		n < 25		n < 25
Black non-Hispanic	25	<b>26</b> 47	30	<b>27</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	42	43	<b>42</b> 50	45	37	<b>42</b> 50
Free or Reduced Lunch	42	41	<b>42</b> 49	46	36	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	33	33	<b>33</b> 43	38	42	<b>40</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	42	43	<b>42</b> 49	45	37	<b>41</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■

City Average

City Average

This School ■

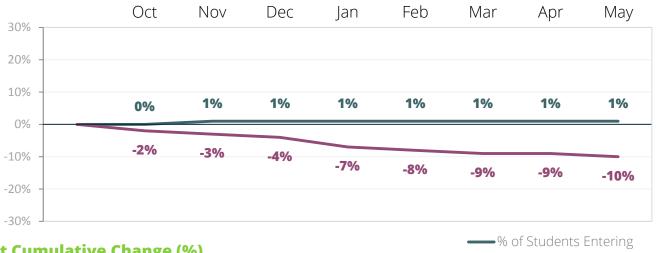
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 479 Students**



## **Net Cumulative Change (%)** -8%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Community Academy PCS - Butler Global**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 5

Address 1400 1st Street, NW

Washington, DC 20005

Contact 202-332-6565

www.capcs.org

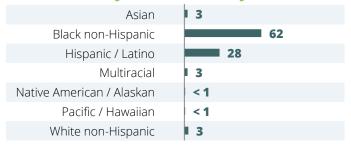
Type Public Charter School

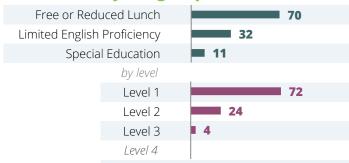
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**308 Students** 

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

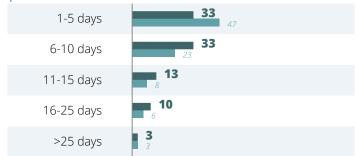
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

**This School** 

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	7	0
Limited English Proficiency	<b>0</b>	0
Special Education	11	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	2 7	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b> 0	0

This School ■

This School ■

City Average \* ■

City Average \* ■

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This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	63	53	59	<b>70</b>
Free or Reduced Lunch	63	46	58	42 69
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	62	<b>82</b>	58	<b>79</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	44	<b>51</b> 50	58	53	<b>55</b>
Free or Reduced Lunch	59	50	<b>55</b>	59	46	<b>53</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	64	50	<b>57</b>	58	68	<b>63</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
						·

This School ■

City Average

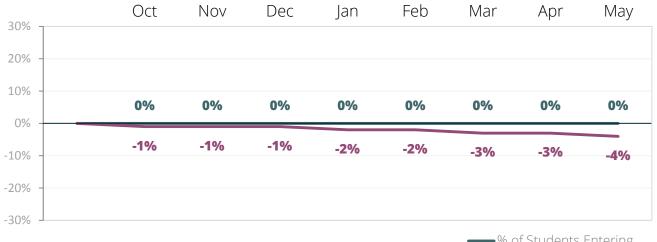
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 308 Students**



## **Net Cumulative Change (%)**

-4%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Community Academy PCS - CAPCS Online**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades KG-8th

Ward N/A

Address 1351 Nicholson Street, NW (Online)

Washington, DC 20011

Contact 703-483-7383

www.k12.com/capcs

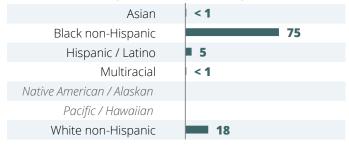
Type Public Charter School

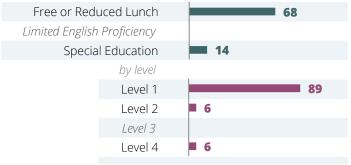
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**120 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

99

City Average \*

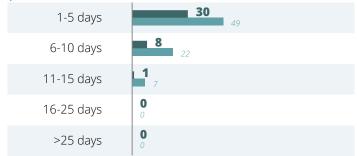
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

## Expulsion Rate (%) This School 0.00

City Average \*

0.16

9	Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
	All Students	12	0
	Free or Reduced Lunch	16	0
	Limited English Proficiency	n < 10	n < 10
	Special Education	21	0
	Asian	n < 10	n < 10
	Black non-Hispanic	16	0
	Hispanic / Latino	n < 10	n < 10
	Multiracial	n < 10	n < 10
	Pacific / Hawaiian	n < 10	n < 10
	White non-Hispanic	0 1	0

This School ■

This School ■

City Average \* ■

City Average ★ ■

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## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	61	<b>61</b>	66	49 69
Free or Reduced Lunch		<b>52</b> 46		42 67
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	55	<b>54</b>	60	44 62
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	55	46	<b>51</b>	52	47	<b>50</b>
Free or Reduced Lunch		46	<b>47</b> 49		49	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	57	49	<b>53</b>	45	49	<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment 120 Students**



## **Net Cumulative Change (%)**

-15%

# —— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	3%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Coolidge High School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 4

Address 6315 5th St. NW

Washington, DC 20011

Contact (202) 671-6080

www.coolidgeshs.org

Type DCPS School

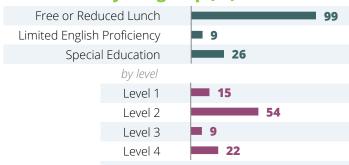
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**490 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

79

City Average \*

84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

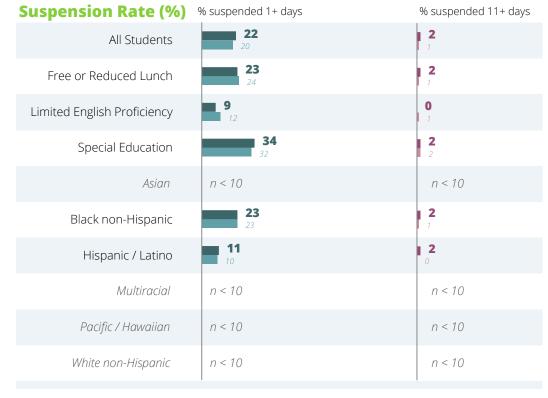
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

## Expulsion Rate (%) This School 0.00

City Average \*

0.54



This School

This School ■
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	32	<b>27</b> 53	35	<b>35</b> 49
Free or Reduced Lunch	28	<b>27</b> 46	32	<b>35</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		22		<b>8</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	30	<b>28</b> 47	36	<b>32</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

Crowth Dorsontiles 2011 12 2012 12 1 2 2 2 2 2 2 2 2	
Growth Percentiles 2011-12 2012-13 Avg. 2-Year Growth 2011	1-12 2012-13 Avg. 2-Year Growth
All Students 52 <b>45 49</b> 50 4	5 <b>47 46</b> 50
Free or Reduced Lunch 54 <b>45 49</b> 49	<b>46</b> 49
Limited English Proficiency n < 25	n < 25
Special Education $n < 25$	<b>39</b> 34 43
Asian	n < 25
Black non-Hispanic 51 <b>44 48</b> 49 4	<b>40</b>
Hispanic / Latino n < 25	n < 25
Multiracial $n < 25$	n < 25
Pacific / Hawaiian n < 25	n < 25
White non-Hispanic n < 25	n < 25

This School ■
City Average ■

City Average

This School ■

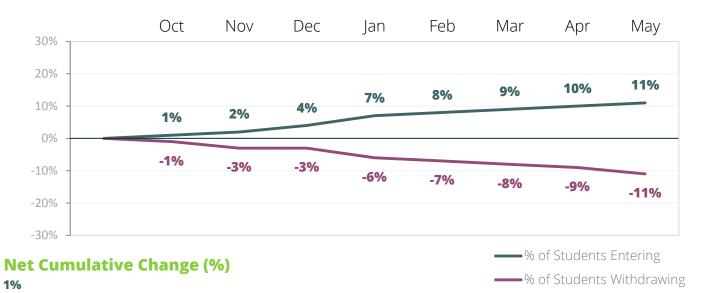
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 490 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Creative Minds International PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-3rd

Ward 1

Address 3224 16th Street, NW

Washington, DC 20010

Contact 202-588-0370

www.creativemindspcs.org

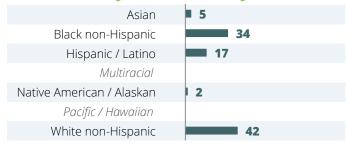
Type Public Charter School

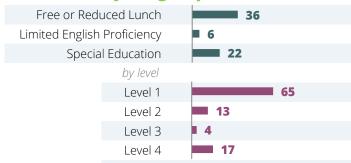
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**105 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

### **Expulsion Rate (%) This School**

City Average \*

0.00

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>2</b> 3	0 0
Free or Reduced Lunch	<b>5</b> 4	0
Limited English Proficiency	n < 10	n < 10
Special Education	9 5	0
Asian	n < 10	n < 10
Black non-Hispanic	6	0
Hispanic / Latino	0 1	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 0	0 0

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 105 Students



# Net Cumulative Change (%) -1%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	2%	3%	4%	4%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **DC Bilingual PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-6th

Ward 1

Address 1420 Columbia Road, NW

Washington, DC 20009

Contact 202-332-4200

www.dcbilingual.org

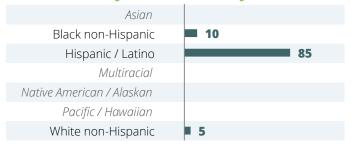
Type Public Charter School

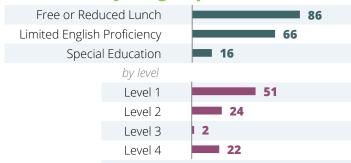
## **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

339 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

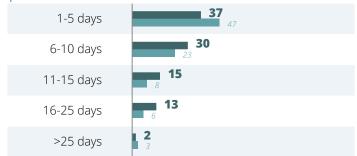
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

**Expulsion Rate (%)** 

**This School**City Average \*

**0.00** 0.03

All Students	<b>4</b> 5	0
Free or Reduced Lunch	7	<b>0</b>
Limited English Proficiency	<b>4</b>	0
Special Education	<b>12</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>9</b> 7	0
Black non-Hispanic Hispanic / Latino	9 7 3 2	
		0
Hispanic / Latino	<b>3</b>	0 0 0
Hispanic / Latino  Multiracial	n < 10	0 0 0 n < 10

This School ■
City Average \* ■

This School ■

City Average ★ ■

**Suspension Rate (%)** % suspended 1+ days

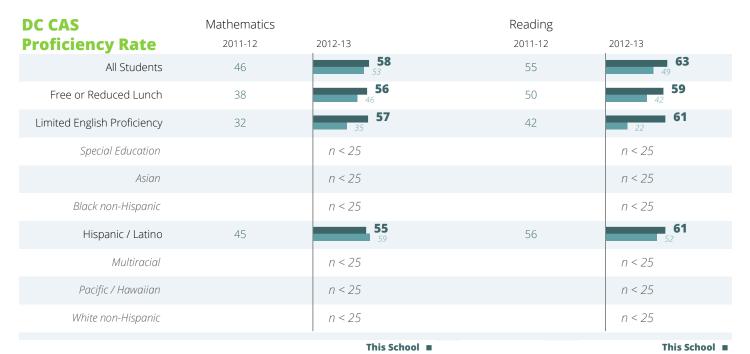
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

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City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	43	53	<b>48</b> 50	67	64	<b>65</b>
Free or Reduced Lunch	42	50	<b>46</b> 49	64	58	<b>61</b>
Limited English Proficiency	49	43	<b>47</b> 51	62	50	<b>58</b>
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino	44	50	<b>46</b> 52	66	56	<b>61</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 339 Students



# Net Cumulative Change (%) -1%



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **DC Prep PCS - Benning Elementary**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-3rd

Ward 7

Address 100 41st Street, NE

Washington, DC 20019

Contact 202-398-2838

http://www.dcprep.org/

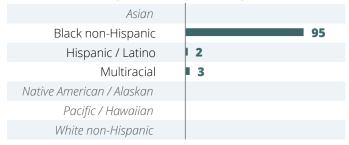
Type Public Charter School

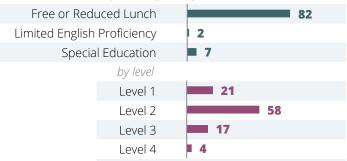
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**431 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

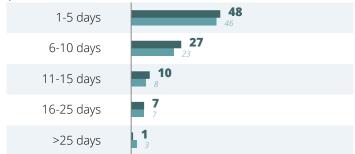
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%)** 

**This School** City Average \* 0.46

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>26</b>	0 0
Free or Reduced Lunch	<b>27</b>	0 0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>42</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>26</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	<b>7</b>	0 0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

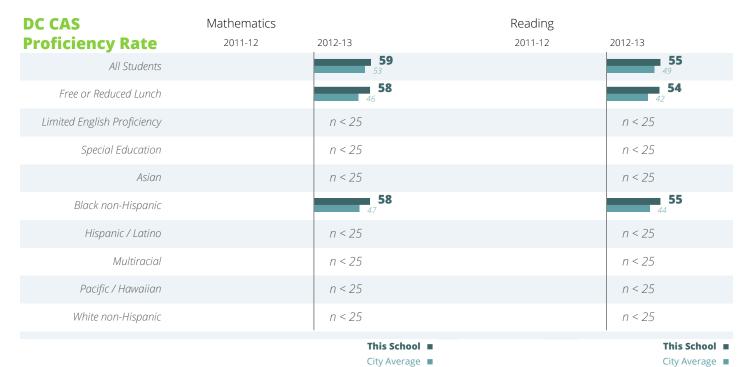
City Average \* ■

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#### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH \***

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

This School ■

City Average

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 431 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **DC Prep PCS - Edgewood Elementary**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-3rd

Ward 5

Address 707 Edgewood Street, NE

Washington, DC 20017

Contact 202-635-4411

http://www.dcprep.org/

Type Public Charter School

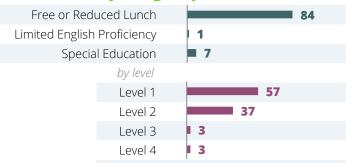
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**420 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	90
Hispanic / Latino	<b>7</b>
Multiracial	1 3
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	<1







#### **In-Seat Attendance Rate (%)**

**This School** 

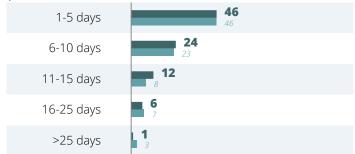
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	16	0
Free or Reduced Lunch	<b>17</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>43</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>16</b>	0
Hispanic / Latino	<b>11</b>	0
Multiracial	<b>9</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	73	<b>76</b>	76	49 68
Free or Reduced Lunch	72	<b>72</b>	76	42 61
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	75	<b>75</b>	77	44 67
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH\***

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

This School ■

This School ■

City Average ■

City Average

City Average

<sup>\*</sup>School is not eligible for having growth score due to grades served.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 420 Students**



## **Net Cumulative Change (%)**

-4%



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

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## **DC Prep PCS - Edgewood Middle**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 4th-8th

Ward 5

Address 701 Edgewood Street, NE

Washington, DC 20017

Contact 202-832-5700

http://www.dcprep.org/

Type Public Charter School

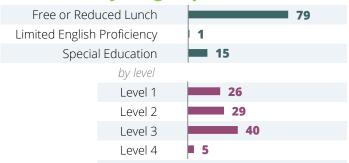
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**287 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	92
Hispanic / Latino	■ 5
Multiracial	I 3
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### In-Seat Attendance Rate (%)

**This School** 

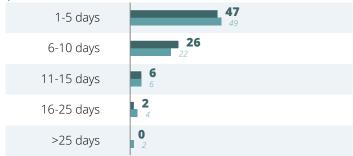
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.35

City Average \* 0.29



<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## 2012-13 Equity Report

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	89	<b>92</b>	72	<b>79</b>
Free or Reduced Lunch	88	91	69	42 77
Limited English Proficiency		n < 25		n < 25
Special Education	62	<b>70</b>	26	<b>30</b>
Asian		n < 25		n < 25
Black non-Hispanic	89	<b>91</b>	72	<b>79</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

City Average ■

#### **STUDENT GROWTH**

**STUDENT ACHIEVEMENT** 

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	67	72	<b>70</b>	62	67	<b>65</b>
Free or Reduced Lunch	66	71	49 68	65	64	<b>65</b>
Limited English Proficiency			n < 25			n < 25
Special Education	60	71	43 65	59	47	<b>53</b>
Asian			n < 25			n < 25
Black non-Hispanic	67	72	<b>69</b>	62	66	<b>64</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

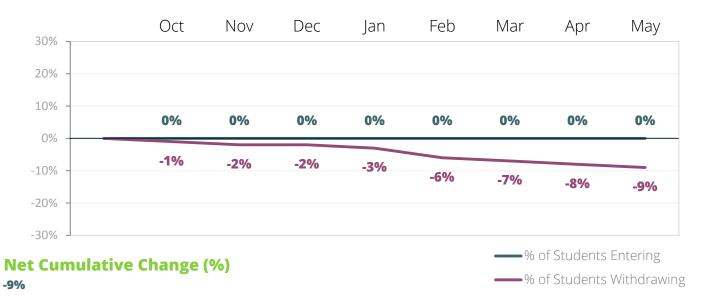
City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 287 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	3%	4%	5%	6%	7%	8%	8%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **DC Scholars PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-4th

Ward 7

Address 5601 East Capitol Street, SE

Washington, DC 20019

Contact 202-559-6138

www.dcscholars.org

Type Public Charter School

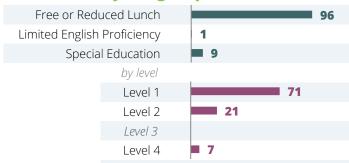
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**183 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b>	0
Free or Reduced Lunch	<b>5</b> 5	0
Limited English Proficiency	n < 10	n < 10
Special Education	7	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 5	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■ City Average \* ■ This School ■

City Average \* ■

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<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13
All Students		n < 25	n < 25
Free or Reduced Lunch		n < 25	n < 25
Limited English Proficiency		n < 25	n < 25
Special Education		n < 25	n < 25
Asian		n < 25	n < 25
Black non-Hispanic		n < 25	n < 25
Hispanic / Latino		n < 25	n < 25
Multiracial		n < 25	n < 25
Pacific / Hawaiian		n < 25	n < 25
White non-Hispanic		n < 25	n < 25

This School ■

City Average ■

This School ■

City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 183 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Deal Middle School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 3

Address 3815 Fort Dr. NW

Washington, DC 20016

Contact (202) 939-2010

www.alicedeal.org

Type DCPS School

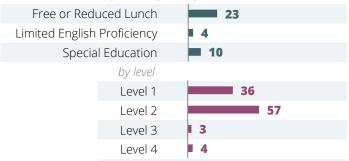
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

1165 Students

#### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

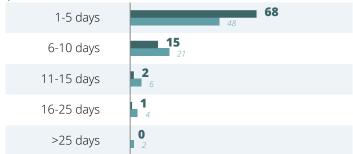
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.43

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 26	0
Free or Reduced Lunch	<b>12</b> 30	0
Limited English Proficiency	14	0
Special Education	<b>16</b> 35	0 2
Asian	<b>0</b>	0
Black non-Hispanic	<b>12</b>	0
Hispanic / Latino	<b>6</b>	0
Multiracial	11	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 2	0
	This School ■	This School ■

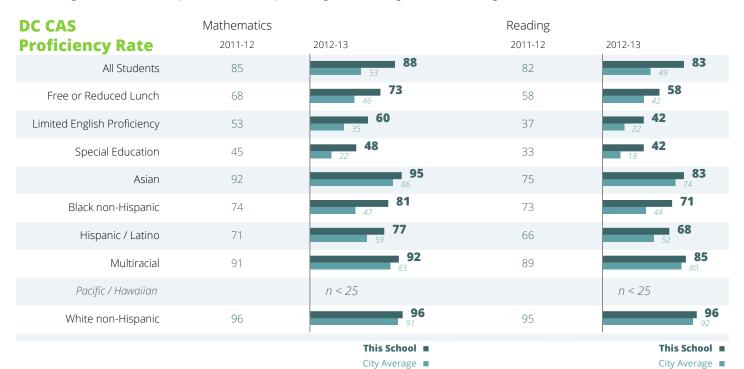
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

#### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.



What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 1165 Students



# Net Cumulative Change (%) 1%

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Drew Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 5600 Eads St. NE

Washington, DC 20019

Contact (202) 671-6040

cdrewes.net

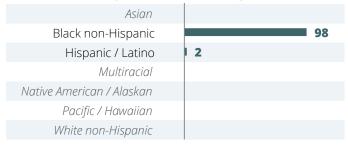
Type DCPS School

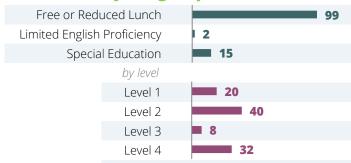
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**164 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

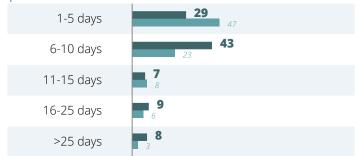
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

City Average \*

<b>Expul</b> :	sion	Rate	(%)
This Sch	ool		0.00
C1. 1			0.00

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 5	0
Free or Reduced Lunch	<b>5</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	5	<b>12</b> 53	21	<b>16</b> 49
Free or Reduced Lunch	5	<b>12</b> 46	21	<b>16</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	5	<b>12</b> 47	21	<b>16</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	25	34	<b>29</b> 50	40	40	<b>40</b> 50
Free or Reduced Lunch	24	34	<b>29</b> 49	39	40	<b>40</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	25	33	<b>29</b> 49	40	40	<b>40</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 164 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Duke Ellington School of the Arts**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 2

Address 3500 R St. NW

Washington, DC 20007

Contact (202) 282-0123

www.dcps.dc.gov/DCPS/ellington

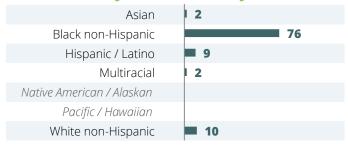
Type DCPS School

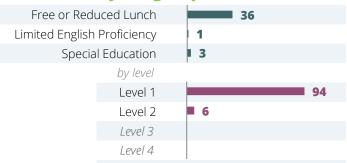
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**531 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

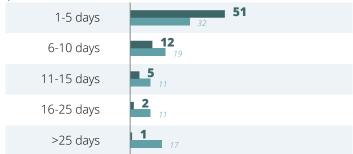
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%)** 

**This School** City Average \* 0.00 0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	21	0
Free or Reduced Lunch	24	0
Limited English Proficiency	n < 10	n < 10
Special Education	33	0 2
Asian	<b>0</b>	0
Black non-Hispanic	24	0
Hispanic / Latino	10	0
Multiracial	9	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 2	0 0
	This School ■	This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average ■

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	58	<b>75</b>	74	49
Free or Reduced Lunch	47	46	60	<b>79</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	55	<b>74</b>	71	44 80
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	48	54	<b>51</b> 50	60	65	<b>62</b>
Free or Reduced Lunch	48	58	<b>53</b>	60	65	<b>63</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	48	54	<b>51</b>	60	63	<b>62</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 531 Students



# Net Cumulative Change (%) -1%

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Dunbar High School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 5

Address 101 N St. NW

Washington, DC 20001

Contact (202) 698-3762

www.dunbardc.org/

Type DCPS School

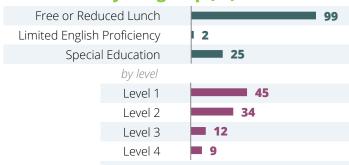
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**504 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	97
Hispanic / Latino	1 2
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**



This School ■

City Average \*

#### **DISCIPLINE**

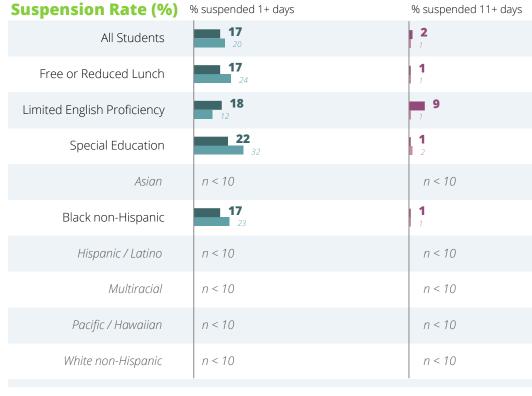
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.54



This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	21	<b>17</b> 53	30	<b>18</b> 49
Free or Reduced Lunch	17	<b>17</b> 46	28	<b>18</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	6	<b>6</b> 22	8	<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	22	<b>17</b> 47	30	<b>18</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	32	40	<b>35</b>	44	34	<b>40</b> 50
Free or Reduced Lunch	34	40	<b>37</b>	46	34	<b>40</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	24	58	<b>40</b> 43	39	30	<b>34</b>
Asian			n < 25			n < 25
Black non-Hispanic	30	40	<b>34</b>	44	34	<b>39</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

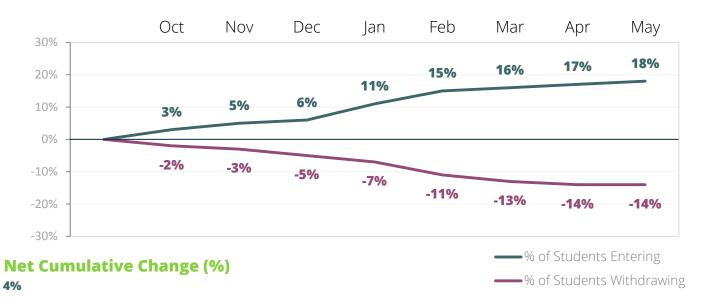
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 504 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## E.L. Haynes PCS - Georgia Avenue

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 5th-8th

Ward 1

Address 3600 Georgia Avenue, NW

Washington, DC 20010

Contact 202-667-4446

www.elhaynes.org

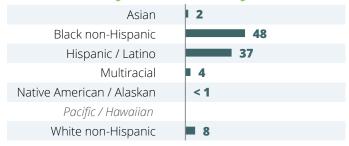
Type Public Charter School

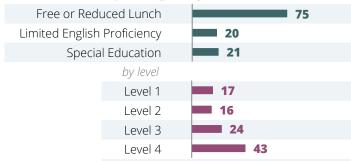
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**395 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

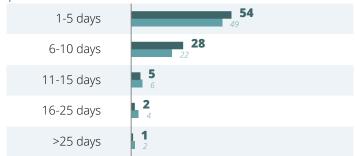
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

#### **Expulsion Rate (%) This School** 0.00

City Average \*



0.29

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>7</b> 20	0
Free or Reduced Lunch	<b>7</b> 24	<b>0</b>
Limited English Proficiency	8 10	0
Special Education	<b>16</b> 29	0
Asian	n < 10	n < 10
Black non-Hispanic	10 24	0
Hispanic / Latino	3	0
Multiracial	<b>13</b>	<b>0</b>
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>3</b>	0
	This School ■	This School ■

City Average \* ■

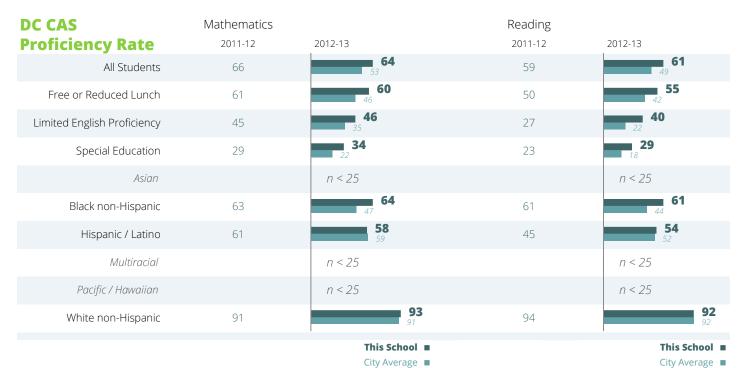
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

#### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	44	40	<b>42</b> 50	53	56	<b>55</b>
Free or Reduced Lunch	45	40	<b>42</b> 49	50	54	<b>52</b>
Limited English Proficiency	50	35	<b>41</b> 51	45	61	<b>54</b> 53
Special Education	34	28	<b>31</b> 43	32	52	<b>43</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	44	43	<b>43</b> 49	51	52	<b>51</b>
Hispanic / Latino	50	39	<b>44</b> 52	53	65	<b>60</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	47	51	<b>49</b> 59		52	<b>57</b>
			This School ■			This School ■

City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 395 Students



# Net Cumulative Change (%) -4%

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	3%	4%	5%	6%	7%	8%	8%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **E.L. Haynes PCS - Kansas Avenue (Elementary School)**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-4th

Ward 4

Address 4501 Kansas Avenue, NW

Washington, DC 20011

Contact 202-706-5828

www.elhaynes.org

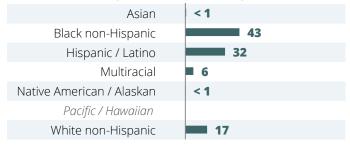
Type Public Charter School

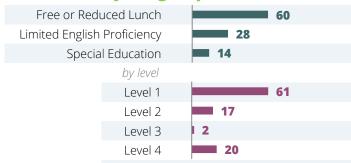
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**327 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

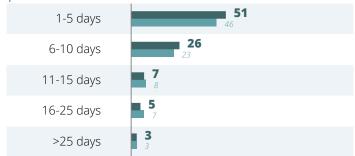
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.02

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b>	0
Free or Reduced Lunch	<b>1</b> 5	0 0
Limited English Proficiency	0 7	0
Special Education	<b>5</b> 7	0 0
Asian	n < 10	n < 10
Black non-Hispanic	<b>1</b> 5	0
Hispanic / Latino	1 1	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students		<b>38</b>		<b>60</b>
Free or Reduced Lunch		<b>16</b> 46		<b>44</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic		<b>23</b> 47		<b>53</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

City Average ■

## **STUDENT GROWTH** \*

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

City Average ■

<sup>\*</sup> School is not eligible for having a growth score due to grades served.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 327 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **E.L.** Haynes PCS - Kansas Avenue (High School)

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-11th

Ward 4

Address 4501 Kansas Avenue, NW

Washington, DC 20011

Contact 202-706-5838

www.elhaynes.org

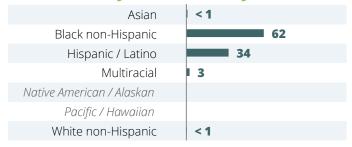
Type Public Charter School

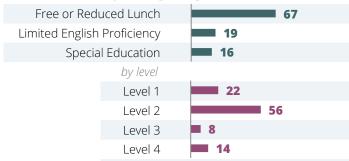
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

227 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

90

City Average \*

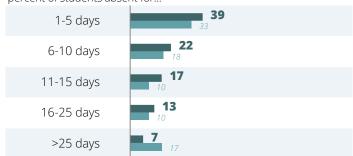
82

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

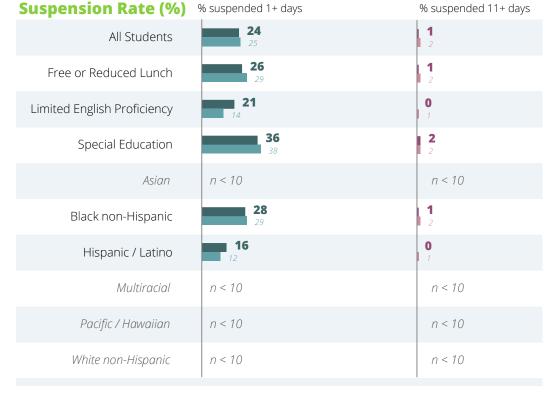
#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 6

## Expulsion Rate (%) This School 2.64

City Average \* 0.64



This School ■
City Average \* ■

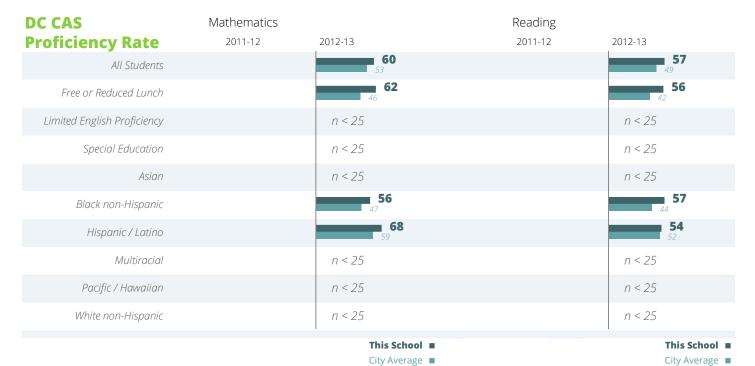
This School ■

erage \* 
City Average \*

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<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	ntics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students		48	n < 25		47	n < 25
Free or Reduced Lunch		44	49		47	49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic		48	49		48	48
Hispanic / Latino		42	52		41	55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

249

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment** 227 Students



## -5%

—— % of Students Withdrawing

	Oct	Nov	Dec	Jan	reb	Mar	Apr	May
Entry	7%	9%	10%	12%	14%	15%	17%	18%
Withdrawal	-1%	-3%	-5%	-8%	-10%	-12%	-14%	-17%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Eagle Academy PCS - New Jersey Avenue**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-2nd

Ward 6

Address 1017 New Jersey Avenue, SE

Washington, DC 20003

Contact 202-459-6825

www.eagleacademypcs.org

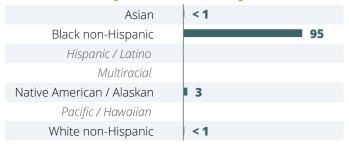
Type Public Charter School

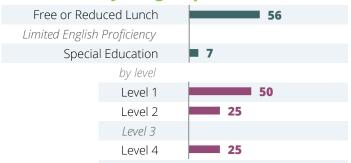
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**125 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### 2012-13 Equity Report

#### **ATTENDANCE**

#### In-Seat Attendance Rate (%)

**This School** 

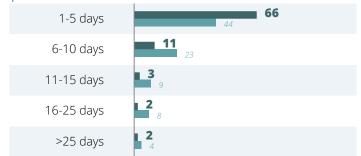
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### **Total Explusions (#) This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0 2	0
Free or Reduced Lunch	0	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>0</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

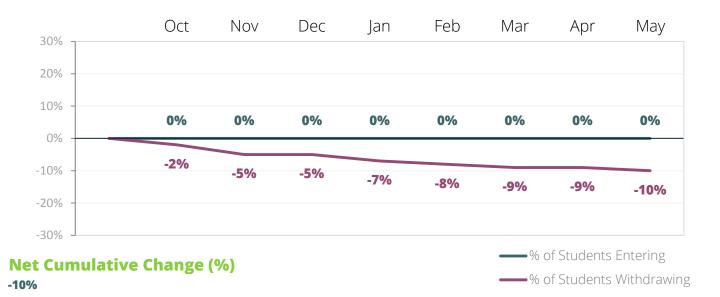
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 125 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	4%	4%	5%	6%	6%
Withdrawal	-2%	-3%	-4%	-5%	-5%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Eagle Academy PCS - The Eagle Center at McGogney**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-3rd

Ward 8

Address 3400 Wheeler Road, SE

Washington, DC 20032

Contact 202-544-2646

www.eagleacademypcs.org

Type Public Charter School

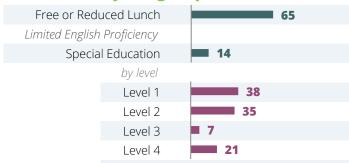
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**640 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	95
Hispanic / Latino	<1
Multiracial	<1
Native American / Alaskan	1 3
Pacific / Hawaiian	
White non-Hispanic	1







#### **In-Seat Attendance Rate (%)**

**This School** 

83

City Average \*

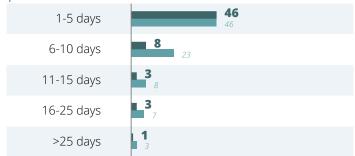
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.02

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>2</b>	0
Free or Reduced Lunch	2	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>6</b> 7	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>2</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School

This School ■

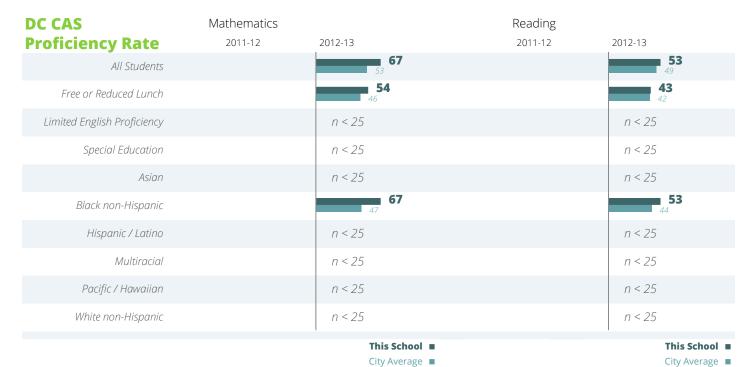
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH\***

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■ City Average ■

This School ■ City Average

<sup>\*</sup>School is not eligible for having a growth score due to grades served.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 640 Students



# Net Cumulative Change (%) -3%



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Early Childhood Academy PCS**

## 2012-13 Equity Report

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The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-3rd

Ward 8

Address 4025 9th Street, SE

Washington, DC 20032

Contact 202-373-0035

www.ecapcs.org

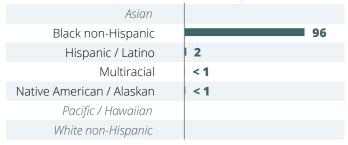
Type Public Charter School

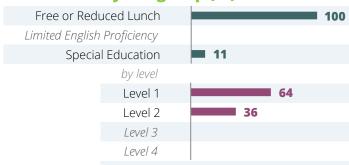
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

248 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

90

City Average \*

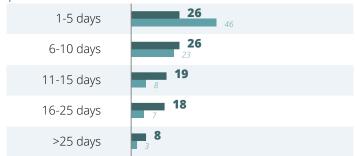
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

0

## Expulsion Rate (%)

**This School** 

0.00

City Average \*

0.02

Suspension Rate (%) 🦠	6 suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 4	0
Free or Reduced Lunch	<b>1</b> 5	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>4</b> 7	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>1</b> 5	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	32	<b>44</b> 53	32	<b>54</b> 49
Free or Reduced Lunch		<b>44</b> 46		<b>54</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	32	<b>45</b> 47	32	<b>55</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH\***

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

This School ■

This School ■

City Average ■

City Average

City Average ■

<sup>\*</sup>School is not eligible for having a growth score due to grades served.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 248 Students



# Net Cumulative Change (%) -3%

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Eastern High School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-11th

Ward 6

Address 1700 East Capitol St. NE

Washington, DC 20003

Contact (202) 698-4500

http://www.easternhighschooldc.org

Type DCPS School

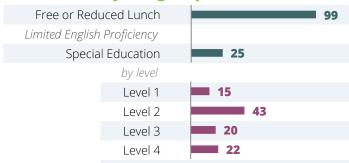
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**504 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	98
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







### In-Seat Attendance Rate (%)

**This School** 

City Average \*

82

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

## **Unexcused Absences (%)**





This School ■

City Average \*

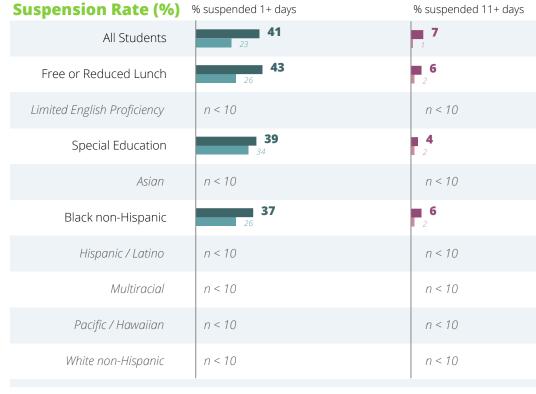
#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*



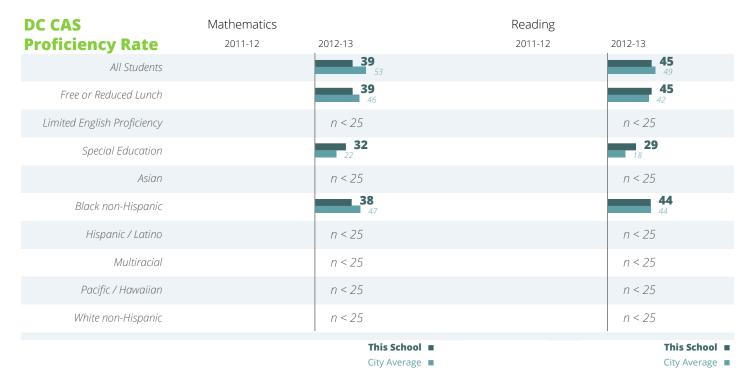
City Average \* ■

This School ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics		Reading		
<b>Growth Percentiles</b>	2011-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	47	n < 25		58	n < 25
Free or Reduced Lunch	47	49		58	49
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic	48	49		57	48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■ This School ■
City Average ■ City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 504 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	14%	15%	17%	18%
Withdrawal	-1%	-3%	-5%	-8%	-10%	-12%	-14%	-17%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Eaton Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 3301 Lowell St. NW

Washington, DC 20008

Contact (202) 282-0103

www.dcps.dc.gov/DCPS/eaton

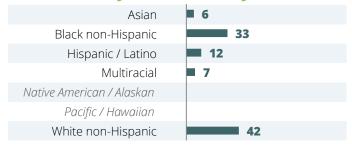
Type DCPS School

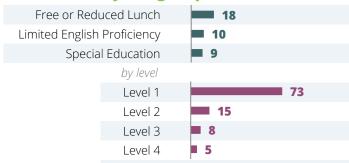
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**459 Students** 

## **Enrollment by Race/Ethnicity (%)**











## **In-Seat Attendance Rate (%)**

**This School** 

97

City Average \*

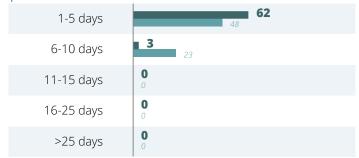
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

Expulsion Rate (%)
This School 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	6	0
Free or Reduced Lunch	8	0
Limited English Proficiency	0 2	0
Special Education	11	0
Asian	0 1	0
Black non-Hispanic	8	<b>0</b>
Hispanic / Latino	0 2	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	<b>0</b>
		·

This School ■

This School ■
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	70	49	<b>59</b>	65	55	50
Free or Reduced Lunch		44	<b>56</b>		59	<b>63</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	62	51	<b>56</b>	65	53	<b>58</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	70	50	<b>59</b> 59	79	58	<b>68</b>
			This School ■			This School ■

City Average ■

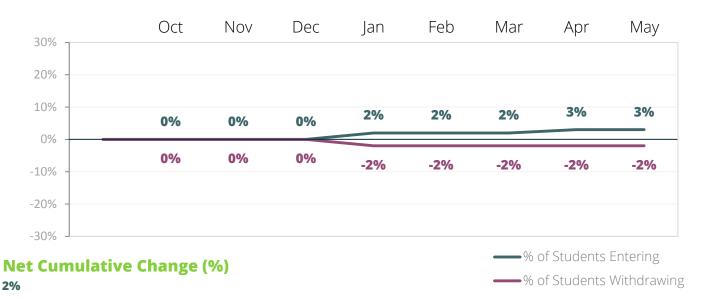
268

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 459 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	0%	3%	4%	5%	5%	6%	6%
Withdrawal	-0%	-0%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Eliot-Hine Middle School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 6

Address 1830 Constitution Ave. NE

Washington, DC 20002

Contact (202) 939-5380

www.eliothinemiddleschool.org

Type DCPS School

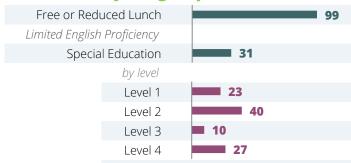
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**281 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







## In-Seat Attendance Rate (%)

**This School** 

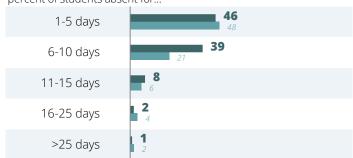
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

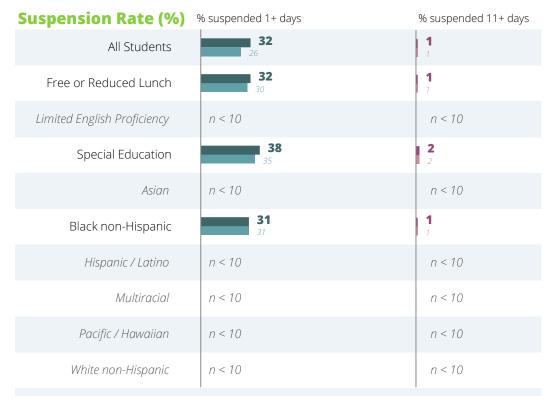
#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \* 0.43



This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-1	3
All Students	37	<b>43</b> 53	24	<b>36</b> 49
Free or Reduced Lunch	35	<b>43</b> 46	24	<b>36</b> 42
Limited English Proficiency		n < 25	n <	25
Special Education	18	<b>31</b>	15	<b>27</b>
Asian		n < 25	n <	
Black non-Hispanic	38	<b>43</b> 47	24	<b>37</b> 44
Hispanic / Latino		n < 25	n <	25
Multiracial		n < 25	n <	25
Pacific / Hawaiian		n < 25	n <	25
White non-Hispanic		n < 25	n <	25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

<b>DC CAS</b> Ma	thematics		Reading		
<b>Growth Percentiles</b> 2012	1-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students 3	9 <b>41</b>	<b>40</b> 50	36	44	<b>40</b> 50
Free or Reduced Lunch 3	9 41	<b>40</b> 49	36	44	<b>40</b> 49
Limited English Proficiency		n < 25			n < 25
Special Education 3	0 <b>39</b>	<b>34</b> 43	39	33	<b>36</b> 43
Asian		n < 25			n < 25
Black non-Hispanic 3	9 41	<b>40</b> 49	36	44	<b>40</b> 48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

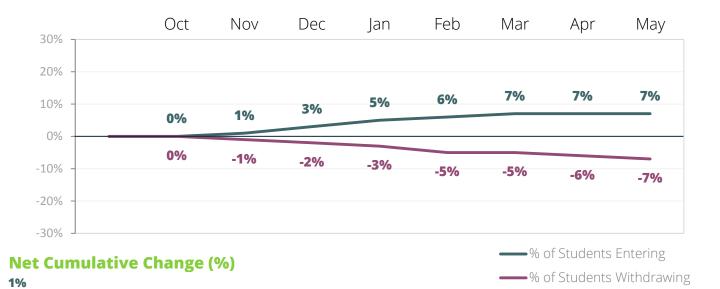
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 281 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Elsie Whitlow Stokes Community Freedom PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-6th

Ward 5

Address 3700 Oakview Terrace, NE

Washington, DC 20017

Contact 202-265-7237

www.ewstokes.org

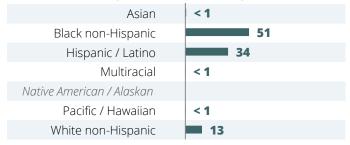
Type Public Charter School

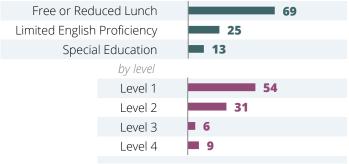
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

335 Students

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

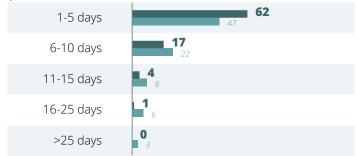
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)

**This School**City Average \*

**0.00** 0.05

Suspension Rate (%)	suspended 1+ days	% suspended 11+ days
All Students	<b>4</b> 7	0
Free or Reduced Lunch	<b>5</b> 9	0
Limited English Proficiency	2 2	0
Special Education	14	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b> 9	0
Hispanic / Latino	3 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b> 0	<b>0</b> 0

This School ■

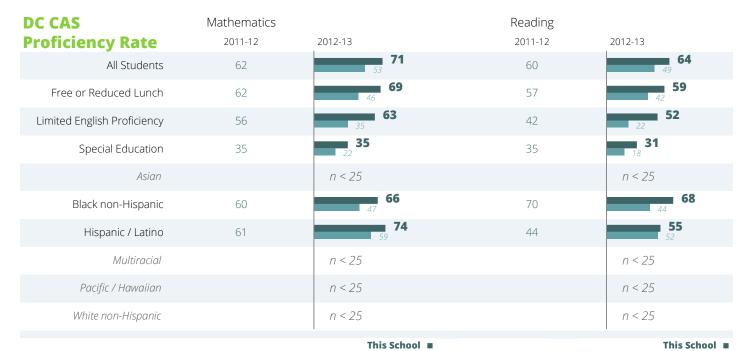
This School ■

City Average \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics			Reading		
<b>Growth Percentiles</b> 2	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	52	68	<b>59</b>	55	56	<b>55</b>
Free or Reduced Lunch	52	67	<b>59</b>	51	56	<b>53</b>
Limited English Proficiency	35		<b>32</b>	55		<b>48</b> 53
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	54	75	<b>63</b>	56	61	<b>58</b>
Hispanic / Latino	39	53	<b>45</b> 52	57	56	<b>57</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

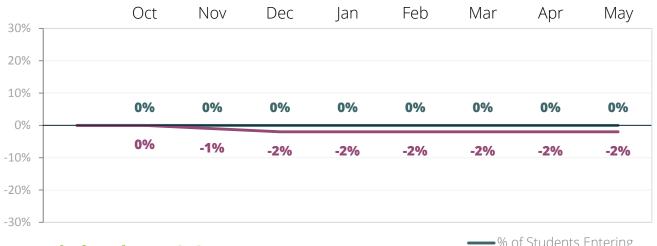
City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 335 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	7%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Excel Academy PCS**

# 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 2501 Martin Luther King Jr. Avenue, SE

Washington, DC 20020

Contact 202-373-0097

www.excelpcs.org

Type Public Charter School

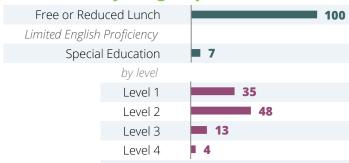
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**515 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	<1
Multiracial	<1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

90

City Average \*

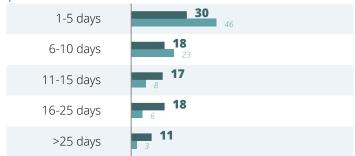
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#) This School 0

Expulsion Rate (%)
This School 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 5	0
Free or Reduced Lunch	<b>5</b> 6	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>17</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 6	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	63	<b>59</b>	53	<b>46</b> 49
Free or Reduced Lunch	59	<b>59</b>	51	<b>46</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	63	<b>59</b>	53	<b>47</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics		Reading		
<b>Growth Percentiles</b>	2011-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	39	n < 25		56	n < 25
Free or Reduced Lunch	39	49		56	49
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic	39	49		56	48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 515 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Friendship PCS - Blow-Pierce Elementary & Middle

# 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 7

Address 725 19th Street, NE

Washington, DC 20002

Contact 202-572-1070

www.friendshipschools.org

Type Public Charter School

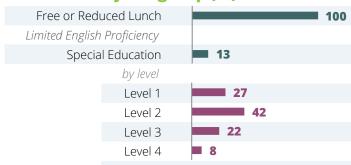
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**683 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	<1
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

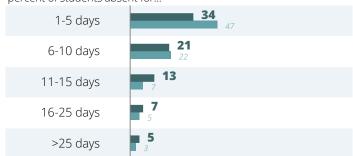
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

**Expulsion Rate (%)** 

**This School** City Average \* 0.44 0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>11</b> 10	0
Free or Reduced Lunch	<b>11</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>22</b>	2
Asian	n < 10	n < 10
Black non-Hispanic	11 13	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	48	<b>45</b>	32	<b>31</b> 49
Free or Reduced Lunch	48	<b>45</b> 46	33	<b>31</b>
Limited English Proficiency		n < 25		n < 25
Special Education	20	<b>12</b>	8	<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	48	<b>45</b>	32	<b>31</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	56	54	<b>55</b>	44	46	<b>45</b> 50
Free or Reduced Lunch	57	54	<b>55</b>	45	46	<b>45</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	51	31	<b>40</b> 43	30	41	<b>36</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	56	54	<b>55</b>	44	46	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Hispanic / Latino Multiracial Pacific / Hawaiian	56	54	n < 25 n < 25	44	46	n < 25 n < 25 n < 25

This School ■

City Average ■

This School ■

City Average ■

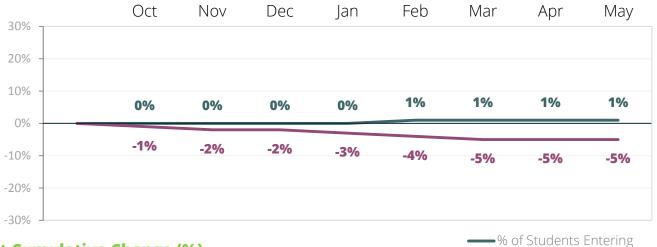
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 683 Students



# **Net Cumulative Change (%)**

-4%

# % of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Friendship PCS - Chamberlain Elementary & Middle

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 6

Address 1345 Potomac Avenue, SE

Washington, DC 20003

Contact 202-547-5800

www.friendshipschools.org

Type Public Charter School

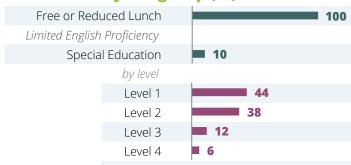
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**760 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

92

City Average \*

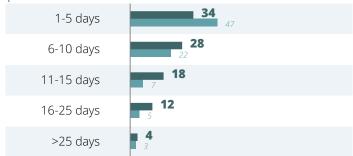
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

**Expulsion Rate (%)** 

**This School**City Average \*

**0.13** 0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	8 10	1 0
Free or Reduced Lunch	8 13	1 0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>10</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	8 13	1 0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	54	<b>56</b>	41	<b>47</b> 49
Free or Reduced Lunch	52	<b>56</b>	39	<b>47</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	12	<b>26</b> 22	10	<b>14</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	54	<b>56</b>	41	<b>47</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	67	54	50	51	51	<b>51</b>
Free or Reduced Lunch	67	54	49	52	51	<b>51</b>
Limited English Proficiency			n < 25			n < 25
Special Education	59	42	<b>50</b>	56	50	<b>53</b>
Asian			n < 25			n < 25
Black non-Hispanic	66	54	49	51	51	<b>51</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
•			-			-

This School ■

City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 760 Students



# Net Cumulative Change (%)



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Friendship PCS - Collegiate Academy

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 7

Address 4095 Minnesota Avenue, NE

Washington, DC 20019

Contact 202-396-5500

www.friendshipschools.org

Type Public Charter School

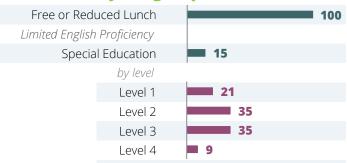
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**1040 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	<1
Multiracial	<1
Native American / Alaskan	
Pacific / Hawaiian	<1
White non-Hispanic	<1







#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

18

#### **Expulsion Rate (%) This School**

City Average \*

1.73

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>21</b> 22	0
Free or Reduced Lunch	21 25	0 2
Limited English Proficiency	n < 10	n < 10
Special Education	<b>36</b>	0 2
Asian	n < 10	n < 10
Black non-Hispanic	21	0 2
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	53	<b>35</b> 53	41	<b>31</b> 49
Free or Reduced Lunch	52	<b>35</b>	42	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	18	<b>12</b> 22	11	18
Asian		n < 25		n < 25
Black non-Hispanic	53	<b>36</b> 47	41	<b>32</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	63	42	<b>53</b>	47	46	<b>47</b> 50
Free or Reduced Lunch	61	42	<b>51</b>	49	46	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	60	43	<b>52</b>	39	37	<b>38</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	64	42	<b>54</b>	47	46	<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
-			-			

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■









#### Dear Community Member,

Representatives from the DC Public Schools (DCPS), DC Public Charter School Board (PCSB), Deputy Mayor of Education (DME), and the Office of the State Superintendent of Education (OSSE) have been working collaboratively over the past few months to align a variety of data among all DC public and public charter schools. Discussions about presenting the data began early last school year when public charter school leaders worked with PCSB to select indicators for the report. DCPS has been publicly reporting these metrics since 2011 and seeing the value in using common metrics across both sectors, PCSB and DCPS began working together to create city-wide Equity Reports. This collaboration has resulted in the publication of DC's first Equity Reports.

These city-wide reports, available at LearnDC.org, highlight each school's ability to serve students with various challenges in school year 2012-2013. These reports focus on the retention, discipline, and achievement of all students and move the District closer to having a complete and transparent view of school performance.

The DC 2013 School Equity Reports feature several metrics, including:

- A school's demographic profile, including the percentage of students with disabilities;
- Performance on state assessments disaggregated by type of student;
- In-seat attendance rates;
- Unexcused absence rates;
- Student suspension and expulsion rates; and
- Rates of student entry and withdrawal throughout the year.

These reports are an important step for parents to make accurate comparisons across schools citywide. In addition to posting these reports through links on OSSE's LearnDC.org website, efforts are also being made to include these data points in existing sources of information – such as the DCPS School Scorecards, PCSB's Data Center, and OSSE's School Report Cards – to ensure members of the public can find this important information wherever they look for information on schools.

We're excited about the progress we are making in improving the quality and consistency of information to parents, and we thank you for your help in developing these reports. Please direct any questions to Jeff Noel at jeffrey.noel@dc.gov, Naomi DeVeaux at ndeveaux@dcpcsb.org, or Naomi Watson at naomi.watson@dc.gov.

Scott Pearson, Executive Director DC Public Charter School Board

DISTRICT OF COLUMBIA

Chancellor DC Public Schools

Kaya Henderson,

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Abigail Smith
Deputy Mayor for Education
Office of the Deputy Mayor for Education

Jesus Aguirre Acting State Superintendent Office of the State Superintendent of Education



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# 2012-13 Equity Report

# **District of Columbia Summary**

**What are Equity Reports?** The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

This report summarizes city-wide performance for students in all grades. Note that individual schools' Equity Reports include city averages, but these are specific to students in the grade levels served by a particular school, not all students in the city. As a result, this Summary should not be compared directly to a school's report.

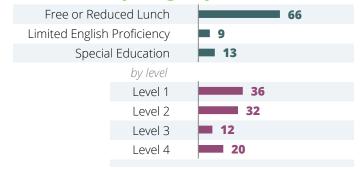
#### STUDENT CHARACTERISTICS

#### **Total Enrollment (#)**

80,230 Students

#### **Enrollment by Race/Ethnicity (%)**

1
73
<b>1</b> 6
1 1
<1
<1
■ 8







# In-Seat Attendance Rate (%) DC Rate 95

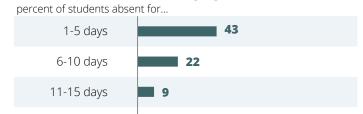
How are attendance and absences calculated?

# In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

16-25 days

>25 days



8

8

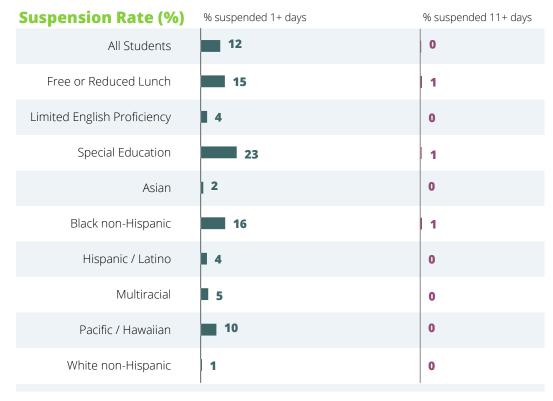
DC =

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

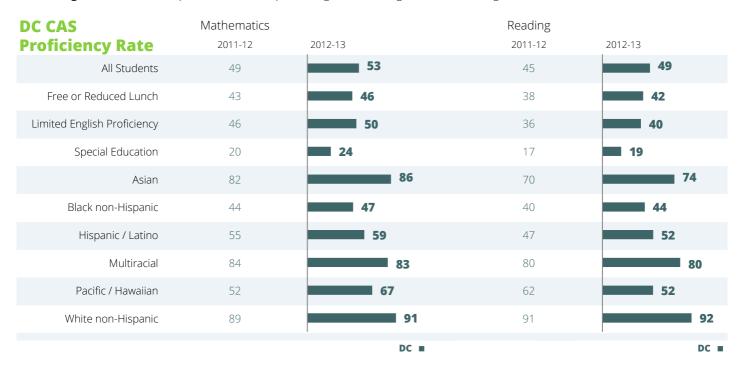
# **Total Explusions (#)**DC Total 187

# Expulsion Rate (%) DC Rate 0.22



DC ■ DC ■

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

Measuring growth. The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.



What does student movement look like? The chart below shows how the city's student population changed throughout the year. The cumulative number of students admitted into a new school is shown as a proportion of the city's total enrollment on the blue line. Cumulative student withdrawals from a school are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)**

# **Total Enrollment**

**80,230 Students** 





What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 760 Students



# Net Cumulative Change (%)



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Friendship PCS - Collegiate Academy

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 7

Address 4095 Minnesota Avenue, NE

Washington, DC 20019

Contact 202-396-5500

www.friendshipschools.org

Type Public Charter School

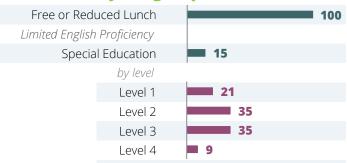
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**1040 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	<1
Multiracial	<1
Native American / Alaskan	
Pacific / Hawaiian	<1
White non-Hispanic	<1







#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

18

#### **Expulsion Rate (%) This School**

City Average \*

1.73

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>21</b> 22	0
Free or Reduced Lunch	21 25	0 2
Limited English Proficiency	n < 10	n < 10
Special Education	<b>36</b>	0 2
Asian	n < 10	n < 10
Black non-Hispanic	21 25	0 2
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	53	<b>35</b> 53	41	<b>31</b> 49
Free or Reduced Lunch	52	<b>35</b>	42	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	18	<b>12</b> 22	11	18
Asian		n < 25		n < 25
Black non-Hispanic	53	<b>36</b> 47	41	<b>32</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	63	42	<b>53</b>	47	46	<b>47</b> 50
Free or Reduced Lunch	61	42	<b>51</b> 49	49	46	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	60	43	<b>52</b>	39	37	<b>38</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	64	42	<b>54</b>	47	46	<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

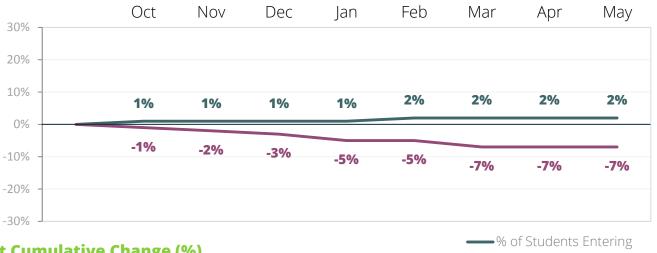
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 1040 Students



# Net Cumulative Change (%) -5%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Friendship PCS - Southeast Elementary Academy**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 645 Milwaukee Place, SE

Washington, DC 20032

Contact 202-562-1980

www.friendshipschools.org

Type Public Charter School

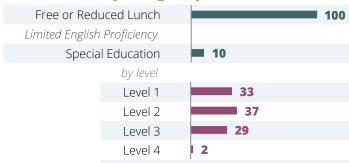
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**551 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	<1
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

92

City Average \*

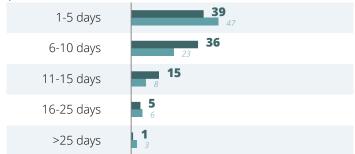
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

.

# **Expulsion Rate (%)**

This School

0.00

City Average \* 0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>11</b>	0
Free or Reduced Lunch	<b>11</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	33	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>11</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

# **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	49	<b>51</b>	31	<b>47</b> 49
Free or Reduced Lunch	50	<b>51</b> 46	31	<b>47</b>
Limited English Proficiency		n < 25		n < 25
Special Education	36	<b>26</b> 22	11	18
Asian		n < 25		n < 25
Black non-Hispanic	48	<b>50</b> 47	31	<b>46</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	64	63	50 64	56	55	<b>56</b>
Free or Reduced Lunch	64	63	<b>63</b>	56	55	<b>55</b>
Limited English Proficiency			n < 25			n < 25
Special Education	67		<b>71</b>	54		<b>58</b>
Asian			n < 25			n < 25
Black non-Hispanic	64	63	<b>63</b>	56	56	<b>56</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average

296

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 551 Students



# **Net Cumulative Change (%)**

% of Students Entering% of Students Withdrawing

-1%

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Friendship PCS - Technology Preparatory Academy

# 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-11th

Ward 8

Address 620 Milwaukee Place, SE

Washington, DC 20032

Contact 202-562-1681

www.friendshipschools.org

Type Public Charter School

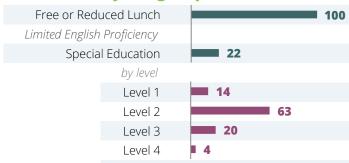
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**369 Students** 

# **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	98
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	<1







#### **In-Seat Attendance Rate (%)**

**This School** 

89

City Average \*

88

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

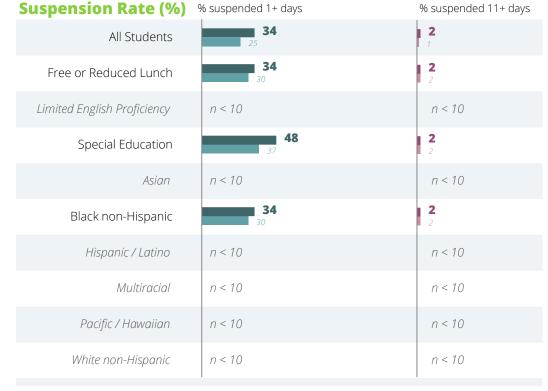
# **Total Explusions (#)**

This School

Expulsion Rate (%)
This School 1.08

City Average \*

0.52



This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	51	48	34	<b>36</b> 49
Free or Reduced Lunch	50	<b>48</b> 46	33	<b>36</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	11	<b>15</b> 22	10	<b>11</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	50	<b>48</b> 47	34	<b>37</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	56	42	<b>49</b> 50	45	43	<b>44</b> 50
Free or Reduced Lunch	56	42	<b>49</b> 49	44	43	<b>43</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	42	31	<b>36</b> 43	35	40	<b>37</b>
Asian			n < 25			n < 25
Black non-Hispanic	55	42	<b>49</b> 49	45	43	44 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 369 Students



# **Net Cumulative Change (%)**

-4%

# % of Students Entering% of Students Withdrawing

Entry 5% 7%						
270 770	8%	9%	11%	12%	13%	13%
Withdrawal -1% -3%	-4%	-6%	-7%	-8%	-10%	-12%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Friendship PCS - Woodridge Elementary & Middle

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 2959 Carlton Avenue, NE

Washington, DC 20018

Contact 202-635-6500

www.friendshipschools.org

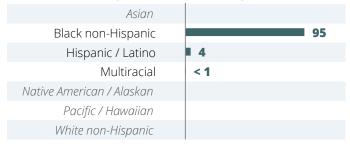
Type Public Charter School

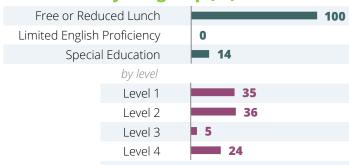
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**477 Students** 

# **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

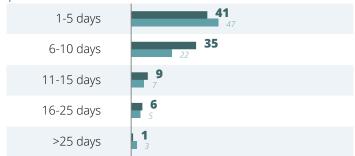
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

**Expulsion Rate (%)** 

**This School** City Average \* 0.63

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	18	0
Free or Reduced Lunch	18 13	0
Limited English Proficiency	n < 10	n < 10
Special Education	38	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>18</b>	0
Hispanic / Latino	<b>15</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-1	13
All Students	49	49	51	<b>45</b> 49
Free or Reduced Lunch	45	<b>49</b> 46	46	<b>45</b> 42
Limited English Proficiency		n < 25		: 25
Special Education	18	<b>15</b> 22	10	8
Asian		n < 25	n <	: 25
Black non-Hispanic	49	<b>50</b> 47	52	44
Hispanic / Latino		n < 25	n <	: 25
Multiracial		n < 25	n <	: 25
Pacific / Hawaiian		n < 25	n <	: 25
White non-Hispanic		n < 25	n <	: 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	48	46	<b>47</b> 50	57	44	<b>51</b> 50
Free or Reduced Lunch	51	46	<b>48</b> 49	58	44	<b>50</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	36	50	<b>43</b>	40	56	<b>48</b>
Asian			n < 25			n < 25
Black non-Hispanic	48	47	<b>48</b> 49	56	43	<b>50</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

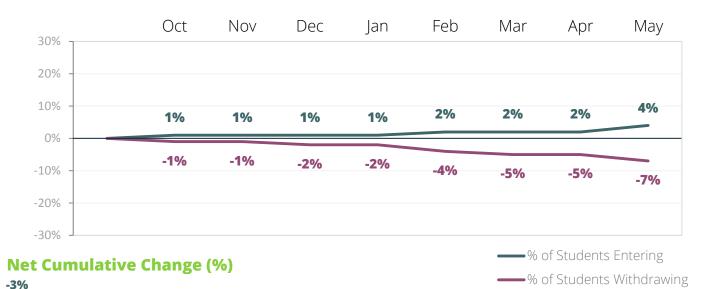
This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 477 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	<b>7</b> %
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Garfield Elementary School**

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 2435 Alabama Ave. SE

Washington, DC 20020

Contact (202) 671-6140

www.dcps.dc.gov/DCPS/garfield

Type DCPS School

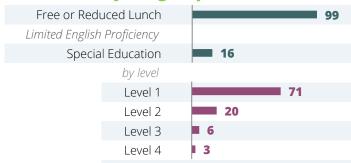
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

245 Students

# **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

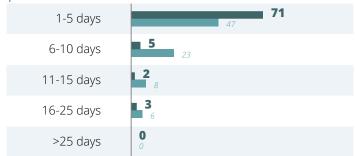
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

# **Expulsion Rate (%)**

This School

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 5	0
Free or Reduced Lunch	<b>6</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>6</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	12	<b>25</b>	9	<b>16</b> 49
Free or Reduced Lunch	11	<b>25</b> 46	9	<b>16</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	12	<b>25</b> 47	9	<b>16</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

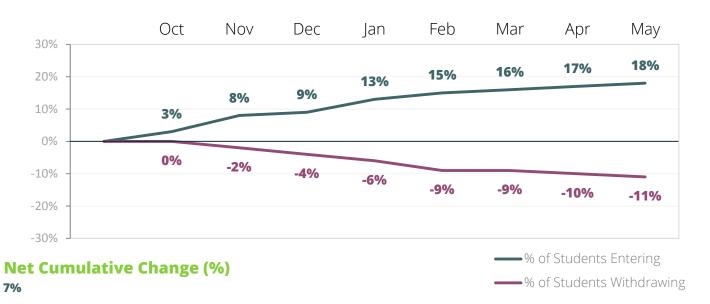
DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	46	63	<b>54</b>	45	37	<b>41</b> 50
Free or Reduced Lunch	46	63	<b>55</b>	47	37	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	46	63	<b>54</b> 49	45	37	<b>41</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 245 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Garrison Elementary School**

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 2

Address 1200 S St. NW

Washington, DC 20009

Contact (202) 673-7263

www.garrisonelementary.org/

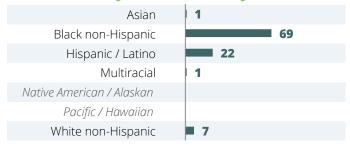
Type DCPS School

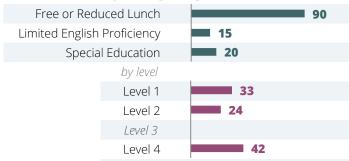
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

228 Students

### **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

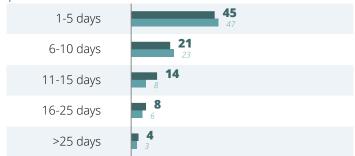
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

% suspended 11+ days

0

0

0

0

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

0

# Expulsion Rate (%) This School 0.00

City Average \*

0.03

Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 7	<b>0</b>
Hispanic / Latino	0	<b>0</b>
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

% suspended 1+ days

5

0

This School ■

This School ■

Suspension Rate (%)

Free or Reduced Lunch

Special Education

Limited English Proficiency

All Students

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

# **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	51	<b>33</b> 53	45	<b>31</b> 49
Free or Reduced Lunch	49	<b>33</b>	39	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	47	<b>28</b> 47	43	<b>28</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	21	<b>43</b> 50	41	34	<b>38</b>
Free or Reduced Lunch	66	21	<b>43</b> 49	41	34	<b>37</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	66		<b>45</b>	46		<b>39</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
•						

This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 228 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **H.D. Cooke Elementary School**

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 2525 17th St. NW

Washington, DC 20009

Contact (202) 939-5390

www.dcps.dc.gov/DCPS/hdcooke

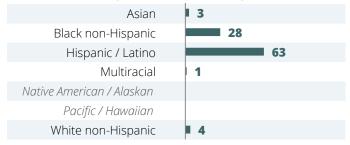
Type DCPS School

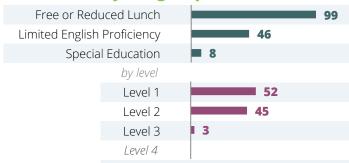
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**388 Students** 

# **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

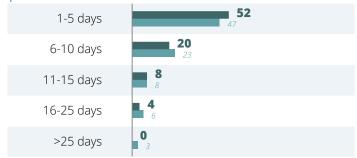
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 5	0 0
Free or Reduced Lunch	<b>8</b> 7	0
Limited English Proficiency	<b>3</b>	0
Special Education	6	0 0
Asian	0	0
Black non-Hispanic	<b>11</b>	0
Hispanic / Latino	<b>2</b> 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

# **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	29	<b>33</b>	31	<b>41</b> 49
Free or Reduced Lunch	26	<b>33</b> 46	27	<b>41</b> 42
Limited English Proficiency	29	<b>30</b> 35	27	22
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	26	<b>30</b>	32	<b>39</b>
Hispanic / Latino	31	<b>34</b> 59	30	41
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

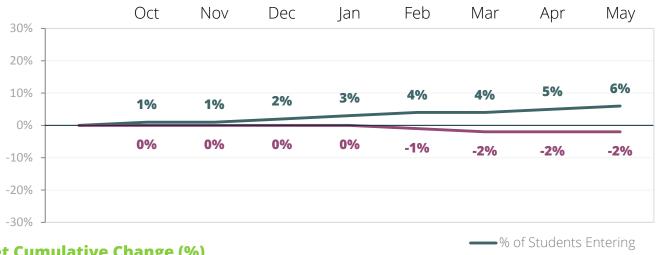
<b>DC CAS</b> Mathematics		Reading				
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	42	44	<b>43</b> 50	42	54	<b>48</b> 50
Free or Reduced Lunch	42	44	<b>43</b> 49	40	54	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	53	35	<b>45</b> 49	42	43	<b>42</b> 48
Hispanic / Latino	36	55	<b>45</b> 52	41	58	<b>49</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 388 Students



# Net Cumulative Change (%) 4%

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **H.D. Woodson High School**

# 2012-13 Equity Report

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The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 7

Address 540 55th St. NE

Washington, DC 20019

Contact (202) 939-2030

www.dcps.dc.gov/DCPS/woodson

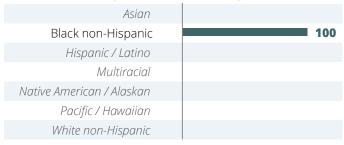
Type DCPS School

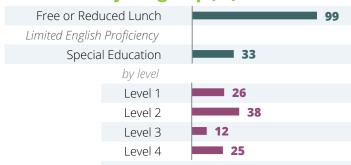
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**710 Students** 

# **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

>25 days



32

This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.14

City Average \* 0.54

<b>Suspension Rate (%)</b>	% suspended 1+ days	% suspended 11+ days
All Students	<b>23</b> 20	<b>3</b>
Free or Reduced Lunch	<b>25</b> 24	<b>3</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>23</b> 32	<b>2</b> 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>22</b> 23	<b>3</b>
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10
		·

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	16	<b>18</b> 53	22	<b>21</b> 49
Free or Reduced Lunch	16	<b>18</b> 46	24	<b>21</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	7	22	7	<b>12</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	16	<b>18</b> 47	22	<b>22</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	41	36	<b>39</b> 50	46	41	44 50
Free or Reduced Lunch	39	36	<b>38</b> 49	46	41	<b>44</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	37	42	<b>39</b> 43	40	42	<b>41</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	41	36	<b>39</b> 49	47	42	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

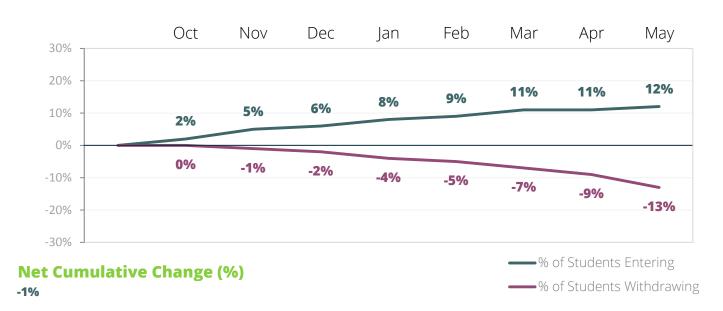
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 710 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Hardy Middle School**

# 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 2

Address 1819 35th St. NW

Washington, DC 20007

Contact (202) 729-4350

www.hardyms.org

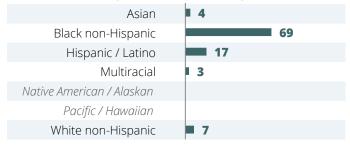
Type DCPS School

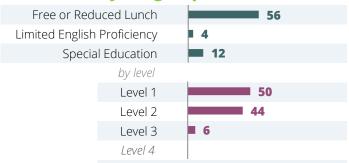
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**404 Students** 

# **Enrollment by Race/Ethnicity (%)**









### In-Seat Attendance Rate (%)

**This School** 

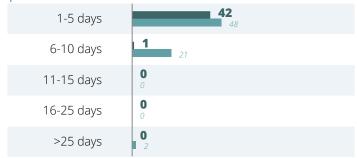
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

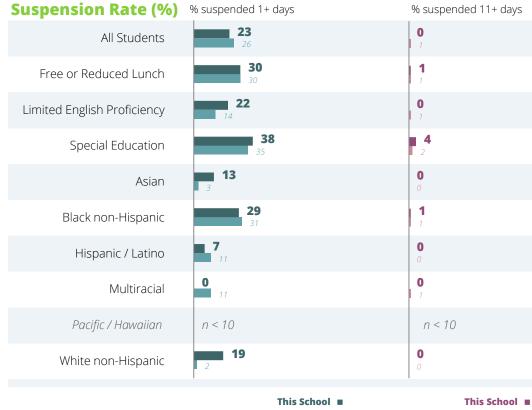
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.43



City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading			
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth	
All Students	46	40	<b>43</b> 50	48	50	<b>49</b> 50	
Free or Reduced Lunch	43	38	<b>40</b> 49	48	46	<b>47</b> 49	
Limited English Proficiency			n < 25			n < 25	
Special Education	43	45	<b>44</b> 43	42	42	<b>42</b> 43	
Asian			n < 25			n < 25	
Black non-Hispanic	45	38	<b>42</b> 49	46	50	<b>48</b> 48	
Hispanic / Latino	42	38	<b>40</b> 52	50	52	<b>51</b> 55	
Multiracial			n < 25			n < 25	
Pacific / Hawaiian			n < 25			n < 25	
White non-Hispanic	57		<b>55</b> 59	46		<b>44</b> 62	
			This School ■			This School ■	

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 404 Students**



### **Net Cumulative Change (%)** 1%

—— % of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Hart Middle School**

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 8

Address 601 Mississippi Ave. SE

Washington, DC 20032

Contact (202) 671-6426

www.charleshartmiddle.org/

Type DCPS School

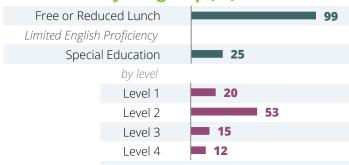
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**517 Students** 

# **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### In-Seat Attendance Rate (%)

**This School** 

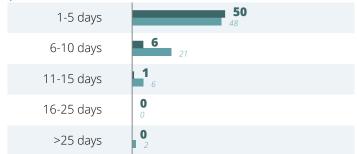
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

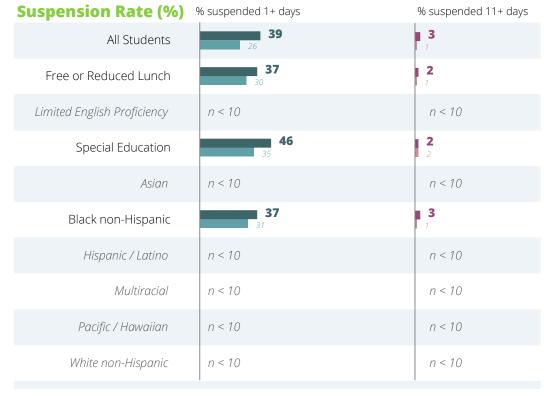
# Total Explusions (#)

This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.43



This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	29	<b>27</b> 53	23	<b>30</b> 49
Free or Reduced Lunch	27	<b>27</b> 46	23	<b>30</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	10	12 22	5	<b>10</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	28	<b>26</b> 47	23	<b>29</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	44	32	<b>38</b> 50	36	41	<b>38</b> 50
Free or Reduced Lunch	41	32	<b>36</b> 49	38	41	<b>39</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	33	35	<b>34</b> 43	35	37	<b>36</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	43	32	<b>38</b> 49	36	40	<b>38</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) This School

# Total Enrollment 517 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Hearst Elementary School**

# 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 3950 37th St. NW

Washington, DC 20008

Contact (202) 282-0106

http://www.hearstes.org/

Type DCPS School

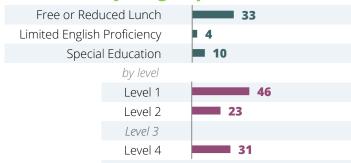
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**273 Students** 

# **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

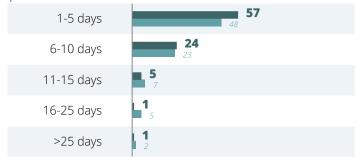
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	<b>0</b>	0
Special Education	11	0
Asian	<b>0</b>	0
Black non-Hispanic	7	0
Hispanic / Latino	0	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	0
	This Calcast	White debased in

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	60	<b>67</b>	63	<b>71</b>
Free or Reduced Lunch	47	<b>53</b>	41	<b>61</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	52	<b>63</b>	58	<b>68</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■ City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	51	72	<b>62</b>	59	68	50 64
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	54	71	<b>63</b>	63	68	48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 273 Students



# Net Cumulative Change (%) 1%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Hendley Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 425 Chesapeake St. SE

Washington, DC 20032

Contact (202) 645-3450

www.dcps.dc.gov/DCPS/hendley

Type DCPS School

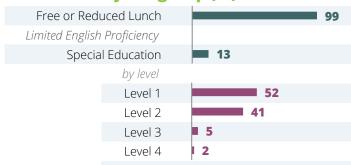
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

339 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

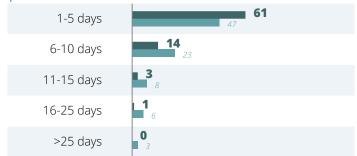
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	24	<b>25</b> 53	18	<b>17</b> 49
Free or Reduced Lunch	24	<b>25</b> 46	18	<b>17</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	4	22	14	18
Asian		n < 25		n < 25
Black non-Hispanic	24	<b>25</b>	18	<b>17</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

	matics		Reading		
<b>Growth Percentiles</b> 2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students 75	27	<b>44</b> 50	38	45	<b>43</b> 50
Free or Reduced Lunch 86	27	<b>46</b> 49	44	45	<b>45</b> 49
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic 75	28	<b>45</b> 49	38	46	<b>43</b> 48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

This School ■

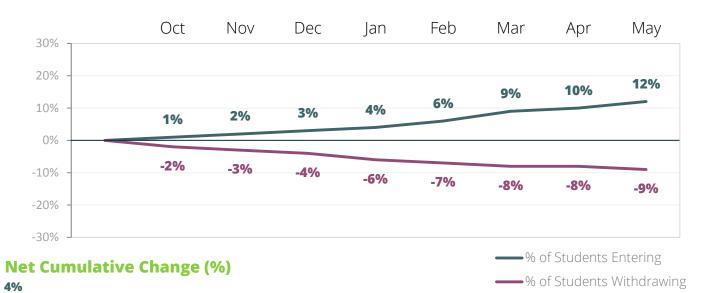
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 339 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Hope Community PCS - Lamond**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-6th

Ward 4

Address 6200 Kansas Avenue, NE

Washington, DC 20011

Contact 202-722-4421

www.hopecommunitycs.org

Type Public Charter School

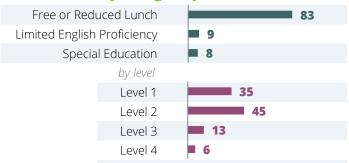
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**392 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	91
Hispanic / Latino	■ 8
Multiracial	
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	<1







#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>8</b> 7	0
Free or Reduced Lunch	9 9	0
Limited English Proficiency	<b>6</b>	0
Special Education	<b>26</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>8</b> 9	0
Hispanic / Latino	<b>3</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	46	<b>37</b>	52	<b>40</b> 49
Free or Reduced Lunch	42	<b>31</b>	46	<b>34</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	46	<b>38</b> 47	52	<b>41</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	27	44 50	47	29	<b>39</b> 50
Free or Reduced Lunch		27	44 49		29	<b>36</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	59	26	<b>43</b> 49	47	29	<b>39</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 392 Students



## **Net Cumulative Change (%)**

% of Students Entering% of Students Withdrawing

-4%

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	7%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Hope Community PCS - Tolson**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 2917 8th Street, NE

Washington, DC 20017

Contact 202-832-7370

www.hopecommunitycs.org

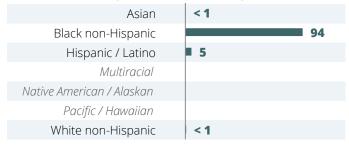
Type Public Charter School

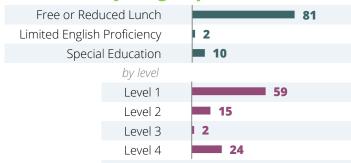
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**432 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

Expulsion Rate (%)
This School 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	8 10	0
Free or Reduced Lunch	9 13	0
Limited English Proficiency	<b>0</b>	0
Special Education	<b>10</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	9 13	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	51	<b>54</b>	45	<b>50</b> 49
Free or Reduced Lunch	51	<b>52</b>	40	<b>51</b>
Limited English Proficiency		n < 25		n < 25
Special Education	28	22 47	14	<b>36</b>
Asian		n < 25		n < 25
Black non-Hispanic	49	<b>55</b>	45	<b>51</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	49	46	<b>48</b> 50	58	48	<b>53</b> 50
Free or Reduced Lunch	49	46	<b>48</b> 49	55	48	<b>52</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	49	47	<b>48</b> 49	59	48	<b>54</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 432 Students



# Net Cumulative Change (%) -3%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Hospitality High PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 4

Address 1851 9th Street, NW

Washington, DC 20011

Contact 202-737-4150

www.washingtonhospitality.org

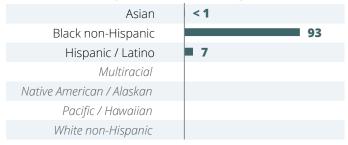
Type Public Charter School

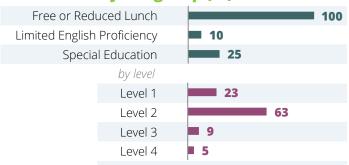
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**201 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

86

City Average \*

84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

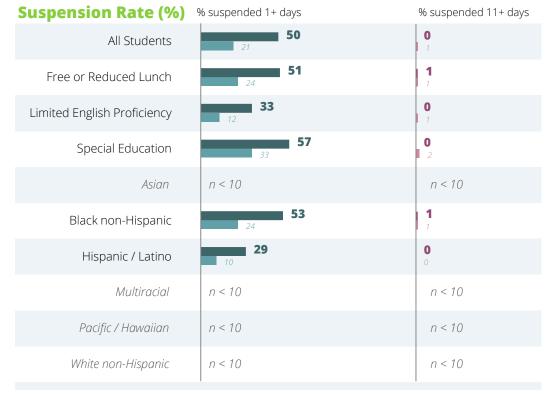
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

# Expulsion Rate (%) This School 0.00

City Average \*

0.54



This School

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	27	<b>37</b>	27	<b>31</b> 49
Free or Reduced Lunch	24	<b>37</b>	28	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	29	<b>35</b>	30	<b>31</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	46	45	<b>45</b> 50	54	43	<b>48</b> 50
Free or Reduced Lunch	45	45	<b>45</b>	50	43	<b>45</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	54	43	<b>48</b> 49	50	41	<b>44</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
vvriite non-mispanic			11 < 23			11 < 23

This School ■
City Average ■

348

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 201 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Houston Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 1100 50th Pl. NE

Washington, DC 20019

Contact (202) 671-6170

www.dcps.dc.gov/DCPS/houston

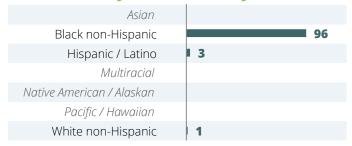
Type DCPS School

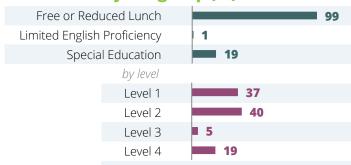
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

238 Students

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

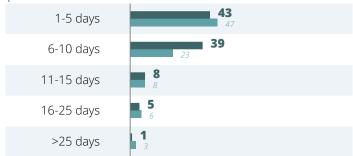
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### **Total Explusions (#)** This School

#### **Expulsion Rate (%) This School**

City Average \*

		U	•	U	Ų
		n		0	-

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 5	0
Free or Reduced Lunch	<b>6</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	7	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	34	<b>19</b> 53	36	<b>23</b> 49
Free or Reduced Lunch	35	<b>19</b> 46	38	<b>23</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	35	<b>20</b> 47	35	<b>23</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	46	18	<b>33</b>	28	31	<b>29</b> 50
Free or Reduced Lunch	44	18	<b>31</b> 49	28	31	<b>30</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	46	20	<b>34</b> 49	28	31	<b>29</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

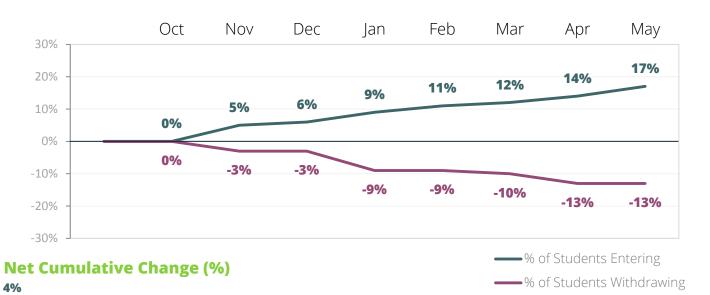
This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 238 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Howard University Mathematics and Science PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 1

Address 405 Howard Place, NW

Washington, DC 20059

Contact 202-806-7725

www.howard.edu/ms2

Type Public Charter School

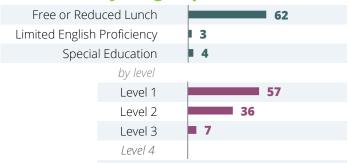
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**316 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	94
Hispanic / Latino	■ 4
Multiracial	1 2
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

91

City Average \*

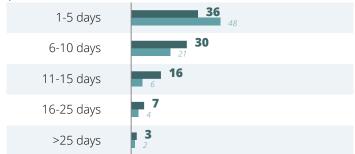
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.95

City Average \*

0.43

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>28</b> 26	2
Free or Reduced Lunch	<b>28</b> 30	<b>2</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>29</b> 35	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>29</b> 31	<b>2</b>
Hispanic / Latino	11	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■
City Average \* ■

Suspension Rate (%) % suspended 1+ days

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	79	<b>79</b>	73	<b>73</b>
Free or Reduced Lunch	74	46	68	42 69
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	78	<b>79</b>	73	<b>74</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■

City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	40	44	<b>42</b> 50	48	45	<b>46</b> 50
Free or Reduced Lunch	40	41	<b>40</b>	48	44	<b>46</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	40	45	<b>42</b> 49	52	46	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			·			·

This School ■
City Average ■

This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 316 Students



# Net Cumulative Change (%) -2%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Hyde-Addison Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 2

Address 3219 O St. NW

Washington, DC 20007

Contact (202) 282-0170

www.hyde-addison.org

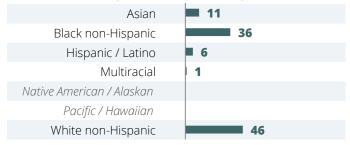
Type DCPS School

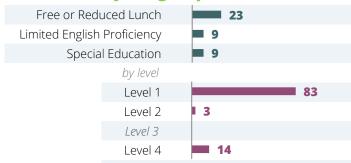
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

332 Students

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

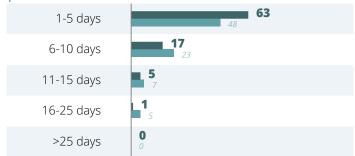
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

**This School** 

#### **Expulsion Rate (%) This School**

City Average \*

0.04

0.00

Suspension Ruce (70)	70 Suspended 1 days	70 Suspenaeu 11 Guys
All Students	<b>1</b> 6	0
Free or Reduced Lunch	8	<b>0</b>
Limited English Proficiency	0 2	0
Special Education	<b>7</b>	<b>0</b>
Asian	0 1	0
Black non-Hispanic	<b>2</b> 8	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

City Average \* ■

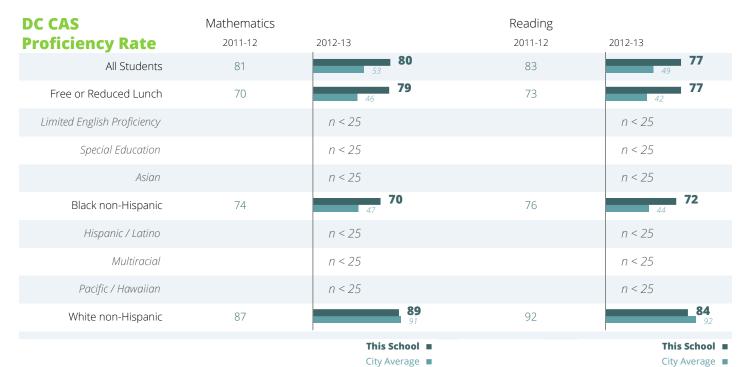
**Suspension Rate (%)** % suspended 1+ days

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

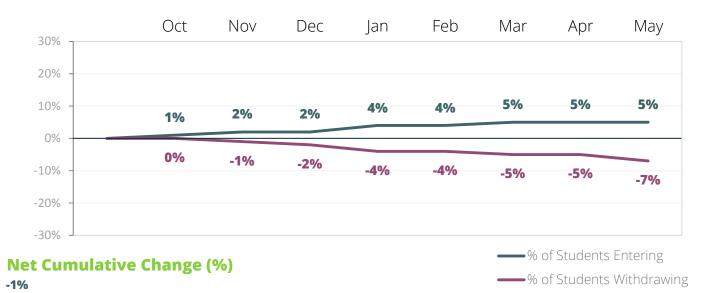
DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	68	75	<b>72</b>	72	66	50 69
Free or Reduced Lunch		68	<b>68</b>		76	49 77
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	62	75	<b>69</b>	69	61	48 64
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 332 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Ideal Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 6130 North Capitol Street, NW

Washington, DC 20011

Contact 202-729-6660

www.iapcs.com

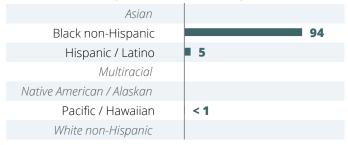
Type Public Charter School

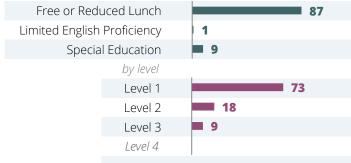
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

280 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

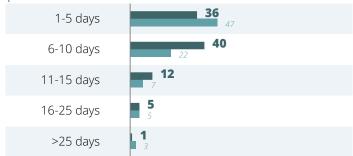
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	5	0
Free or Reduced Lunch	13	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>18</b> 19	0
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012	2-13
All Students	38	<b>50</b> 53	44	<b>50</b> 49
Free or Reduced Lunch	32	<b>51</b>	40	<b>51</b> 42
Limited English Proficiency		n < 25	n	< 25
Special Education		n < 25	n	< 25
Asian		n < 25	n	< 25
Black non-Hispanic	38	<b>49</b> 47	44	<b>51</b> 44
Hispanic / Latino		n < 25	n	< 25
Multiracial		n < 25	n	< 25
Pacific / Hawaiian		n < 25	n	< 25
White non-Hispanic		n < 25	n	< 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics			Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	33	58	<b>43</b> 50	49	60	<b>53</b> 50
Free or Reduced Lunch	33	58	<b>47</b> 49	50	66	<b>59</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	33	58	<b>43</b> 49	49	60	<b>53</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Multiracial Pacific / Hawaiian			n < 25 n < 25			n < 25 n < 25

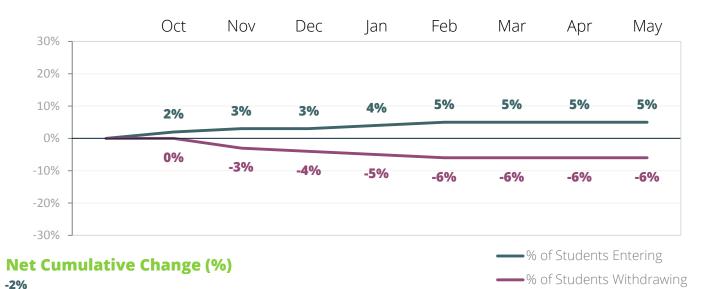
This School ■ This School ■
City Average ■ City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 280 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	<b>7</b> %
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Imagine Southeast PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-6th

Ward 8

Address 3100 Martin Luther King Jr. Avenue, SE

Washington, DC 20032

Contact 202-561-1622

www.imaginesoutheastpcs.org

Type Public Charter School

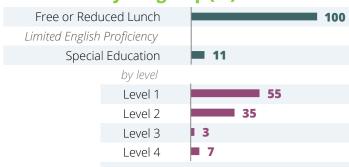
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**611 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	<1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

90

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

School 0

### Expulsion Rate (%)

This School

0.00

City Average \*

0.09

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	9 9	0
Free or Reduced Lunch	9 11	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>13</b>	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	9 11	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	33	<b>32</b> 53	37	<b>26</b> 49
Free or Reduced Lunch	33	<b>32</b> 46	37	<b>26</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		22		<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	32	<b>32</b>	36	<b>25</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics		Reading		
<b>Growth Percentiles</b> 20	011-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	56 <b>29</b>	<b>41</b> 50	59	24	<b>39</b> 50
Free or Reduced Lunch	<b>57 29</b>	<b>40</b> 49	59	24	<b>38</b> 49
Limited English Proficiency		n < 25			n < 25
Special Education	24	<b>24</b> 43		21	<b>26</b> 43
Asian		n < 25			n < 25
Black non-Hispanic	56 <b>29</b>	<b>41</b> 49	57	25	<b>38</b> 48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 611 Students



## Net Cumulative Change (%) -1%



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	6%	6%	7%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Inspired Teaching Demonstration PCS**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 1328 Florida Avenue, NW

Washington, DC 20009

Contact 202-248-6825

www.inspiredteachingschool.org

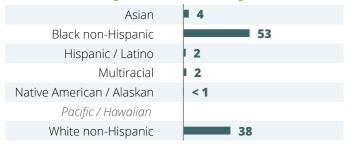
Type Public Charter School

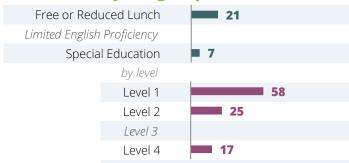
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**207 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

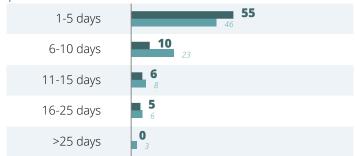
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.49

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>2</b> 5	0
Free or Reduced Lunch	<b>41</b>	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>25</b>	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>3</b>	<b>0</b>
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 0	0 0

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students		<b>65</b>		<b>57</b>
Free or Reduced Lunch		n < 25		n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic		<b>56</b>		<b>52</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School		This School ■

City Average ■

### **STUDENT GROWTH\***

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

City Average

city Average

<sup>\*</sup>School is not eligible in having a growth score due to grades served.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 207 Students



## Net Cumulative Change (%) <sub>0%</sub>

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Integrated Design Electronics Academy PCS**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 7

Address 1027 45th Street, NE

Washington, DC 20019

Contact 202-399-4750

www.ideapcs.org

Type Public Charter School

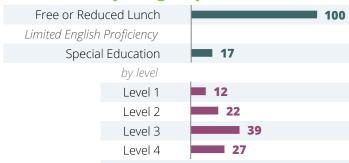
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**298 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	<1
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

88

City Average \*

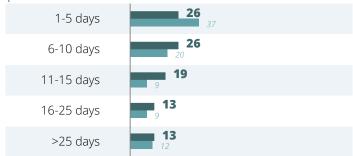
87

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

### **Total Explusions (#)**

This School

13

### **Expulsion Rate (%)**

This School

4.36

City Average \*

0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	23	0
Free or Reduced Lunch	<b>35</b>	0 2
Limited English Proficiency	n < 10	n < 10
Special Education	<b>47</b>	<b>2</b> 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>35</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13	
All Students	35	<b>51</b> 53	35	<b>61</b>
Free or Reduced Lunch	36	<b>51</b>	34	<b>61</b>
Limited English Proficiency		n < 25	n < 2	25
Special Education		n < 25	n < 2	25
Asian		n < 25	n < 2	25
Black non-Hispanic	35	<b>51</b>	35	<b>61</b>
Hispanic / Latino		n < 25	n < 2	25
Multiracial		n < 25	n < 2	25
Pacific / Hawaiian		n < 25	n < 2	25
White non-Hispanic		n < 25	n < 2	25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	38	55	<b>45</b> 50	37	66	<b>50</b>
Free or Reduced Lunch	40	55	<b>47</b> 49	40	66	<b>52</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	38	55	<b>45</b>	37	66	<b>50</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 298 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	6%	8%	9%	10%	12%	13%	14%	14%
Withdrawal	-2%	-3%	-4%	-6%	-8%	-9%	-11%	-13%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## J.O. Wilson Elementary School

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 660 K St. NE

Washington, DC 20002

Contact (202) 698-4733

www.dcps.dc.gov/DCPS/wilsonjo

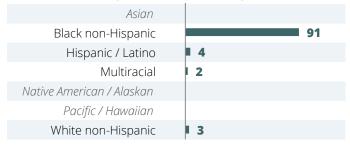
Type DCPS School

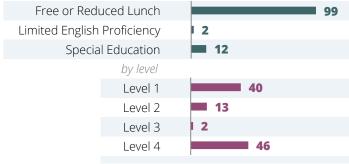
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**408 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

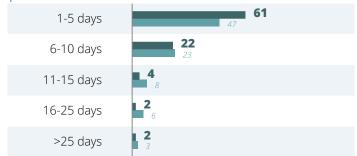
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	7	0 0
Limited English Proficiency	0	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 0	0

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

<b>Proficiency Rate</b> 2011-12 2012-13 2011-12 2012-13	
All Students 39 <b>64</b> 46	<b>53</b> 49
Free or Reduced Lunch 38 64 46	<b>53</b>
Limited English Proficiency $n < 25$ $n < 25$	
Special Education $n < 25$ $n < 25$	
Asian $n < 25$ $n < 25$	
Black non-Hispanic 39 63 46	<b>52</b>
Hispanic / Latino $n < 25$	
Multiracial $n < 25$ $n < 25$	
Pacific / Hawaiian n < 25	
White non-Hispanic $n < 25$	

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	lathematics		Reading		
<b>Growth Percentiles</b> 20	111-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	<b>70</b>	<b>47</b> 50	35	48	<b>42</b> 50
Free or Reduced Lunch	<b>70</b>	<b>46</b> 49	31	48	<b>41</b> 49
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic	23 <b>70</b>	<b>48</b> 49	36	48	<b>42</b> 48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

380

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 408 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Janney Elementary School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 4130 Albemarle St. NW

Washington, DC 20016

Contact (202) 282-0110

janneyschool.org

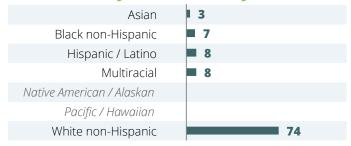
Type DCPS School

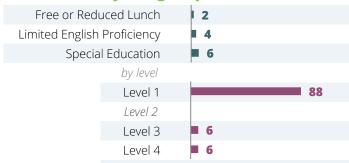
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**599 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### 2012-13 Equity Report

#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	6	0
Free or Reduced Lunch	8	0
Limited English Proficiency	0 2	0
Special Education	11	0
Asian	0	0
Black non-Hispanic	2 8	0
Hispanic / Latino	0 2	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 0	0

This School ■

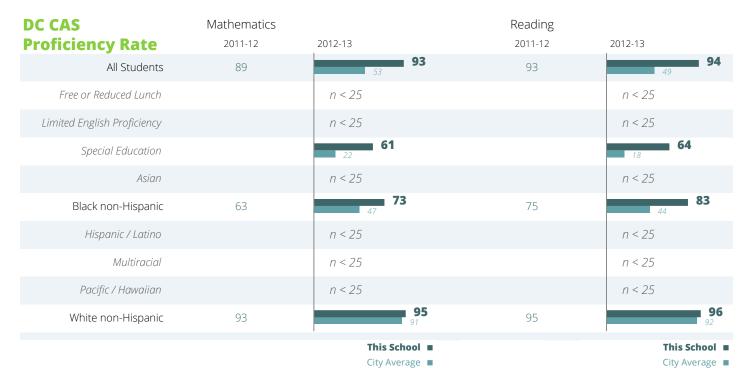
City Average \* ■

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	54	56	<b>55</b>	79	60	<b>70</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	58	59	<b>58</b> 59	77	63	<b>70</b>
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 599 Students



## Net Cumulative Change (%) <sub>0%</sub>



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-0%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Jefferson Middle School Academy**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 6

Address 801 7th St. SW

Washington, DC 20024

Contact (202) 729-3270

www.JeffersonTrojans.org

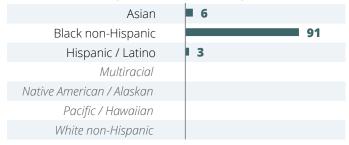
Type DCPS School

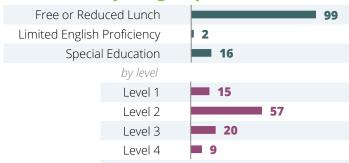
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**279 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

90

City Average \*

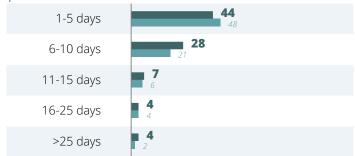
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

2

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

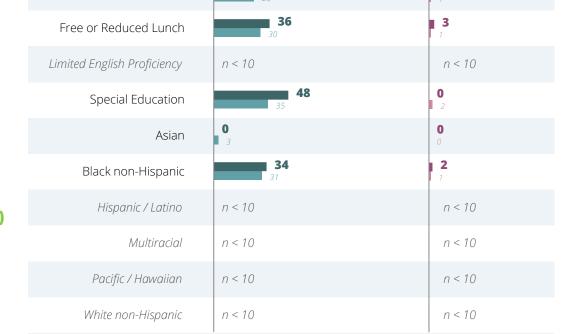
## Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.00

City Average \*

0.43



This School ■

City Average \* ■

% suspended 1+ days

32

\* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Suspension Rate (%)

All Students

This School ■
City Average \* ■

This School ■

City Average ■

### **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	48	<b>63</b>	42	<b>45</b> 49
Free or Reduced Lunch	40	<b>63</b>	32	<b>45</b>
Limited English Proficiency		n < 25		n < 25
Special Education		<b>17</b> 22		18
Asian		n < 25		n < 25
Black non-Hispanic	41	47 60	37	<b>42</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	39	68	<b>57</b>	51	55	<b>54</b>
Free or Reduced Lunch	42	68	49	53	55	<b>54</b>
Limited English Proficiency			n < 25			n < 25
Special Education		63	<b>53</b>		41	<b>48</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	38	68	<b>57</b>	48	53	<b>51</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 279 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Johnson Middle School**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 8

Address 1400 Bruce Pl. SE

Washington, DC 20020

Contact (202) 939-3140

http://johnsonms.org/

Type DCPS School

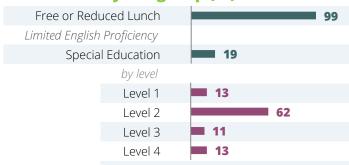
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**244 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

86

City Average \*

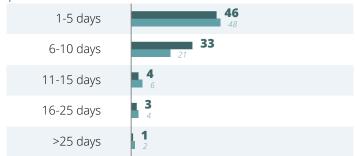
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

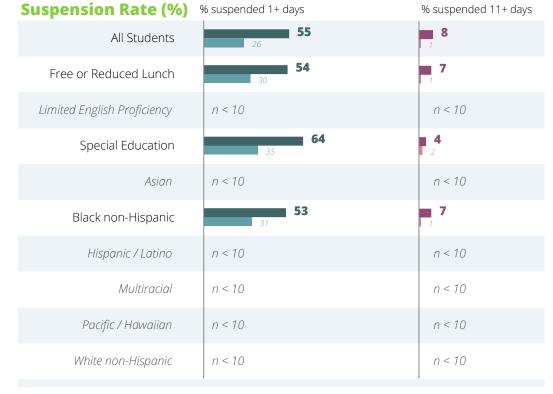
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

## Expulsion Rate (%) This School 0.00

City Average \*

0.43



This School ■
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### 2012-13 Equity Report

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	23	<b>29</b> 53	18	<b>30</b> 49
Free or Reduced Lunch	22	<b>29</b> 46	18	<b>30</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	2	22	4	18
Asian		n < 25		n < 25
Black non-Hispanic	23	<b>29</b> 47	18	<b>30</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	34	41	<b>37</b> 50	34	51	<b>42</b> 50
Free or Reduced Lunch	30	41	<b>36</b>	34	51	<b>43</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	39	40	<b>39</b> 43	34	43	<b>38</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	34	41	<b>37</b>	34	51	<b>42</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			-			

This School ■
City Average ■

This School ■

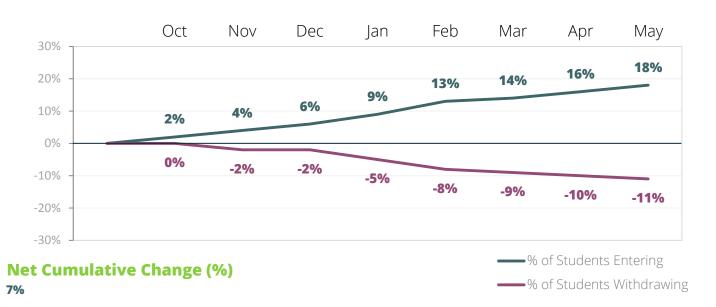
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) This School

## Total Enrollment 244 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Kelly Miller Middle School**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 7

Address 301 49th St. NE

Washington, DC 20019

Contact (202) 388-6870

Kellymillerms.com

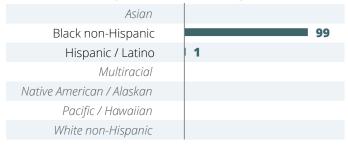
Type DCPS School

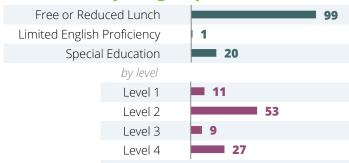
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**353 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

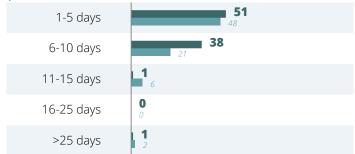
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

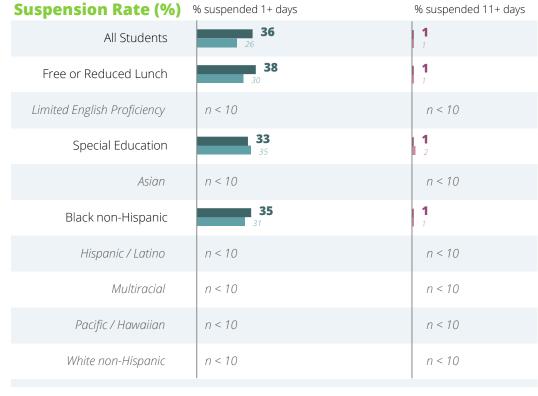
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.43



This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	38	<b>53</b>	24	<b>37</b> 49
Free or Reduced Lunch	40	<b>53</b>	25	<b>37</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	13	<b>28</b> 22	5	<b>18</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	38	<b>52</b>	24	<b>37</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	58	65	<b>62</b>	51	62	<b>57</b>
Free or Reduced Lunch	58	65	<b>62</b>	54	62	<b>58</b>
Limited English Proficiency			n < 25			n < 25
Special Education	49	52	<b>50</b>	43	56	<b>49</b>
Asian			n < 25			n < 25
Black non-Hispanic	57	64	<b>61</b>	51	62	<b>56</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 353 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Ketcham Elementary School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 1919 15th St. SE

Washington, DC 20020

Contact (202) 698-1122

www.dcps.dc.gov/DCPS/ketcham

Type DCPS School

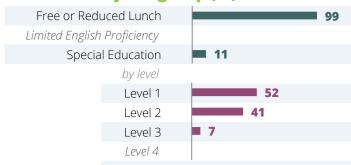
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**260 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%) This School** 

0.00

City Average \* 0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

**STUDENT GROWTH** 

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	27	<b>38</b>	24	<b>30</b> 49
Free or Reduced Lunch	26	<b>38</b> 46	21	<b>30</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	27	<b>38</b> 47	24	<b>30</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	40	34	<b>37</b>	44	45	<b>45</b> 50
Free or Reduced Lunch	38	34	<b>36</b> 49	40	45	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	40	33	<b>36</b> 49	44	44	<b>44</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

City Average

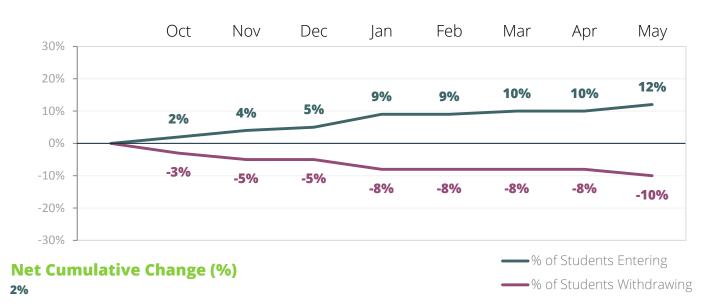
This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 260 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Key Elementary School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 5001 Dana Pl. NW

Washington, DC 20016

Contact (202) 729-3280

www.dcps.dc.gov/DCPS/key

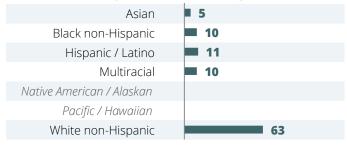
Type DCPS School

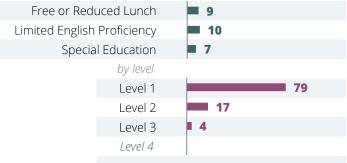
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**375 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

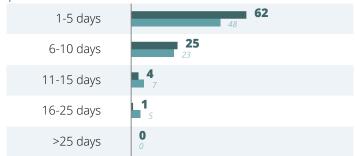
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	8	0
Limited English Proficiency	0 2	0
Special Education	11	0
Asian	0	0
Black non-Hispanic	8	<b>0</b>
Hispanic / Latino	0 2	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	92	53	91	49
Free or Reduced Lunch		n < 25		n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic		n < 25		n < 25
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic	96	<b>95</b>	97	<b>98</b>
		This School ■		This School ■

City Average ■

### **STUDENT GROWTH**

**STUDENT ACHIEVEMENT** 

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	51	60	<b>55</b>	67	70	50 68
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	51	56	<b>54</b> 59	63	70	<b>67</b>
			This School ■			This School ■

City Average

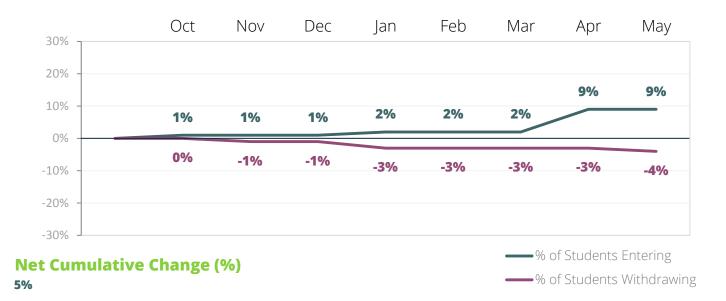
City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 375 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Kimball Elementary School**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 3375 Minnesota Ave. SE

Washington, DC 20019

Contact (202) 671-6260

www.dcps.dc.gov/DCPS/kimball

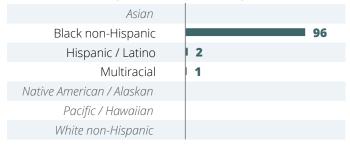
Type DCPS School

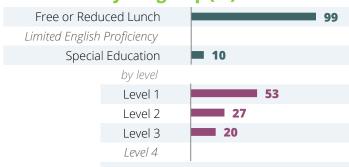
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

289 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

## **Expulsion Rate (%)**

This School

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0 0
Free or Reduced Lunch	7	0 0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0 0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	30	<b>29</b> 53	27	<b>34</b> 49
Free or Reduced Lunch	29	<b>29</b> 46	27	<b>34</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	29	<b>27</b> 47	27	<b>33</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■ City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

Growth Percentiles         2011-12         2012-13         Avg. 2-Year Growth         2011-12         2012-13         Avg. 2-Year Growth           All Students         56         40         48 / 50         53         62         57 / 50           Free or Reduced Lunch         55         40         47 / 49         49         62         62 / 49           Limited English Proficiency         n < 25         n < 25         n < 25
Free or Reduced Lunch 55 40 47 49 49 62 50
Free of Reduced Luftch 55 <b>40</b> 49 49 <b>62</b>
Limited English Proficiency $n < 25$ $n < 25$
25
Special Education $n < 25$ $n < 25$
Asian
Black non-Hispanic 55 <b>37 47</b> 53 <b>62 57</b>
Hispanic / Latino n < 25 n < 25
Multiracial $n < 25$ $n < 25$
Pacific / Hawaiian $n < 25$ $n < 25$
White non-Hispanic $n < 25$ $n < 25$

This School ■ City Average

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment** 289 Students



## 4%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **King Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 3200 6th St. SE

Washington, DC 20032

Contact (202) 939-4900

www.dcps.dc.gov/DCPS/king

Type DCPS School

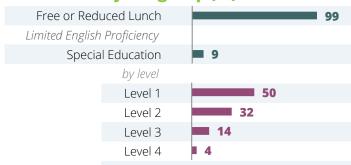
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**311 Students** 

#### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **2012-13 Equity Report**

#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

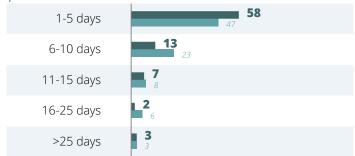
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

0

## **Expulsion Rate (%)**

This School

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>6</b> 5	0
Free or Reduced Lunch	<b>7</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	18	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### 2012-13 Equity Report

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	31	<b>28</b> 53	27	<b>41</b> 49
Free or Reduced Lunch	31	<b>28</b> 46	26	<b>41</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	31	<b>28</b> 47	27	41
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	33	23	<b>28</b> 50	25	37	<b>31</b> 50
Free or Reduced Lunch	34	23	<b>28</b> 49	25	37	<b>32</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	33	23	<b>28</b> 49	26	37	<b>32</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 311 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - AIM Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 5th-8th

Ward 8

Address 2600 Douglass Road, SE

Washington, DC 20020

Contact 202-678-5477

www.kippdc.org

Type Public Charter School

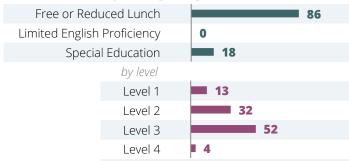
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

330 Students

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	96
Hispanic / Latino	1 2
Multiracial	1 2
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	<1







#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

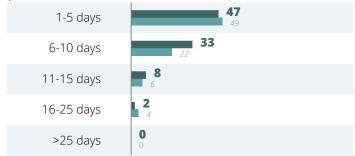
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 1.21

City Average \*

0.35

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	29	1
Free or Reduced Lunch	<b>30</b> 27	1 1
Limited English Proficiency	n < 10	n < 10
Special Education	<b>41</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>29</b> 27	1 1
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	85	<b>78</b>	59	<b>58</b>
Free or Reduced Lunch	85	<b>76</b>	58	<b>56</b>
Limited English Proficiency		n < 25		n < 25
Special Education	58	22 41	23	<b>17</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	85	<b>77</b>	59	<b>58</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■ City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	80	75	<b>78</b>	72	56	50 64
Free or Reduced Lunch	80	74	<b>77</b>	72	56	49 64
Limited English Proficiency			n < 25			n < 25
Special Education	70	64	43 67	76	43	<b>59</b>
Asian			n < 25			n < 25
Black non-Hispanic	79	75	<b>77</b>	72	56	<b>64</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
write non-raspariic			11 \ 23			11 \ 23

This School ■ City Average

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment** 330 Students



#### **Net Cumulative Change (%)** -4%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	5%	6%	7%	8%	9%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-8%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - College Preparatory PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 8

Address 2600 Douglass Road, SE

Washington, DC 20020

Contact 202-678-2527

www.kippdc.org

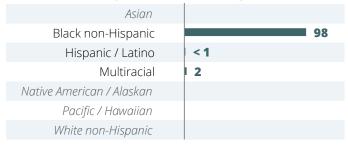
Type Public Charter School

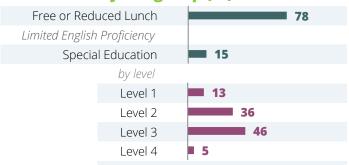
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**399 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate (%) This School** 0.75

City Average \*

0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>24</b> 21	<b>1</b>
Free or Reduced Lunch	<b>23</b> 24	<b>1</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>28</b>	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>23</b> 24	<b>1</b>
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	76	53	52	49 68
Free or Reduced Lunch	78	<b>87</b>	54	42 67
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	76	<b>87</b>	52	44 67
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

This School ■ City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	53	55	<b>54</b>	45	46	<b>45</b> 50
Free or Reduced Lunch	52	54	<b>53</b> 49	46	47	<b>46</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	53	54	<b>54</b>	45	47	<b>46</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 399 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - Discover Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-KG

Ward 8

Address 2600 Douglass Road, SE

Washington, DC 20020

Contact 202-678-7735

www.kippdc.org

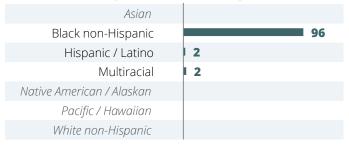
Type Public Charter School

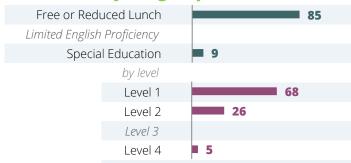
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**305 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

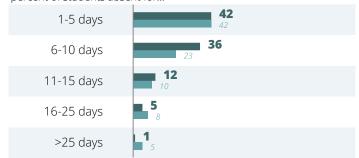
91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>4</b>	0
Free or Reduced Lunch	<b>4</b> 2	0
Limited English Proficiency	n < 10	n < 10
Special Education	5 2	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b> 2	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 305 Students**



### **Net Cumulative Change (%)** -5%

—— % of Students Withdrawing

### **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	3%	4%	4%	5%	6%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - Grow Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-KG

Ward 6

Address 421 P Street, NW

Washington, DC 20001

Contact 202-986-4769

www.kippdc.org

Type Public Charter School

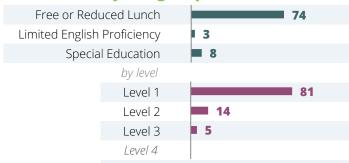
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**308 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	92
Hispanic / Latino	<b>I</b> 3
Multiracial	I 3
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	1







#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

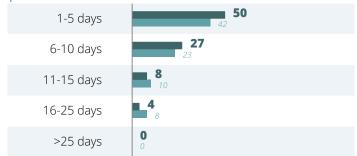
91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

## Expulsion Rate (%) This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	1 1	0
Free or Reduced Lunch	1 2	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>5</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	1 2	0
Hispanic / Latino	0	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

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What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 308 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	3%	4%	4%	5%	6%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - Heights Academy PCS**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 1st-3rd

Ward 8

Address 2600 Douglass Road, SE

Washington, DC 20020

Contact 202-610-5323

www.kippdc.org

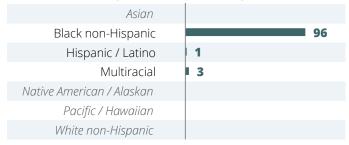
Type Public Charter School

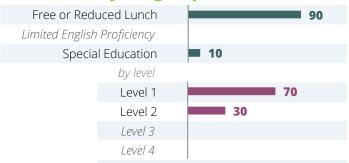
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**209 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

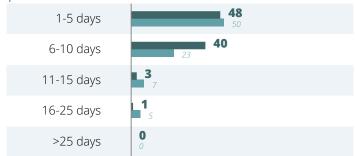
94

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

Expulsion Rate (%)
This School 0.00

City Average \* 0

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>11</b>	0
Free or Reduced Lunch	<b>11</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	10 20	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>10</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

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## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13
All Students		n < 25	n < 25
Free or Reduced Lunch		n < 25	n < 25
Limited English Proficiency		n < 25	n < 25
Special Education		n < 25	n < 25
Asian		n < 25	n < 25
Black non-Hispanic		n < 25	n < 25
Hispanic / Latino		n < 25	n < 25
Multiracial		n < 25	n < 25
Pacific / Hawaiian		n < 25	n < 25
White non-Hispanic		n < 25	n < 25

This School ■

City Average ■

This School ■

City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 209 Students



# Net Cumulative Change (%) -3%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	6%	6%	6%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - KEY Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 5th-8th

Ward 7

Address 4801 Benning Road, SE

Washington, DC 20019

Contact 202-582-5477

www.kippdc.org

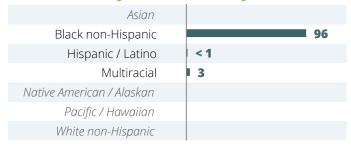
Type Public Charter School

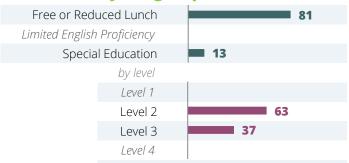
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**327 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

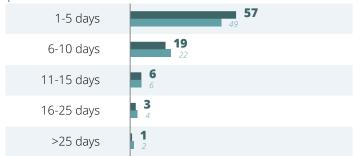
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

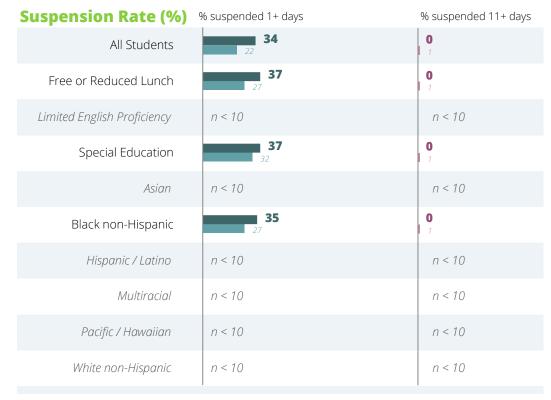
## **Total Explusions (#)**

This School

**Expulsion Rate (%) This School** 0.61

City Average \*

0.35



This School ■

This School ■

City Average \* ■

City Average \* ■

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## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	78	53	67	<b>76</b>
Free or Reduced Lunch	75	<b>86</b>	63	42 74
Limited English Proficiency		n < 25		n < 25
Special Education	43	22 68	27	18 46
Asian		n < 25		n < 25
Black non-Hispanic	78	47 86	67	<b>76</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	71	72	<b>71</b>	70	71	<b>70</b>
Free or Reduced Lunch	71	71	<b>71</b>	69	71	<b>70</b>
Limited English Proficiency			n < 25			n < 25
Special Education	64	59	<b>62</b>	68	81	<b>73</b>
Asian			n < 25			n < 25
Black non-Hispanic	71	72	<b>71</b>	70	70	<b>70</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 327 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	5%	6%	7%	8%	9%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-8%

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## **KIPP DC - LEAD Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 1st-2nd

Ward 6

Address 421 P Street, NW

Washington, DC 20001

Contact 202-223-4505

www.kippdc.org

Type Public Charter School

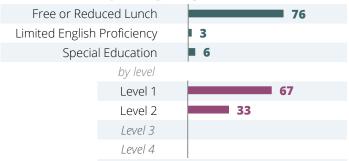
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**107 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	93
Hispanic / Latino	I 3
Multiracial	<b>I</b> 3
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	<1









#### **In-Seat Attendance Rate (%)**

**This School** 

94

City Average \*

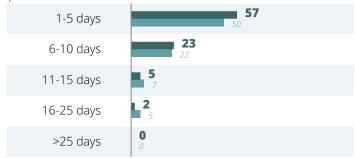
93

#### How are attendance and absences calculated?

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#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.93

City Average \*

0.02

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	6	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

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What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 107 Students



# Net Cumulative Change (%) -3%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - LEAP Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-KG

Ward 7

Address 4801 Benning Road, SE

Washington, DC 20019

Contact 202-582-5327

www.kippdc.org

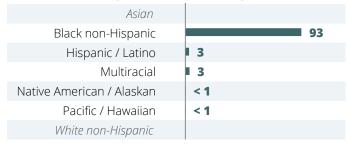
Type Public Charter School

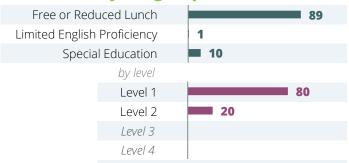
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**302 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

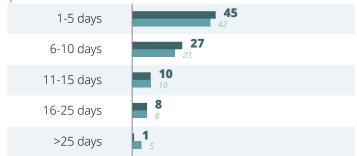
City Average \*

#### How are attendance and absences calculated?

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#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate (%) This School**

City Average \*

0.00

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>3</b>	0 0
Free or Reduced Lunch	<b>4</b> 2	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>10</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b> 2	<b>0</b>
Hispanic / Latino	n < 10	n < 10
Multiracial	0	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

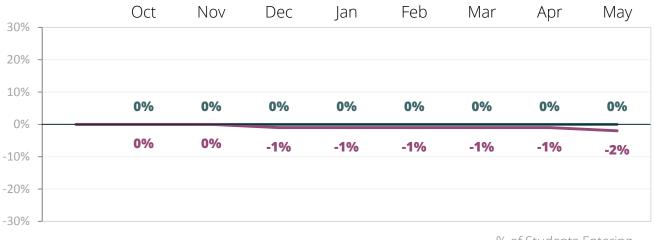
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What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 302 Students



# Net Cumulative Change (%)



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	3%	4%	4%	5%	6%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - Promise Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 1st-4th

Ward 7

Address 4801 Benning Road, SE

Washington, DC 20019

Contact 202-582-1390

www.kippdc.org

Type Public Charter School

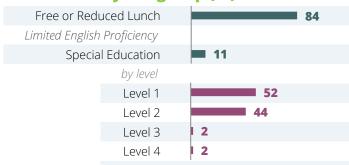
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**415 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	96
Hispanic / Latino	1
Multiracial	1 2
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

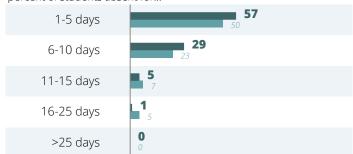
94

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.24

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>10</b> 7	0 0
Free or Reduced Lunch	10	0 0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>21</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>10</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics	2042.42	Reading	2042.42
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	28	<b>63</b>	52	<b>56</b>
Free or Reduced Lunch	23	<b>62</b>	46	<b>57</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	28	<b>63</b>	52	<b>56</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■ City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics		Reading		
<b>Growth Percentiles</b>	2011-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	79	n < 25		74	n < 25
Free or Reduced Lunch	79	49		72	49
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic	79	49		73	48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■ City Average ■ This School ■

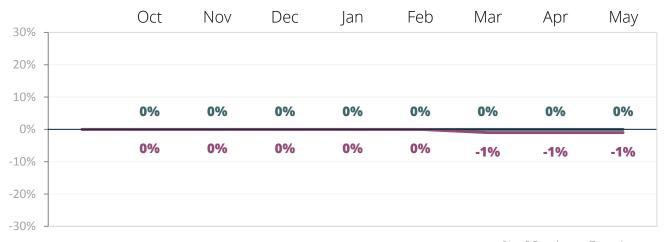
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 415 Students



## **Net Cumulative Change (%)**

-1%

# % of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	6%	6%	6%
Withdrawal	-1%	-2%	-3%	-4%	-4%	-5%	-5%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **KIPP DC - WILL Academy PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 4th-8th

Ward 6

Address 421 P Street, NW

Washington, DC 20001

Contact 202-328-9455

www.kippdc.org

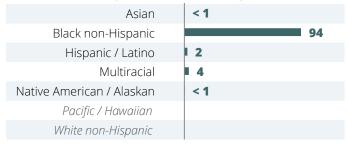
Type Public Charter School

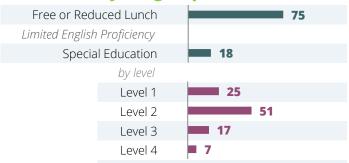
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

337 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

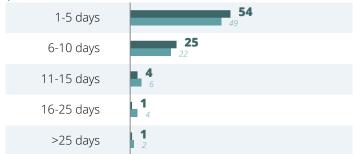
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

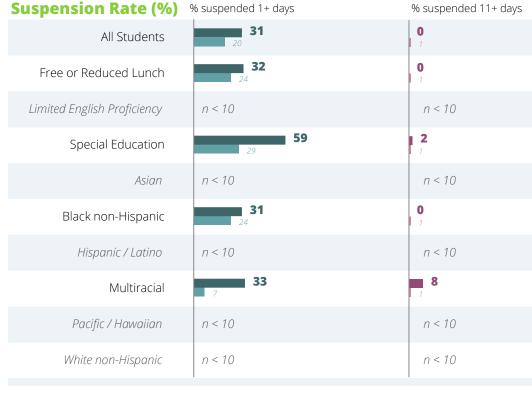
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 6

## Expulsion Rate (%) This School 1.78

City Average \*





This School ■
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	67	<b>78</b>	55	<b>62</b>
Free or Reduced Lunch	66	46	52	<b>59</b>
Limited English Proficiency		n < 25		n < 25
Special Education	24	22 48	18	<b>25</b>
Asian		n < 25		n < 25
Black non-Hispanic	66	<b>78</b>	55	<b>62</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	62	82	<b>72</b>	58	58	<b>58</b>
Free or Reduced Lunch	62	81	<b>71</b>	57	59	<b>58</b>
Limited English Proficiency			n < 25			n < 25
Special Education	45	60	<b>53</b>	61	51	<b>56</b>
Asian			n < 25			n < 25
Black non-Hispanic	61	82	<b>71</b>	58	58	<b>58</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 337 Students



# Net Cumulative Change (%) -3%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	3%	4%	5%	6%	7%	8%	8%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Kramer Middle School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 8

Address 1700 Q St. SE

Washington, DC 20020

Contact (202) 939-3150

kramerms.com

Type DCPS School

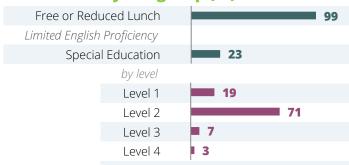
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**277 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### In-Seat Attendance Rate (%)

**This School** 

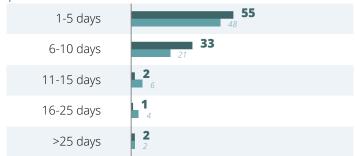
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

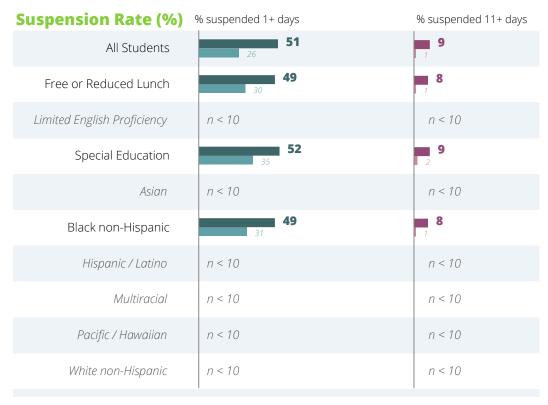
**Expulsion Rate (%)** 

**This School** 

0.00

City Average \*

0.43



This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	25	<b>32</b>	17	<b>23</b> 49
Free or Reduced Lunch	25	<b>32</b> 46	17	<b>23</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	4	22		18
Asian		n < 25		n < 25
Black non-Hispanic	25	<b>31</b>	17	<b>22</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathemat	ics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	37	41	<b>39</b> 50	38	49	<b>43</b> 50
Free or Reduced Lunch	39	41	<b>40</b> 49	37	49	<b>43</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	25	35	<b>29</b> 43	25	39	<b>31</b>
Asian			n < 25			n < 25
Black non-Hispanic	37	42	<b>39</b> 49	38	49	<b>43</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

City Average

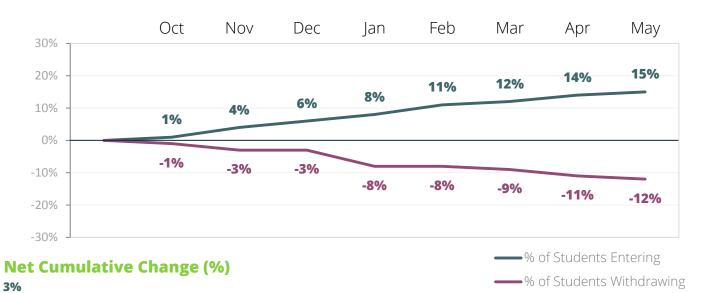
This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 277 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Lafayette Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 4

Address 5701 Broad Branch Rd. NW

Washington, DC 20015

Contact (202) 282-0116

http://www.lafayettehsa.org/

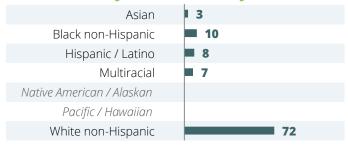
Type DCPS School

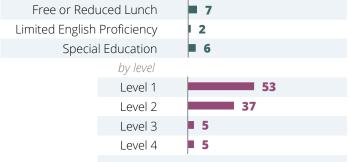
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**689 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

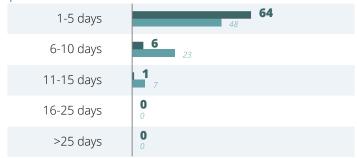
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)

This School

0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	8	0
Limited English Proficiency	<b>0</b>	0
Special Education	11	0
Asian	0	0
Black non-Hispanic	8	0
Hispanic / Latino	<b>0</b>	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	0
	·	

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	91	<b>92</b>	90	49
Free or Reduced Lunch		n < 25		n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	82	47	70	44 67
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic	93	<b>95</b>	96	<b>96</b>
		This School ■		This School

City Average

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	50	54	<b>52</b> 50	63	49	<b>56</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	50		<b>46</b> 49	59		<b>56</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	50	56	<b>53</b> 59	66	51	<b>58</b> 62
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 689 Students



## Net Cumulative Change (%) 1%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Langdon Education Campus**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 1900 Evarts St. NE

Washington, DC 20018

Contact (202) 576-6048

www.dcps.dc.gov/DCPS/langdon

Type DCPS School

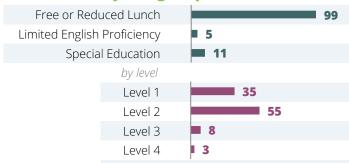
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

350 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

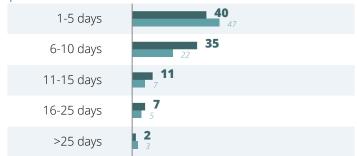
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Ruce (70)	70 Sasperiaea 1 · aays	70 Suspended 11 days
All Students	<b>10</b>	0
Free or Reduced Lunch	11 13	0
Limited English Proficiency	<b>0</b>	0
Special Education	28	0
Asian	n < 10	n < 10
Black non-Hispanic	10	0
Hispanic / Latino	4	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

Suspension Rate (%) % suspended 1+ days

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	57	<b>43</b> 53	56	<b>53</b>
Free or Reduced Lunch	53	<b>43</b> 46	47	<b>53</b>
Limited English Proficiency		n < 25		n < 25
Special Education	19	22	15	<b>22</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	57	<b>42</b> 47	56	<b>53</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	30	33	<b>31</b> 50	35	47	<b>40</b> 50
Free or Reduced Lunch	30	33	<b>32</b>	38	47	<b>42</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education		34	<b>33</b>		46	<b>38</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	29	34	<b>31</b> 49	35	46	<b>40</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

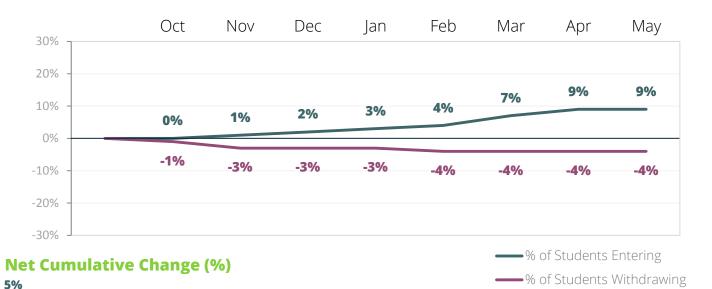
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 350 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Langley Elementary School**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 5

Address 101 T Street NE

Washington, DC 20002

Contact (202) 724-4223

www.langleyeducationcampus.org

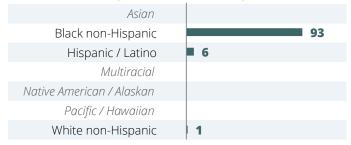
Type DCPS School

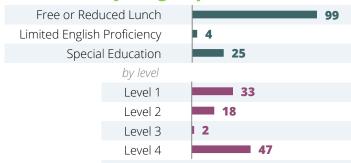
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**417 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

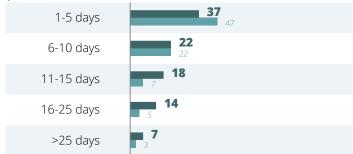
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	25	0
Free or Reduced Lunch	13	<b>1</b> 0
Limited English Proficiency	<b>6</b>	0
Special Education	28	1 1
Asian	n < 10	n < 10
Black non-Hispanic	13 26	<b>1</b> 0
Hispanic / Latino	9	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	37	<b>44</b> 53	41	<b>46</b> 49
Free or Reduced Lunch	37	<b>44</b> 46	41	<b>46</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	41	22 43	41	18 47
Asian		n < 25		n < 25
Black non-Hispanic	37	<b>44</b> 47	41	<b>46</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	40	50	<b>45</b> 50	47	47	<b>47</b> 50
Free or Reduced Lunch	45	50	<b>48</b> 49	47	47	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education		46	<b>41</b> 43		36	<b>40</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	40	49	<b>45</b> 49	48	46	<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 417 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **LaSalle-Backus Education Campus**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 501 Riggs Rd. NE

Washington, DC 20011

Contact (202) 671-6340

www.dcps.dc.gov/DCPS/lasalle-backus

Type DCPS School

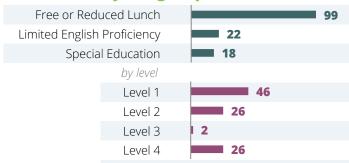
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

288 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

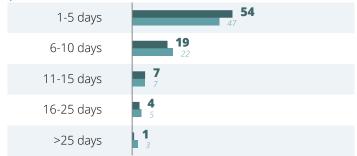
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	14	0
Free or Reduced Lunch	<b>14</b> 13	0
Limited English Proficiency	<b>2</b> 3	0
Special Education	28	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>17</b>	0
Hispanic / Latino	4	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	18	<b>31</b> 53	20	<b>35</b>
Free or Reduced Lunch	14	<b>31</b>	17	<b>35</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	5	<b>20</b> 22	3	<b>14</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	14	<b>31</b> 47	20	<b>34</b>
Hispanic / Latino	30	<b>31</b> 59	20	<b>38</b>
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	34	55	44	40	48	44 50
Free or Reduced Lunch	31	55	<b>44</b> 49	41	48	<b>45</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	33	59	<b>45</b>	58	41	<b>50</b>
Asian			n < 25			n < 25
Black non-Hispanic	35	55	44	44	46	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Black non-Hispanic  Hispanic / Latino  Multiracial  Pacific / Hawaiian	35	55	n < 25 n < 25 n < 25	44	46	15 48 n < 25 n < 25 n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 288 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Latin American Montessori Bilingual PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 4

Address 1375 Missouri Avenue, NW

Washington, DC 20011

Contact 202-726-6200

www.lambpcs.org

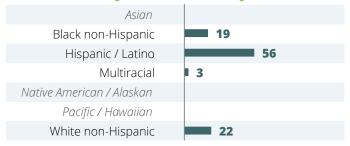
Type Public Charter School

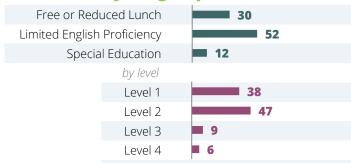
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**273 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

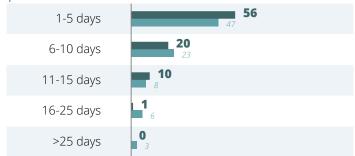
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate ( This School**

City Average \*

<b>%</b> )	
0.00	
0.03	

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>2</b> 5	0
Free or Reduced Lunch	<b>5</b> 7	0
Limited English Proficiency	1 1	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b> 7	0
Hispanic / Latino	1 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>2</b>	0

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13	
All Students	63	53	70	76
Free or Reduced Lunch		n < 25	n < 25	
Limited English Proficiency		n < 25	n < 25	
Special Education		n < 25	n < 25	
Asian		n < 25	n < 25	
Black non-Hispanic		n < 25	n < 25	
Hispanic / Latino		n < 25	n < 25	
Multiracial		n < 25	n < 25	
Pacific / Hawaiian		n < 25	n < 25	
White non-Hispanic		n < 25	n < 25	

This School ■
City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	80		<b>72</b>	67		50 64
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 273 Students



## **Net Cumulative Change (%)**

-1%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **LAYC Career Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 1

Address 3047 15th Street, NW

Washington, DC 20009

Contact 202-319-2228

www.laycca.org

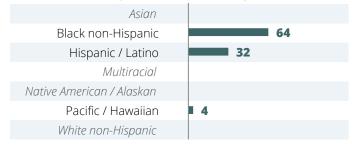
Type Public Charter School

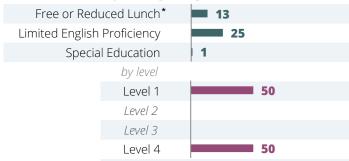
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**103 Students** 

## **Enrollment by Race/Ethnicity (%)**











<sup>\*</sup> Free or reduced lunch is a proxy for low income.

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School 6

# **Expulsion Rate (%)**This School 5.88

City Average \*

0.35

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>11</b> 12	0
Free or Reduced Lunch	n < 10	n < 10
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b> 16	0
Hispanic / Latino	<b>4</b> 3	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **Leckie Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 4201 M.L. King Ave. SW

Washington, DC 20032

Contact (202) 645-3330

http://dcps.dc.gov/DCPS/leckie

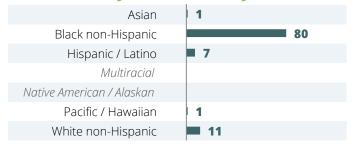
Type DCPS School

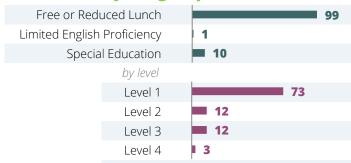
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**344 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

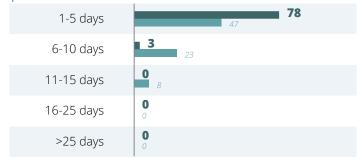
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

All Students  Free or Reduced Lunch	Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
Limited English Proficiency $n < 10$ $n < 10$ Special Education $a_{11}$ $a_{11}$ Asian $a_{11}$ $a_{11}$ Black non-Hispanic $a_{11}$ $a_{11}$ Hispanic / Latino $a_{11}$ $a_{11}$ Multiracial $a_{11}$ $a_{11}$	All Students	4 5	
Special Education  Asian $n < 10$ $n < 10$ Black non-Hispanic  Hispanic / Latino $n < 10$ $n < 10$ $n < 10$ $n < 10$	Free or Reduced Lunch	<b>7</b> 7	
Asian $n < 10$ $n < 10$ Black non-Hispanic	Limited English Proficiency	n < 10	n < 10
Black non-Hispanic  Hispanic / Latino $n < 10$ $n < 10$ $n < 10$	Special Education	11	_
Hispanic / Latino $ \begin{array}{c} 0 \\ 2 \end{array} $ $ n < 10 $ $ n < 10 $	Asian	n < 10	n < 10
Hispanic / Latino $\frac{1}{2}$ $n < 10$ $n < 10$	Black non-Hispanic	<b>5</b> 7	
	Hispanic / Latino		
	Multiracial	n < 10	n < 10
Pacific / Hawaiian n < 10 n < 10	Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic $0$	White non-Hispanic		

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	38	<b>60</b>	38	<b>46</b> 49
Free or Reduced Lunch	36	46	38	<b>46</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	36	<b>58</b>	36	<b>45</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	33	75	<b>53</b> 50	50	54	<b>51</b> 50
Free or Reduced Lunch	34	75	<b>55</b>	47	54	<b>50</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	34	73	<b>51</b>	50	56	<b>53</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Asian  Black non-Hispanic  Hispanic / Latino  Multiracial  Pacific / Hawaiian	34	73	n < 25  51  n < 25  n < 25  n < 25	50	56	n < 25  53  n < 25  n < 25  n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

### **STUDENT MOVEMENT**

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 344 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Ludlow-Taylor Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 659 G St. NE

Washington, DC 20002

Contact (202) 698-3244

www.ludlow-taylor.org/

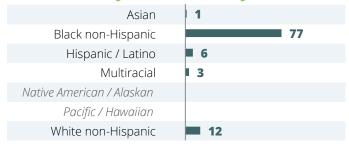
Type DCPS School

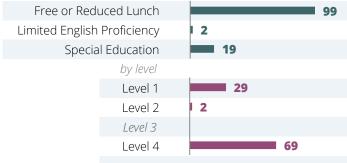
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**263 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

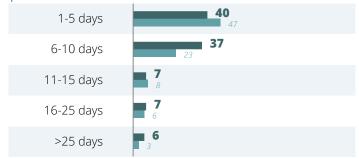
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

0

## Expulsion Rate (%) This School 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 0	0

This School ■
City Average \* ■

This School ■

ge \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	60	53	61	49 69
Free or Reduced Lunch	64	46	62	42 69
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	57	47	59	44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	49	69	<b>58</b>	40	68	<b>52</b> 50
Free or Reduced Lunch	49	69	<b>60</b>	33	68	<b>52</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	49	69	<b>58</b>	40	68	<b>53</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

## STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 263 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Malcolm X Elementary School @ Green**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 1500 Mississippi Ave. SE

Washington, DC 20032

Contact (202) 645-3409

www.dcps.dc.gov/DCPS/malcolm-x

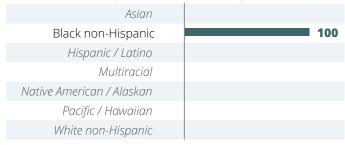
Type DCPS School

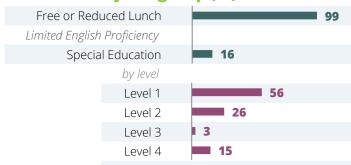
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

220 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

## City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%)** 

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>7</b> 5	0
Free or Reduced Lunch	7 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>15</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	7 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	19	<b>32</b> 53	15	<b>35</b>
Free or Reduced Lunch	19	<b>32</b>	15	<b>35</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	17	<b>32</b> 47	14	<b>35</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	37	55	<b>45</b> 50	42	66	<b>52</b> 50
Free or Reduced Lunch	36	55	<b>45</b>	45	66	<b>55</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	37	55	<b>44</b> 49	41	66	<b>52</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

486

This School ■

City Average ■

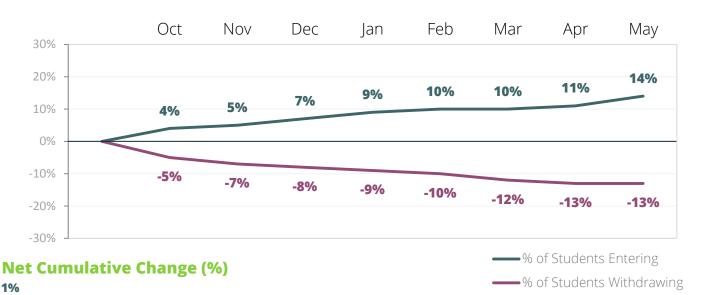
This School ■

## STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 220 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Mann Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 4430 Newark St. NW

Washington, DC 20016

Contact (202) 282-0126

www.dcps.dc.gov/DCPS/mann

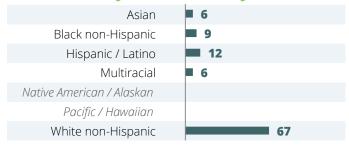
Type DCPS School

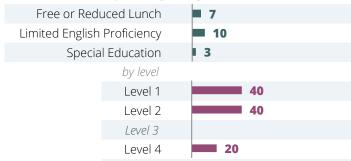
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

286 Students

#### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	6	0 0
Free or Reduced Lunch	8	0 0
Limited English Proficiency	0 2	0
Special Education	11	0 0
Asian	0 1	0
Black non-Hispanic	8	0
Hispanic / Latino	0 2	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	83	53	87	49
Free or Reduced Lunch		n < 25		n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic		n < 25		n < 25
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic	82	<b>93</b>	86	<b>94</b> 92
		This School ■		This School ■

City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	46	59	<b>51</b> 50	53	72	<b>61</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	51	57	<b>54</b> 59	53	71	<b>61</b> 62
			This School ■			This School

City Average ■

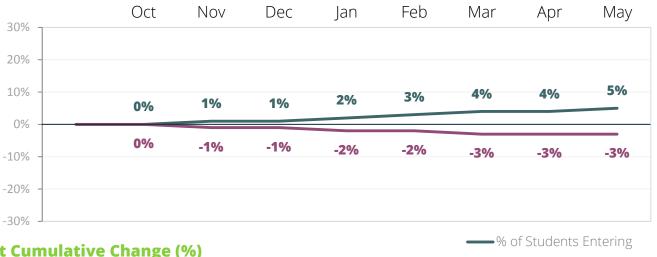
City Average ■

## STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment** 286 Students



#### **Net Cumulative Change (%)** 2%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Marie Reed Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 2201 18th St. NW

Washington, DC 20009

Contact (202) 673-7308

www.dcps.dc.gov/DCPS/mariehreed

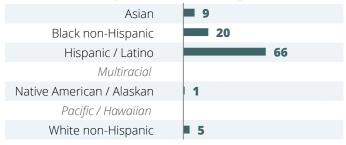
Type DCPS School

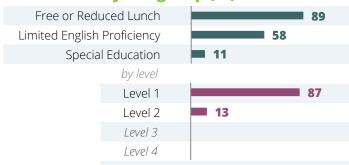
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**362 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

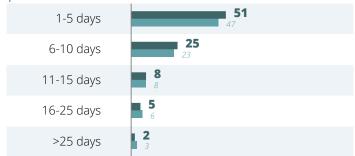
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

## Expulsion Rate (%) This School 0.00

**This School**City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	4 5	0 0
Free or Reduced Lunch	<b>9</b> 7	<b>0</b>
Limited English Proficiency	<b>2</b>	0
Special Education	<b>13</b>	0
Asian	<b>3</b>	0
Black non-Hispanic	<b>13</b>	0
Hispanic / Latino	2 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

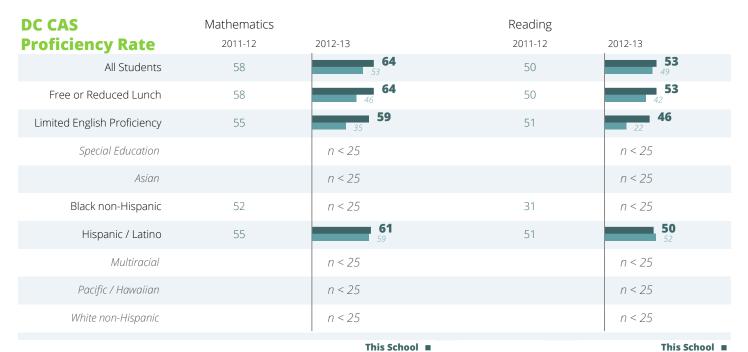
City Average \* ■

City Average \* ■

Suspension Rate (%) % suspended 1+ days

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	74	66	<b>70</b>	59	42	<b>51</b>
Free or Reduced Lunch	74	66	<b>70</b>	59	42	<b>50</b> 49
Limited English Proficiency	71	68	<b>70</b>	56	39	<b>47</b> 53
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino	74	68	<b>71</b>	59	42	<b>50</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

City Average

## 2012-13 Equity Report

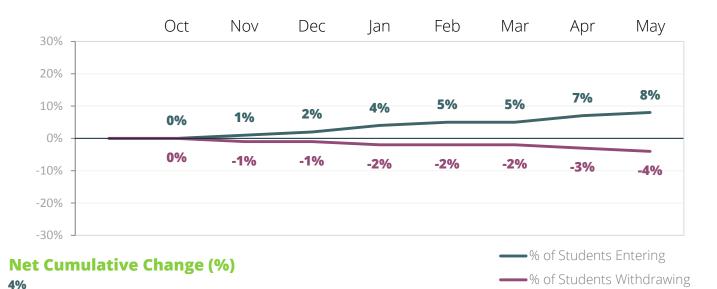
What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue

# Mid-Year Entry and Withdrawals (%) *This School*

line. Cumulative student withdrawals are shown on the purple line.

STUDENT MOVEMENT

# Total Enrollment 362 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-0%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Mary McLeod Bethune Day Academy PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 1404 Jackson Street, NE

Washington, DC 20017

Contact 202-459-4710 ext. 600

www.mmbethune.org

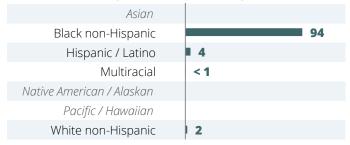
Type Public Charter School

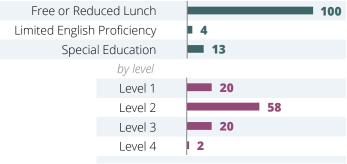
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**366 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

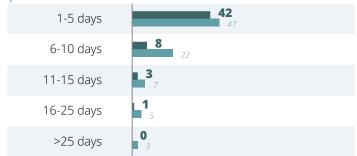
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 3

Expulsion Rate (%)
This School 0.82

City Average \*

0.13

<b>Suspension Rate (%)</b>	% suspended 1+ days	% suspended 11+ days
All Students	<b>19</b>	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>7</b>	0
Special Education	19 40	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>21</b>	0
Hispanic / Latino	<b>7</b> 4	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	37	<b>49</b> 53	40	<b>43</b> 49
Free or Reduced Lunch	35	<b>49</b> 46	39	<b>43</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	11	<b>28</b> 22	7	<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	37	<b>50</b> 47	40	<b>44</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	55	56	<b>56</b>	47	51	<b>49</b> 50
Free or Reduced Lunch	55	56	<b>56</b>	47	51	<b>49</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	58	56	<b>57</b>	47	50	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

City Average ■

This School ■

## STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 366 Students



# Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Maury Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 1250 Constitution Ave. NE

Washington, DC 20002

Contact (202) 698-3838

www.dcps.dc.gov/DCPS/maury

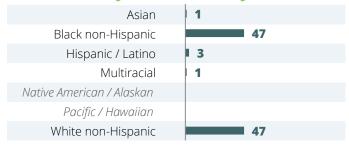
Type DCPS School

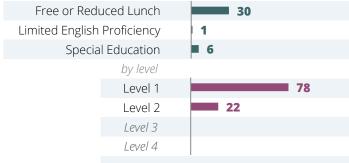
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**317 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

97

City Average \*

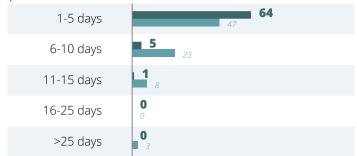
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>1</b> 0	0

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	45	53	38	49
Free or Reduced Lunch	39	<b>54</b>	29	<b>41</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	40	<b>47</b>	32	<b>49</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■

City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	27	43	<b>35</b>	52	60	<b>56</b>
Free or Reduced Lunch	23		<b>32</b>	49		<b>56</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	25	43	<b>33</b>	46	64	<b>55</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

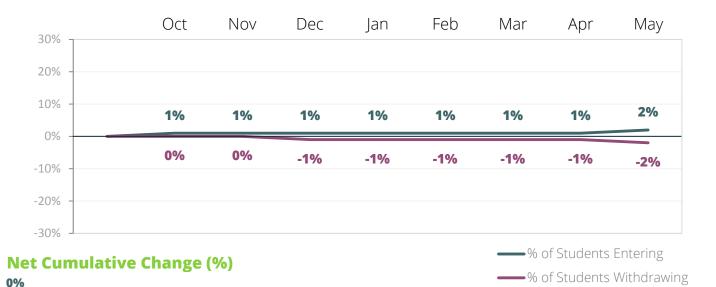
This School ■

## STUDENT MOVEMENT

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 317 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Maya Angelou PCS - Evans High School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 7

Address 5600 East Capitol Street, NE

Washington, DC 20019

Contact 202-379-4335

www.seeforever.org

Type Public Charter School

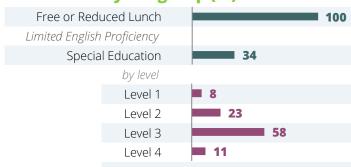
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

298 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

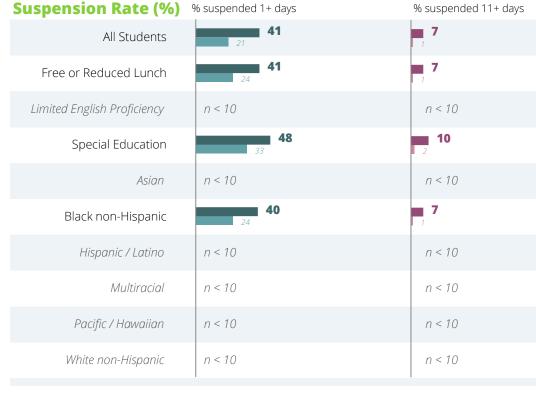
12

#### **Expulsion Rate (%)** 4.05

**This School** 

0.54

City Average \*



This School ■ City Average \* ■ This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2	012-13
All Students	19	<b>13</b> 53	10	<b>22</b> 49
Free or Reduced Lunch	18	<b>13</b> 46	7	<b>22</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	7	n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	19	<b>13</b>	10	<b>22</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	36	40	<b>38</b>	51	60	<b>55</b>
Free or Reduced Lunch	34	40	<b>37</b>	49	60	<b>54</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	36	40	<b>38</b> 49	51	60	<b>55</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
,			I			

This School ■

City Average ■

This School ■

City Average ■

This School ■

### **STUDENT MOVEMENT**

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 298 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Maya Angelou PCS - Evans Middle School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 7th-8th

Ward 7

Address 5600 East Capitol Street, NE

Washington, DC 20019

Contact 202-232-2885

www.seeforever.org

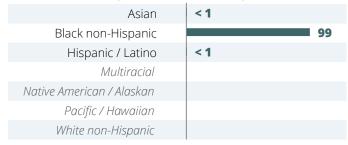
Type Public Charter School

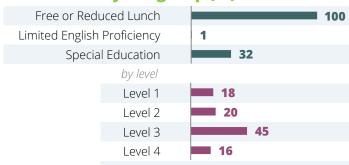
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**196 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

83

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

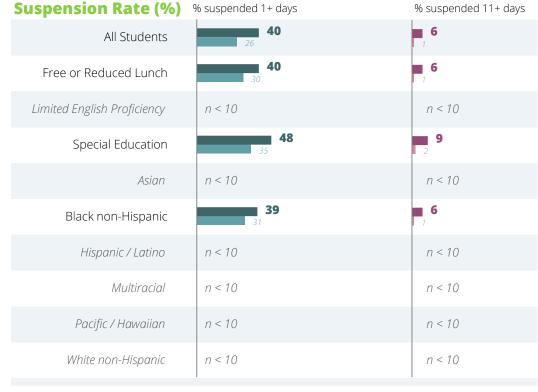
## Expulsion Rate (%)

This School

2.04

City Average \*

0.43



This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

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**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	28	<b>38</b>	29	<b>36</b> 49
Free or Reduced Lunch	29	<b>38</b> 46	28	<b>36</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	6	<b>11</b> 22	4	18
Asian		n < 25		n < 25
Black non-Hispanic	28	<b>37</b>	29	<b>36</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	34	44	<b>39</b> 50	44	47	<b>45</b> 50
Free or Reduced Lunch	34	44	<b>39</b> 49	44	47	<b>45</b>
Limited English Proficiency			n < 25			n < 25
Special Education	23	52	<b>38</b> 43	42	37	<b>40</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	34	44	<b>38</b> 49	44	46	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			1			

This School ■
City Average ■

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 196 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Maya Angelou PCS - Young Adult Learning Center**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 7

Address 5600 East Capitol Street, NE

Washington, DC 20019

Contact 202-289-8898

www.seeforever.org

Type Public Charter School

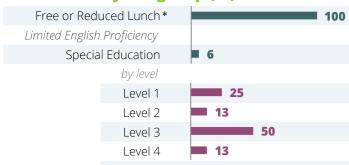
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**82 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	









<sup>\*</sup> Free or reduced lunch is a proxy for low income.

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

#### **Expulsion Rate (%) This School** 2.47 0.24

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>11</b>	0
Free or Reduced Lunch	<b>11</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>11</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■ City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **McKinley Technology High School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 5

Address 151 T St. NE

Washington, DC 20002

Contact (202) 281-3950

http://www.mckinleytech.org/

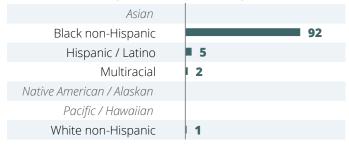
Type DCPS School

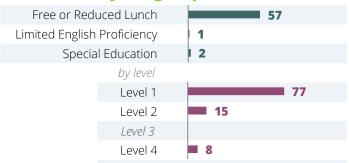
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**697 Students** 

## **Enrollment by Race/Ethnicity (%)**









## **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

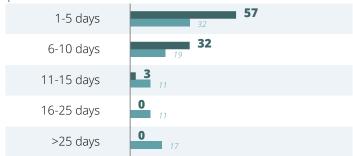
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.00

City Average \*

0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>7</b> 21	0
Free or Reduced Lunch	9 24	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	33	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>8</b> 24	<b>0</b>
Hispanic / Latino	10	0
Multiracial	9	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

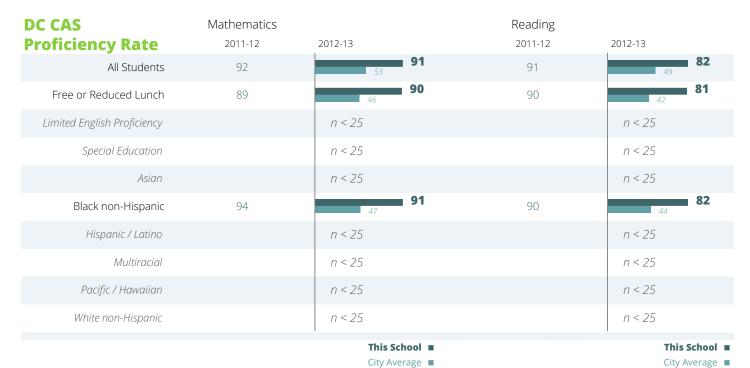
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	76	79	50	60	48	<b>54</b> 50
Free or Reduced Lunch	74	<b>76</b>	<b>75</b>	57	46	<b>51</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	76	79	49	59	49	<b>53</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

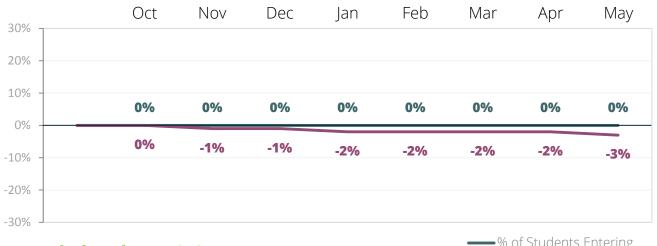
City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 697 Students



# Net Cumulative Change (%) -3%



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-0%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

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## **Meridian PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 1

Address 2120 13th Street, NW

Washington, DC 20009

Contact 202-387-9830

www.meridian-dc.org

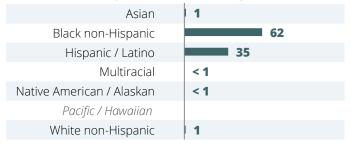
Type Public Charter School

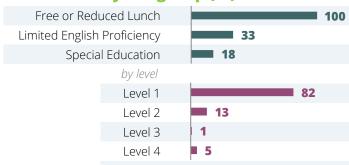
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**567 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

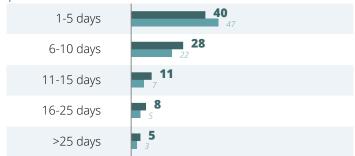
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (	%) % suspended 1+ days	% suspended 11+ days
All Student	S 7	0
Free or Reduced Lunch	h <b>13</b>	0
Limited English Proficienc	y <b>3</b>	0
Special Education	n <b>21</b>	<b>0</b>
Asiar	n < 10	n < 10
Black non-Hispani	c <b>9</b>	0
Hispanic / Latin	0 3 4	0
Multiracia	n < 10	n < 10
Pacific / Hawaiiar	n < 10	n < 10
White non-Hispanio	c n < 10	n < 10

This School ■

This School ■

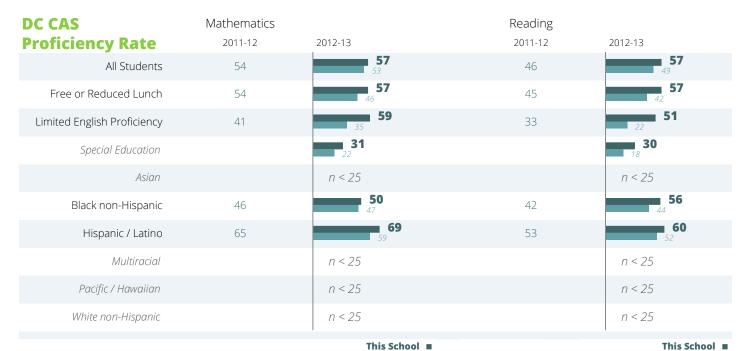
City Average \* ■ City Average \* ■

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<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	51	60	<b>56</b>	50	56	<b>53</b>
Free or Reduced Lunch	50	60	<b>56</b>	50	56	<b>54</b>
Limited English Proficiency			n < 25			n < 25
Special Education		57	<b>44</b> 43		57	<b>44</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	50	55	<b>53</b> 49	35	56	<b>47</b> 48
Hispanic / Latino	66	65	<b>65</b>	55	60	<b>57</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 567 Students



## **Net Cumulative Change (%)**

-1%

% of Students Entering% of Students Withdrawing

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Miner Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 601 15th St. NE

Washington, DC 20002

Contact (202) 397-3960

www.dcps.dc.gov/DCPS/miner

Type DCPS School

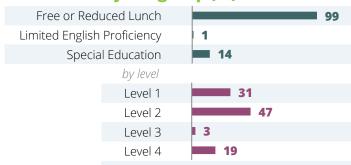
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**475 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	96
Hispanic / Latino	1 2
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	1







## **In-Seat Attendance Rate (%)**

**This School** 

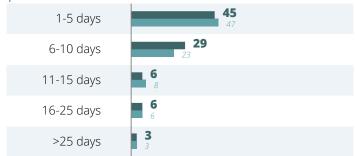
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>6</b> 5	0
Free or Reduced Lunch	<b>6</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	9 11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b> 7	0
Hispanic / Latino	9	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	35	<b>23</b> 53	32	<b>26</b> 49
Free or Reduced Lunch	35	<b>23</b> 46	26	<b>26</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		<b>7</b> 22		18
Asian		n < 25		n < 25
Black non-Hispanic	34	<b>23</b> 47	31	<b>26</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	54	27	<b>39</b> 50	51	32	<b>41</b> 50
Free or Reduced Lunch	55	27	<b>39</b> 49	50	32	<b>40</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	54	26	<b>39</b> 49	51	32	41
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 475 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Moten Elementary School**

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 1565 Morris Rd. SE

Washington, DC 20020

Contact (202) 698-1111

www.motenes.org

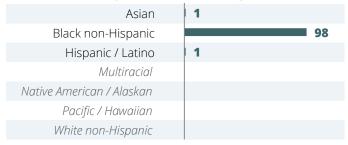
Type DCPS School

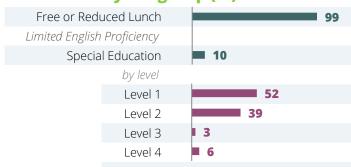
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

335 Students

## **Enrollment by Race/Ethnicity (%)**









## **In-Seat Attendance Rate (%)**

**This School** 

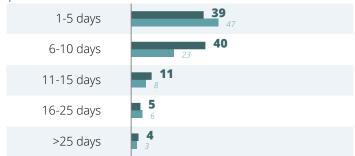
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

**Expulsion Rate (%)** 

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	9 5	0
Free or Reduced Lunch	<b>8</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	24	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>8</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	21	<b>13</b> 53	19	<b>15</b> 49
Free or Reduced Lunch	20	<b>13</b>	18	<b>15</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	21	<b>13</b> 47	19	<b>14</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	36	25	<b>30</b> 50	32	26	<b>29</b> 50
Free or Reduced Lunch	36	25	<b>30</b> 49	32	26	<b>29</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	36	25	<b>30</b> 49	32	26	<b>29</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

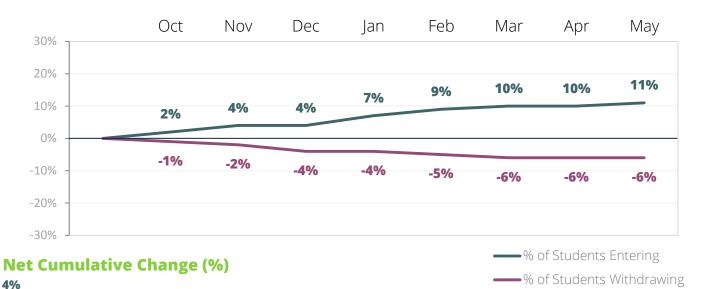
City Average

City Average ■

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# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 335 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

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## **Mundo Verde Bilingual PCS**

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-2nd

Ward 1

Address 3220 16th Street, NW

Washington, DC 20010

Contact 202-630-8373

www.mundoverdepcs.org

Type Public Charter School

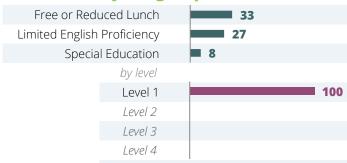
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

237 Students

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

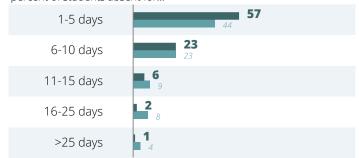
City Average \*

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#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>&lt;1</b>	0
Free or Reduced Lunch	<b>0</b>	0
Limited English Proficiency	0 7	0
Special Education	<b>0</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>2</b> 3	0
Hispanic / Latino	0 7	0
Multiracial	0 2	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

City Average \* ■

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<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

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# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 237 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	4%	4%	5%	6%	6%
Withdrawal	-2%	-3%	-4%	-5%	-5%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Murch Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 4810 36th St. NW

Washington, DC 20008

Contact (202) 282-0130

www.dcps.dc.gov/DCPS/murch

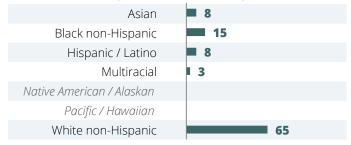
Type DCPS School

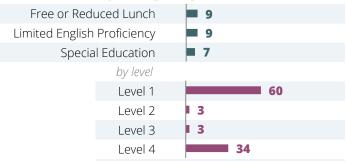
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**572 Students** 

## **Enrollment by Race/Ethnicity (%)**









## **In-Seat Attendance Rate (%)**

**This School** 

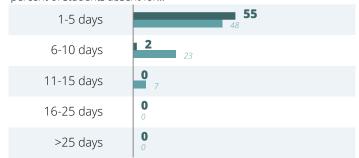
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	8	0
Limited English Proficiency	<b>0</b>	0
Special Education	11	0
Asian	<b>0</b>	0
Black non-Hispanic	8	0
Hispanic / Latino	<b>0</b>	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	0

This School ■

This School ■

City Average \* ■

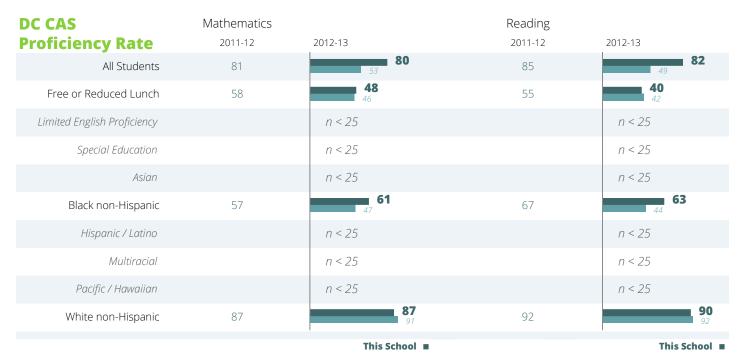
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average ■

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	45	69	<b>57</b>	68	59	50
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	34	37	<b>35</b>	49	39	44 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	55	75	<b>65</b>	72	61	<b>66</b>
			This School ■			This School ■

City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 572 Students



## Net Cumulative Change (%) <sub>2%</sub>



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Nalle Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 219 50th St. SE

Washington, DC 20019

Contact (202) 671-6280

www.dcps.dc.gov/DCPS/nalle

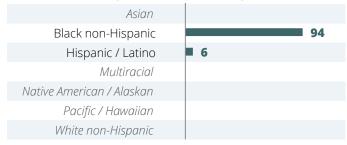
Type DCPS School

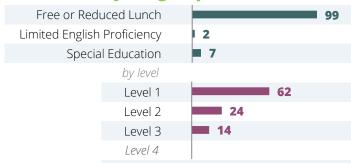
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

335 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

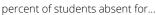
**This School** 

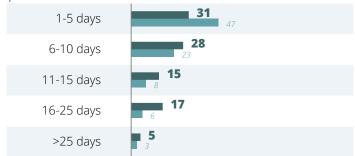
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.00

City Average \* 0.03

All Students	<b>15</b>	0
Free or Reduced Lunch	<b>16</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>24</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>16</b>	0
Black non-Hispanic Hispanic / Latino		_
	7	0
Hispanic / Latino	7 <b>0</b> 2	0

This School ■

This School ■

**Suspension Rate (%)** % suspended 1+ days

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	29	<b>56</b>	23	<b>39</b> 49
Free or Reduced Lunch	29	<b>56</b>	23	<b>39</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	27	<b>54</b>	21	<b>37</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

<b>Growth Percentiles</b> 2011-12 2012-13 Avg. 2-Year Growth 2011-12 2012-13 Avg. 2-Year	Growth
	JI OVVIII
All Students 29 <b>51 41</b> 50 37 <b>48</b>	<b>13</b> 50
Free or Reduced Lunch 29 <b>51 41</b> 38 <b>48</b>	<b>13</b> 49
Limited English Proficiency n < 25	
Special Education $n < 25$ $n < 25$	
Asian $n < 25$ $n < 25$	
Black non-Hispanic 29 <b>51 41</b> 37 <b>48</b>	<b>12</b> 48
Hispanic / Latino $n < 25$ $n < 25$	
Multiracial $n < 25$ $n < 25$	
Pacific / Hawaiian $n < 25$ $n < 25$	
White non-Hispanic n < 25	

This School ■
City Average ■

This School ■

City Average ■

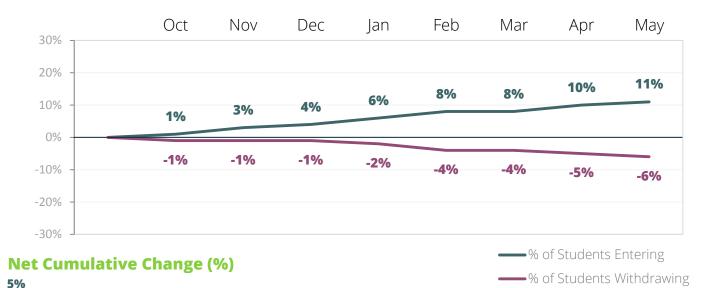
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 335 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **National Collegiate Preparatory Public Charter High School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 8

Address 4600 Livingston Road, SE

Washington, DC 20032

Contact 202-832-7737

www.nationalprepdc.org

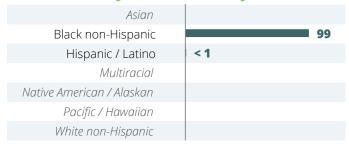
Type Public Charter School

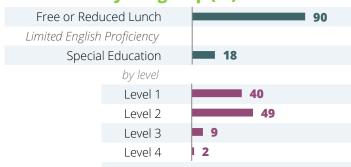
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

310 Students

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

81

City Average \*

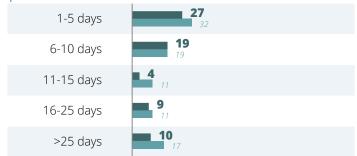
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

12

## Expulsion Rate (%)

This School

3.90

City Average \*

0.54



This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	40	<b>19</b> 53	53	<b>32</b> 49
Free or Reduced Lunch	43	<b>19</b> 46	57	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	41	<b>19</b> 47	54	<b>32</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	68	44	<b>55</b>	61	66	<b>63</b>
Free or Reduced Lunch	67	46	<b>55</b>	58	66	<b>63</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	68	44	<b>55</b>	61	66	<b>63</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 310 Students



	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Noyes Education Campus**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 2725 10th St. NE

Washington, DC 20018

Contact (202) 281-2580

www.dcps.dc.gov/DCPS/noyes

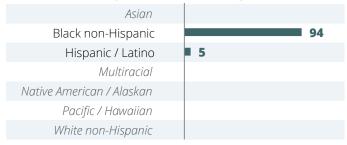
Type DCPS School

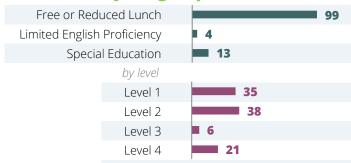
### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

282 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%)** 

**This School** City Average \* 0.00 0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b>	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>0</b>	0
Special Education	19	0
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■ City Average \* ■ This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## 2012-13 Equity Report

This School ■

City Average ■

## STUDENT ACHIEVEMENT

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	33	<b>30</b>	32	<b>30</b> 49
Free or Reduced Lunch	31	<b>30</b>	30	<b>30</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	33	<b>29</b> 47	31	<b>28</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	42	35	<b>39</b> 50	46	45	<b>46</b> 50
Free or Reduced Lunch	41	35	<b>38</b> 49	47	45	<b>46</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	42	35	<b>39</b> 49	46	44	<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■
City Average ■

This School ■

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# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 282 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Options PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-12th

Ward 6

Address 1375 E Street, NE

Washington, DC 20002

Contact 202-547-1028

www.optionsschool.org

Type Public Charter School

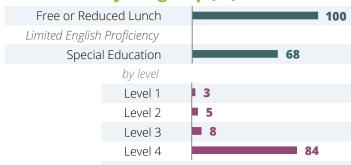
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**415 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

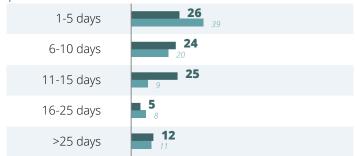
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate This School** 

City Average \*

(%)	
0.00	
0.49	

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>19</b> 23	0
Free or Reduced Lunch	<b>19</b> 27	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>20</b> 34	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>19</b> 27	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■ City Average \* ■

This School ■ City Average \* ■

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<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	7	<b>20</b> 53	5	<b>16</b> 49
Free or Reduced Lunch	7	<b>20</b> 46	6	<b>16</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	1	<b>14</b> 22		<b>14</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	5	<b>20</b> 47	4	<b>16</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	45	48	<b>47</b> 50	45	51	<b>48</b> 50
Free or Reduced Lunch	46	48	<b>47</b> 49	45	51	<b>49</b>
Limited English Proficiency			n < 25			n < 25
Special Education	45	49	<b>47</b>	44	48	<b>46</b>
Asian			n < 25			n < 25
Black non-Hispanic	45	48	<b>47</b> 49	45	51	<b>48</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■
City Average ■

City Average

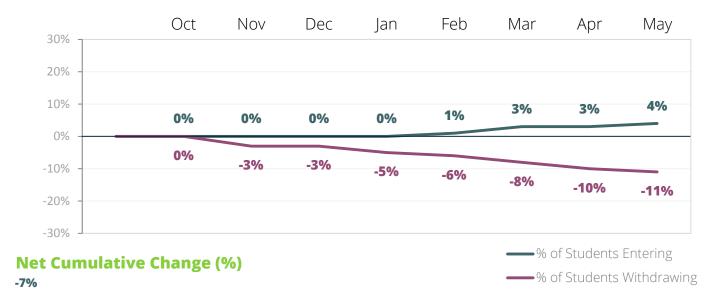
This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 415 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	6%	7%	8%	10%	11%	12%	13%	13%
Withdrawal	-2%	-3%	-4%	-6%	-7%	-8%	-10%	-12%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Orr Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 2200 Minnesota Ave. SE

Washington, DC 20020

Contact (202) 671-6240

www.orrelementary.org/

Type DCPS School

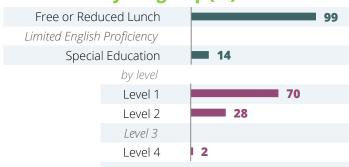
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**346 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	1
Black non-Hispanic	96
Hispanic / Latino	1
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	1







#### **In-Seat Attendance Rate (%)**

**This School** 

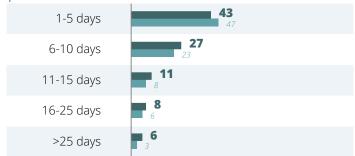
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>11</b>	0
Free or Reduced Lunch	<b>12</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	20	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>11</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	20	<b>29</b> 53	29	<b>32</b> 49
Free or Reduced Lunch	20	<b>29</b> 46	28	<b>32</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	19	<b>29</b>	27	<b>31</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	35	55	<b>46</b> 50	47	52	<b>50</b>
Free or Reduced Lunch	35	55	<b>46</b> 49	47	52	<b>50</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	34	55	<b>45</b> 49	47	51	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 346 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Oyster-Adams Bilingual School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-8th

Ward 3

Address 2801 Calvert St. NW and 2020 19th St.

NW

Contact (202) 671-6130

www.oysteradamsbilingual.org

Type DCPS School

#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**668 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0 14

Sus	pension Rate (%)	% suspended 1+ days	% suspended 11+ days
	All Students	11	0 0
	Free or Reduced Lunch	14	0 0
Lin	nited English Proficiency	<b>4</b>	0
	Special Education	5 20	0
	Asian	0 2	0
	Black non-Hispanic	14	0
	Hispanic / Latino	4	0
	Multiracial	<b>0</b>	0
	Pacific / Hawaiian	n < 10	n < 10
	White non-Hispanic	0 7	0

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	55	49	<b>52</b> 50	66	54	50
Free or Reduced Lunch	52	44	<b>48</b> 49	57	50	<b>53</b>
Limited English Proficiency	46	50	<b>48</b> 51		33	<b>39</b>
Special Education	39	54	<b>48</b>	55	66	43
Asian			n < 25			n < 25
Black non-Hispanic	49	46	<b>48</b> 49	70	56	<b>63</b>
Hispanic / Latino	53	47	<b>50</b> 52	64	46	<b>54</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	55	55	<b>55</b> 59	73	67	<b>70</b>
			This School ■			This School ■

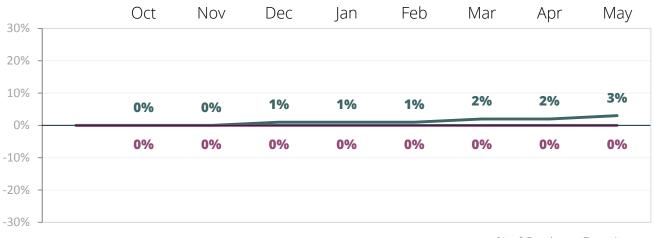
City Average ■

559

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 668 Students



# Net Cumulative Change (%) 3%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	6%	6%	7%	7%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Patterson Elementary School**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 4399 South Capitol Terr. SW

Washington, DC 20032

Contact (202) 939-5280

www.dcps.dc.gov/DCPS/patterson

Type DCPS School

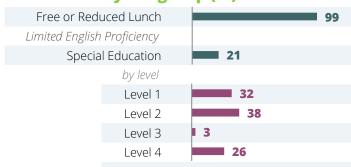
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

330 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	98
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	1







#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate (%) This School**

City Average \*

0.00

$\overline{}$	0	
		<
V	V	

All Students	<b>8</b> 5	0
Free or Reduced Lunch	<b>8</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	6	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>8</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

**Suspension Rate (%)** % suspended 1+ days

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	18	<b>24</b> 53	28	<b>15</b> 49
Free or Reduced Lunch	19	<b>24</b> 46	31	<b>15</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	15	<b>27</b> 22	18	<b>18</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	19	<b>23</b> 47	27	<b>14</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	39	40	<b>39</b> 50	43	34	<b>39</b> 50
Free or Reduced Lunch	38	40	<b>39</b> 49	48	34	<b>41</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	39	40	<b>39</b> 49	43	34	<b>39</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Black non-Hispanic  Hispanic / Latino  Multiracial  Pacific / Hawaiian	39	40	n < 25 n < 25	43	34	n < 25 n < 25 n < 25

This School ■
City Average ■

This School ■

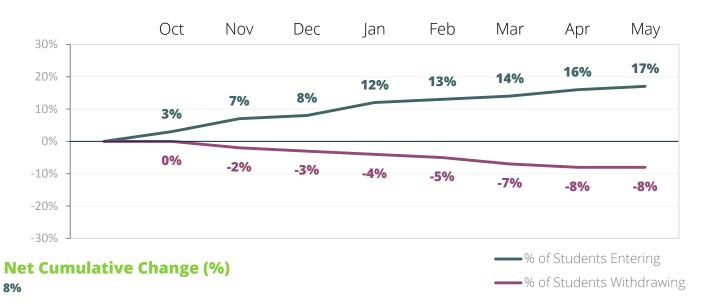
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 330 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Paul PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-10th

Ward 4

Address 5800 8th Street, NW

Washington, DC 20011

Contact 202-291-7499

www.paulcharter.org

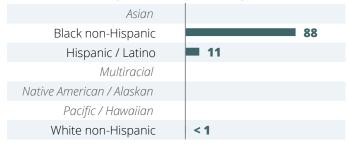
Type Public Charter School

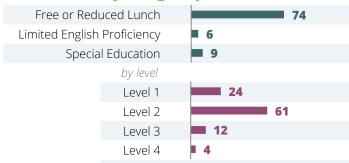
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**556 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

89

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

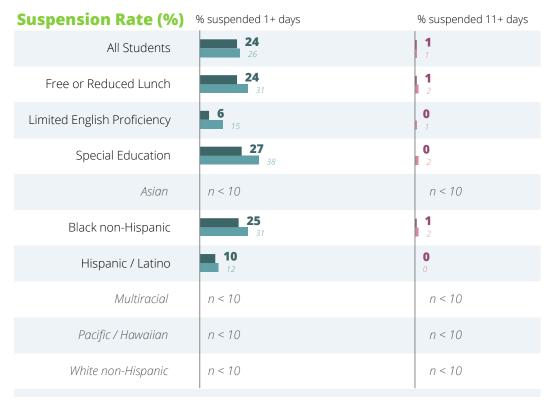
## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.18

City Average \*

0.55



This School ■
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
Proficiency Rate	2011-12	2012-13	2011-12	2012-13
All Students	68	53 81	60	<b>61</b>
Free or Reduced Lunch	68	<b>78</b>	58	<b>59</b>
Limited English Proficiency		n < 25		n < 25
Special Education	23	22 57	10	<b>35</b>
Asian		n < 25		n < 25
Black non-Hispanic	69	<b>82</b>	62	<b>62</b>
Hispanic / Latino	67	n < 25	48	n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School 
City Average

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	50	58	<b>54</b>	54	51	<b>53</b>
Free or Reduced Lunch	50	55	<b>52</b> 49	54	51	<b>53</b>
Limited English Proficiency			n < 25			n < 25
Special Education	44	81	43	47	57	<b>52</b>
Asian			n < 25			n < 25
Black non-Hispanic	50	57	<b>53</b>	54	50	<b>52</b> 48
Hispanic / Latino	48		<b>52</b> 52	58		<b>59</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 556 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	5%	6%	<b>7</b> %	9%	10%	11%	12%	13%
Withdrawal	-1%	-3%	-4%	-5%	-7%	-8%	-9%	-12%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Payne Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 1445 C St. SE

Washington, DC 20003

Contact (202) 698-3262

payneelementary.org

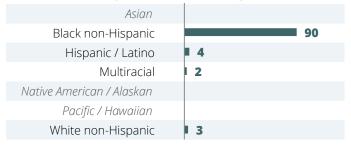
Type DCPS School

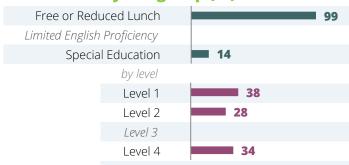
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

245 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>6</b> 5	0
Free or Reduced Lunch	<b>7</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>13</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>6</b> 7	0
Hispanic / Latino	9	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	46	<b>31</b> 53	41	<b>34</b> 49
Free or Reduced Lunch	46	<b>31</b> 46	41	<b>34</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	46	<b>30</b> 47	38	<b>32</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

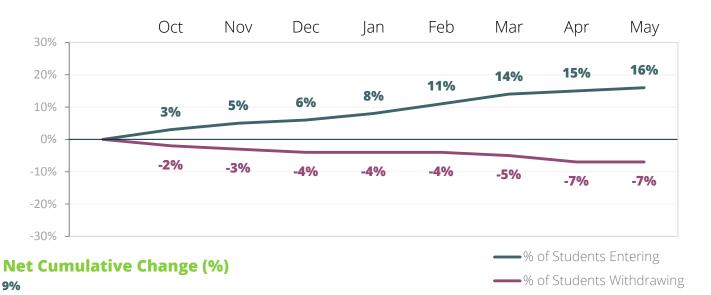
DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	66	24	<b>45</b> 50	63	39	<b>51</b>
Free or Reduced Lunch	66	24	<b>42</b> 49	67	39	<b>51</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	66	23	<b>43</b> 49	63	39	<b>50</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 245 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Peabody Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-K

Ward 6

Address 425 C St NE

Washington, DC 20002

Contact (202) 698-3277

www.dcps.dc.gov/DCPS/peabody

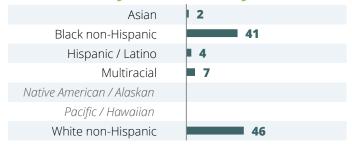
Type DCPS School

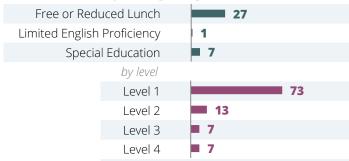
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

230 Students

#### **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

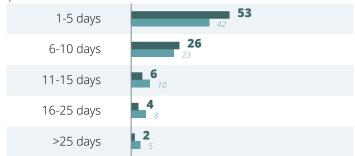
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	0 2	0
Limited English Proficiency	n < 10	n < 10
Special Education	0 2	0
Asian	n < 10	n < 10
Black non-Hispanic	0 2	0
Hispanic / Latino	n < 10	n < 10
Multiracial	0	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

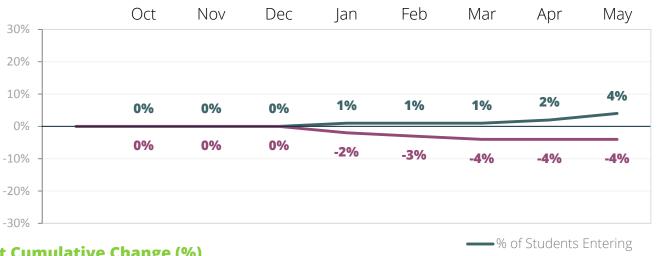
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment** 230 Students



#### **Net Cumulative Change (%)** 0%



### **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	3%	4%	4%	5%	6%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Perry Street Preparatory PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-12th

Ward 5

Address 1800 Perry Street, NE

Washington, DC 20018

Contact 202-529-4400

www.pspdc.org

Type Public Charter School

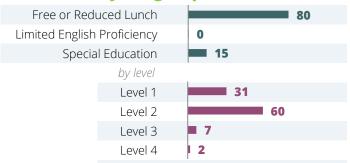
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

950 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	1
Black non-Hispanic	97
Hispanic / Latino	1 2
Multiracial	<1
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	







#### **In-Seat Attendance Rate (%)**

**This School** 

85

City Average \*

91

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

Expulsion Rate (%)

**This School**City Average \*

**0.00** 0.22

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	32 13	1 1
Free or Reduced Lunch	<b>31</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	23	1 1
Asian	<b>0</b>	0
Black non-Hispanic	<b>32</b>	1 1
Hispanic / Latino	<b>9</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10
	·	

This School ■
City Average \* ■

This School 
City Average \*

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	40	<b>46</b> 53	36	<b>43</b> 49
Free or Reduced Lunch	39	<b>45</b> 46	36	<b>40</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	11	<b>10</b> 22	9	<b>9</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	39	<b>46</b> 47	36	<b>43</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS Mathem	atics		Reading		
<b>Growth Percentiles</b> 2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students 56	53	<b>54</b>	48	47	<b>47</b> 50
Free or Reduced Lunch 57	53	<b>55</b>	48	45	<b>47</b>
Limited English Proficiency		n < 25			n < 25
Special Education 43	48	<b>46</b> 43	51	28	<b>39</b> 43
Asian		n < 25			n < 25
Black non-Hispanic 54	53	<b>54</b>	48	47	<b>47</b> 48
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 950 Students



# Net Cumulative Change (%) -5%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	5%	6%	7%	8%	9%	9%
Withdrawal	-2%	-3%	-4%	-5%	-6%	-7%	-8%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Phelps Architecture, Construction, and Engineering High School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 5

Address 704 26th St NE

Washington, DC 20002

Contact (202) 729-4360

phelpshsdc.org

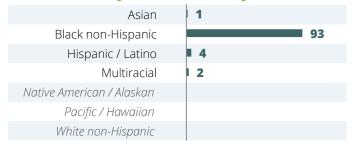
Type DCPS School

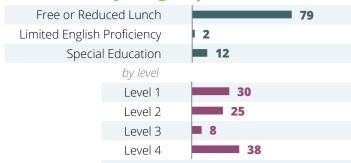
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**340 Students** 

#### **Enrollment by Race/Ethnicity (%)**









#### In-Seat Attendance Rate (%)

**This School** 

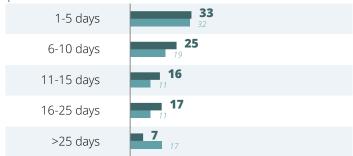
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

**Expulsion Rate (%)** 

**This School** 

0.00

City Average \* 0.54

14 1 All Students 15 1 Free or Reduced Lunch Limited English Proficiency n < 10n < 1025 0 Special Education Asian n < 10n < 1014 1 Black non-Hispanic **25** 0 Hispanic / Latino Multiracial n < 10n < 10Pacific / Hawaiian n < 10n < 10White non-Hispanic n < 10n < 10

% suspended 1+ days

This School ■

This School ■

Suspension Rate (%)

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	47	<b>47</b> 53	58	<b>44</b> 49
Free or Reduced Lunch	49	<b>47</b> 46	55	<b>43</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	49	<b>45</b> 47	59	<b>43</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	39	60	<b>48</b> 50	53	49	<b>51</b>
Free or Reduced Lunch	48	60	<b>54</b>	57	59	<b>58</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	41	60	<b>49</b>	52	49	<b>51</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 340 Students



## Mid-Year Entry and Withdrawals (%)

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Plummer Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 4601 Texas Ave. SE

Washington, DC 20019

Contact (202) 939-4360

www.plummerelementary.com

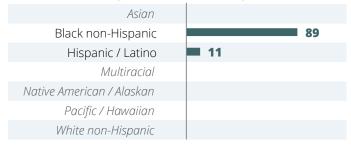
Type DCPS School

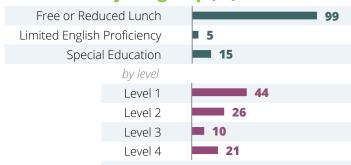
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**263 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

92

City Average \*

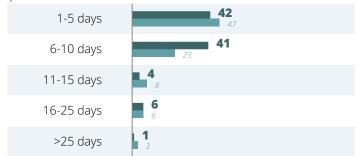
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#) This School 0

Expulsion Rate (%)
This School 0.00

City Average \* 0.

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	4 5	0
Free or Reduced Lunch	<b>5</b> 7	0
Limited English Proficiency	0 1	0
Special Education	<b>13</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 7	<b>0</b> 0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	56	<b>40</b> 53	45	<b>32</b> 49
Free or Reduced Lunch	57	<b>40</b> 46	45	<b>32</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	55	<b>37</b>	45	<b>33</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■ City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	57	37	<b>46</b> 50	64	31	<b>46</b> 50
Free or Reduced Lunch	57	37	<b>46</b> 49	64	31	<b>46</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	57	41	<b>48</b> 49	64	32	<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■ City Average

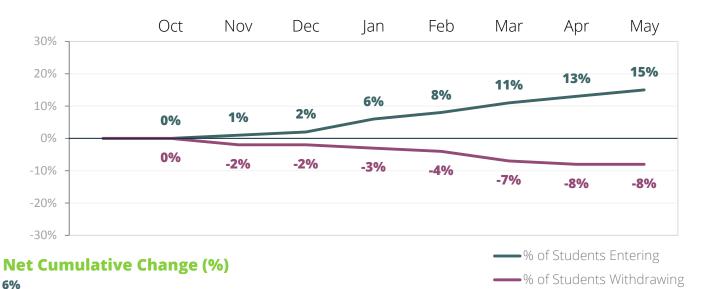
586

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 263 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Potomac Lighthouse PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 4401 8th Street, NE

Washington, DC 20017

Contact 202-526-6003

www.lighthouse-academies.org

Type Public Charter School

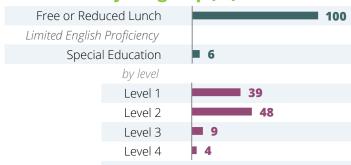
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**397 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	<1
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	<1







#### **ATTENDANCE**

### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \* 0.09 Suspension Rate (%) % suspended 1+ days % suspended 11+ days 0 13 All Students 13 0 Free or Reduced Lunch Limited English Proficiency n < 10n < 1026 0 Special Education Asian n < 10n < 1013 0 Black non-Hispanic Hispanic / Latino n < 10n < 10Multiracial n < 10n < 10Pacific / Hawaiian n < 10n < 10White non-Hispanic n < 10n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13
All Students	51	<b>49</b> 53	50 44
Free or Reduced Lunch		<b>49</b> 46	44
Limited English Proficiency		n < 25	n < 25
Special Education		n < 25	n < 25
Asian		n < 25	n < 25
Black non-Hispanic	51	<b>49</b> 47	50 44
Hispanic / Latino		n < 25	n < 25
Multiracial		n < 25	n < 25
Pacific / Hawaiian		n < 25	n < 25
White non-Hispanic		n < 25	n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	48	35	<b>40</b> 50	49	36	<b>41</b> 50
Free or Reduced Lunch		35	<b>35</b>		36	<b>35</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	47	35	<b>40</b> 49	46	37	41
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 397 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	6%	6%	7%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Powell Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 4

Address 1350 Upshur St. NW

Washington, DC 20011

Contact (202) 671-6270

www.dcps.dc.gov/DCPS/powell

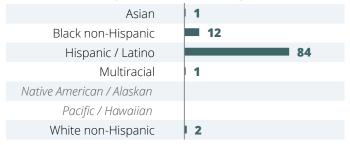
Type DCPS School

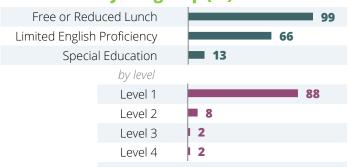
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**391 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

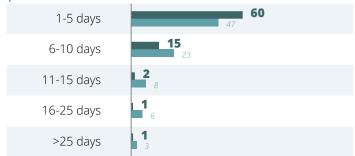
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

### **Expulsion Rate (%) This School**

City Average \*

0.00

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	4 5	0
Free or Reduced Lunch	<b>4</b> 7	<b>0</b>
Limited English Proficiency	<b>3</b>	0
Special Education	<b>12</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>7</b>	0
Hispanic / Latino	4 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10
	·	1

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	51	<b>63</b>	37	<b>45</b> 49
Free or Reduced Lunch	48	46	36	<b>45</b> 42
Limited English Proficiency	45	35 61	33	<b>39</b>
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic		n < 25		n < 25
Hispanic / Latino	49	<b>65</b>	36	<b>45</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	55	57	<b>56</b>	55	49	<b>51</b>
Free or Reduced Lunch	55	57	<b>56</b>	57	49	<b>51</b> 49
Limited English Proficiency		59	<b>55</b>			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino		59	<b>58</b>		49	<b>52</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 391 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Randle Highlands Elementary School**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 1650 30th St. SE

Washington, DC 20020

Contact (202) 729-3250

www.dcps.dc.gov/DCPS/randle-

highlands

Type DCPS School

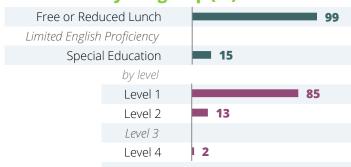
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**358 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

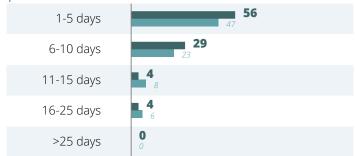
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 

City Average \*

 ( /0)
0.00

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>3</b> 5	0
Free or Reduced Lunch	<b>3</b> 7	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>3</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	35	<b>28</b> 53	40	<b>42</b> 49
Free or Reduced Lunch	37	<b>28</b> 46	40	<b>42</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	35	<b>28</b> 47	40	<b>42</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	53	52	<b>53</b> 50	53	51	<b>52</b> 50
Free or Reduced Lunch	56	52	<b>53</b>	51	51	<b>51</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	53	52	<b>53</b>	53	51	<b>52</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 358 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Raymond Education Campus**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 915 Spring Rd. NW

Washington, DC 20010

Contact (202) 576-6236

http://raymondeducationcampus.org/

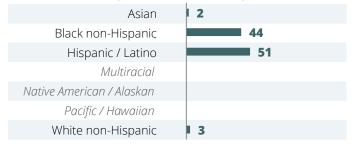
Type DCPS School

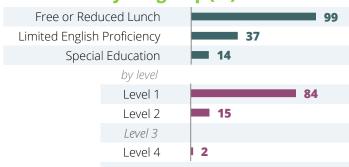
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**451 Students** 

## **Enrollment by Race/Ethnicity (%)**









## 2012-13 Equity Report

#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

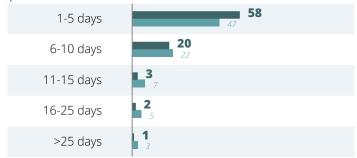
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 0.00

City Average \*

**0.00** 0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	10	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>0</b>	0
Special Education	19	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	0	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0
	·	·

This School ■
City Average \* ■

This School 
City Average \*

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	42	<b>41</b> 53	40	<b>46</b> 49
Free or Reduced Lunch	43	<b>41</b> 46	42	<b>46</b> 42
Limited English Proficiency	33	<b>29</b> 35	25	<b>26</b> 22
Special Education	3	22		18
Asian		n < 25		n < 25
Black non-Hispanic	35	<b>44</b> 47	40	<b>51</b>
Hispanic / Latino	48	<b>38</b> 59	40	<b>42</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	41	50	<b>45</b> 50	48	61	<b>54</b>
Free or Reduced Lunch	39	50	<b>45</b> 49	47	61	<b>54</b>
Limited English Proficiency	39		<b>43</b> 51			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	39	47	<b>43</b> 49	41	60	<b>50</b> 48
Hispanic / Latino	41	54	<b>47</b> 52	53	61	<b>57</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			I			I

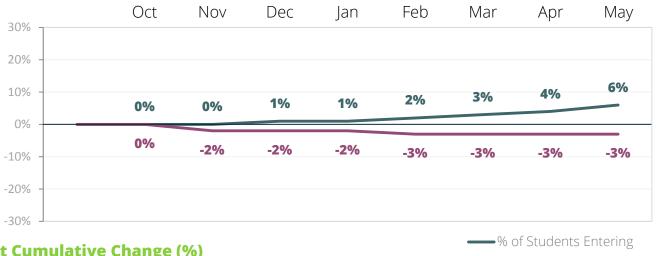
This School ■
City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 451 Students



# Net Cumulative Change (%) 3%

% of Students Entering% of Students Withdrawing

## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Richard Wright PCS for Journalism and Media Arts**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 8th-11th

Ward 6

Address 770 M Street, SE

Washington, DC 20003

Contact 202-388-1011

www.richardwrightpcs.org

Type Public Charter School

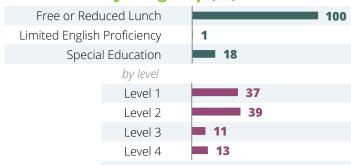
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**202 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	<1
White non-Hispanic	







#### **ATTENDANCE**

#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

All Students	<b>23</b> 26	0 2
Free or Reduced Lunch	<b>23</b>	0 2
Limited English Proficiency	n < 10	n < 10
Special Education	<b>18</b>	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>23</b>	0 2
Hispanic / Latino	n < 10	n < 10
Hispanic / Latino Multiracial	n < 10 n < 10	n < 10 n < 10
Multiracial	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

**Suspension Rate (%)** % suspended 1+ days

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2	012-13
All Students	33	<b>25</b> 53	23	<b>44</b> 49
Free or Reduced Lunch	38	<b>25</b>	27	<b>44</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	31	<b>25</b> 47	21	<b>45</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics		Reading		
<b>Growth Percentiles</b>	2011-12 2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	32	31 50		57	<b>53</b>
Free or Reduced Lunch	32	<b>33</b>		57	<b>54</b>
Limited English Proficiency		n < 25			n < 25
Special Education		n < 25			n < 25
Asian		n < 25			n < 25
Black non-Hispanic	32	<b>31</b> 49		56	<b>53</b>
Hispanic / Latino		n < 25			n < 25
Multiracial		n < 25			n < 25
Pacific / Hawaiian		n < 25			n < 25
White non-Hispanic		n < 25			n < 25
		This School ■			This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 202 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

`	Oct	Nov	Dec	Jan	reb	Mar	Apr	May
Entry	6%	8%	9%	11%	13%	14%	15%	16%
Withdrawal -	-1%	-3%	-5%	-7%	-9%	-10%	-12%	-15%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Roosevelt High School @ MacFarland**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 4

Address 4400 Iowa Ave. NW

Washington, DC 20011

Contact (202) 576-6130

www.dcps.dc.gov/DCPS/roosevelt

Type DCPS School

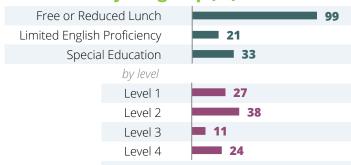
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**473 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **ATTENDANCE**

#### In-Seat Attendance Rate (%)

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**



This School ■ City Average \*

### **DISCIPLINE**

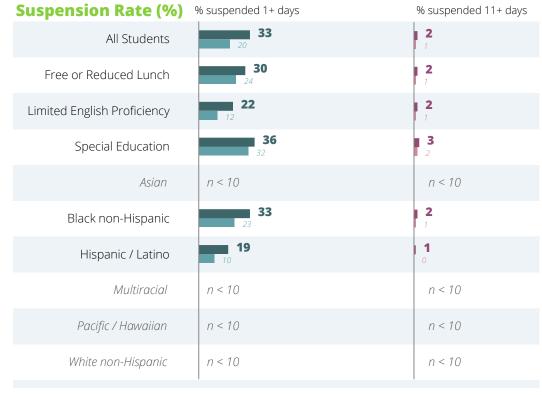
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.54



This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	18	<b>20</b> 53	15	<b>21</b> 49
Free or Reduced Lunch	17	<b>20</b> 46	17	<b>21</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	3	22		<b>10</b>
Asian		n < 25		n < 25
Black non-Hispanic	18	<b>21</b> 47	18	<b>20</b> 44
Hispanic / Latino	16	<b>16</b> 59	6	<b>25</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	36	32	<b>34</b> 50	19	33	<b>26</b> 50
Free or Reduced Lunch	35	32	<b>33</b>	29	33	<b>31</b>
Limited English Proficiency			n < 25			n < 25
Special Education		32	<b>32</b> 43			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	37	30	<b>33</b>	20	32	<b>26</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

610

This School ■

City Average ■

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 473 Students**



## **Net Cumulative Change (%)** 6%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	8%	10%	11%	12%	14%	15%	16%	17%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Roosevelt STAY High School @ MacFarland**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 4

Address 4400 Iowa Ave. NW

Washington, DC 20011

Contact (202) 576-8399

www.rstay.org

Type DCPS School

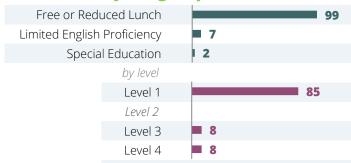
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**652 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

**This School** 

#### **Expulsion Rate (%) This School** 0.00 0.24

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0 2	0
Free or Reduced Lunch	<b>0</b>	0
Limited English Proficiency	0 1	0
Special Education	8	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>0</b>	0
Hispanic / Latino	0	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Roots PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 15 Kennedy Street, NW

Washington, DC 20011

Contact 202-882-8073

www.rootspcs.org

Type Public Charter School

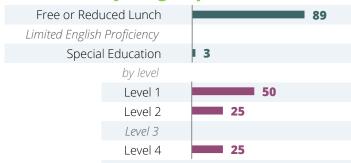
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**120 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **ATTENDANCE**

### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

## Expulsion Rate (%) This School 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	10	0
Free or Reduced Lunch	13	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

## STUDENT ACHIEVEMENT

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS Proficiency Rate	Mathematics	2012-13	Reading 2011-12	2012-13
All Students	48	<b>55</b>	70	<b>65</b>
Free or Reduced Lunch	44	<b>44</b> 46	69	<b>56</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	48	<b>55</b>	70	<b>65</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	43		<b>43</b> 50	45		<b>45</b> 50
Free or Reduced Lunch	38		<b>40</b> 49	43		<b>44</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	43		<b>43</b> 49	45		<b>45</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

616

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 120 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	6%	7%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Ross Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 2

Address 1730 R St. NW

Washington, DC 20009

Contact (202) 673-7200

www.rosselementary.org

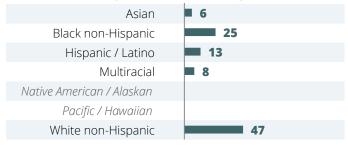
Type DCPS School

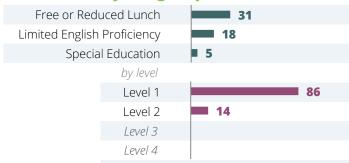
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**154 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

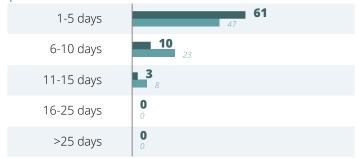
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%)** 0.00

**This School** City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>2</b> 5	0 0
Free or Reduced Lunch	<b>2</b> 7	0 0
Limited English Proficiency	0 7	0
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>3</b> 7	0 0
Hispanic / Latino	0 2	0
Multiracial	8	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	1 0	0

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	73	<b>79</b>	65	49
Free or Reduced Lunch		n < 25		n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic		n < 25		n < 25
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	76		50	40		<b>55</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

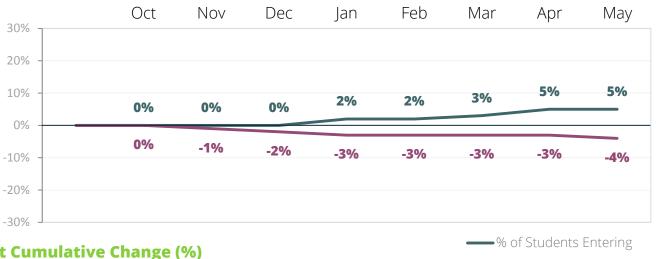
This School ■
City Average ■

This School ■
City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 154 Students**



### **Net Cumulative Change (%)** 1%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-0%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Savoy Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 2400 Shannon Pl. SE

Washington, DC 20020

Contact (202) 939-2000

www.dcps.dc.gov/DCPS/savoy

Type DCPS School

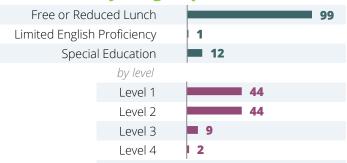
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**387 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







### **In-Seat Attendance Rate (%)**

**This School** 

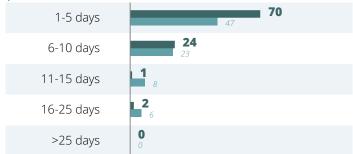
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b> 5	0
Free or Reduced Lunch	<b>4</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	9 11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	16	<b>22</b> 53	19	<b>27</b> 49
Free or Reduced Lunch	15	<b>22</b> 46	20	<b>27</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		22		18
Asian		n < 25		n < 25
Black non-Hispanic	16	<b>22</b> 47	19	<b>26</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

Growth Percentiles         2011-12         2012-13         Avg. 2-Year Growth         2011-12         2012-13         Avg. 2-Year Growth           All Students         36         41         39/50         39         50         45/50           Free or Reduced Lunch         36         41         39/49         39         50         45/49           Limited English Proficiency         n < 25         n < 25         n < 25
Free or Reduced Lunch 36 <b>41</b> 39 39 50 45 49
Free of Reduced Luffer 50 41 49 59 50 49
Limited English Proficiency $n < 25$ $n < 25$
Special Education $n < 25$ $n < 25$
Asian $n < 25$ $n < 25$
Black non-Hispanic 36 <b>41</b> 39 49 44 48
Hispanic / Latino $n < 25$ $n < 25$
Multiracial $n < 25$ $n < 25$
Pacific / Hawaiian $n < 25$ $n < 25$
White non-Hispanic $n < 25$ $n < 25$

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 387 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# School Without Walls @ Francis-Stevens

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 2

Address 2425 N St. NW

Washington, DC 20037

Contact (202) 724-4841

www.dcps.dc.gov/DCPS/francis-

stevens

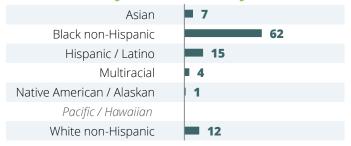
Type DCPS School

#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**224 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

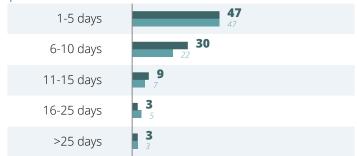
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	10	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>0</b>	0
Special Education	<b>12</b>	0
Asian	0	0
Black non-Hispanic	13	0
Hispanic / Latino	0	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 1	0
		1

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	50	<b>47</b> 53	52	<b>57</b>
Free or Reduced Lunch	40	41	44	<b>52</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	52	<b>45</b> 47	55	<b>56</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	44	44	44 50	44	59	<b>51</b>
Free or Reduced Lunch	44	42	<b>43</b>	42	59	<b>50</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	44	44	<b>44</b> 49	47	58	<b>52</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment** 224 Students



# 5%

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **School Without Walls High School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 2

Address 2130 G St. NW

Washington, DC 20037

Contact (202) 645-9690

www.swwhs.org

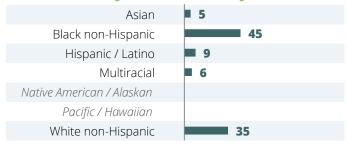
Type DCPS School

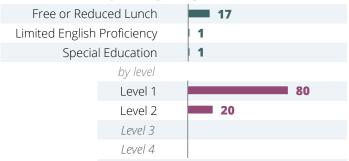
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**548 Students** 

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

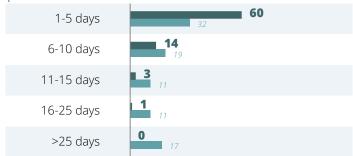
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#) This School 0

# Expulsion Rate (%) This School 0.00

City Average \*

0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	21	<b>0</b>
Free or Reduced Lunch	24	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	<b>11</b>	0
Black non-Hispanic	24	0
Hispanic / Latino	10	0
Multiracial	<b>10</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>2</b> 2	0
	This School ■	This School ■

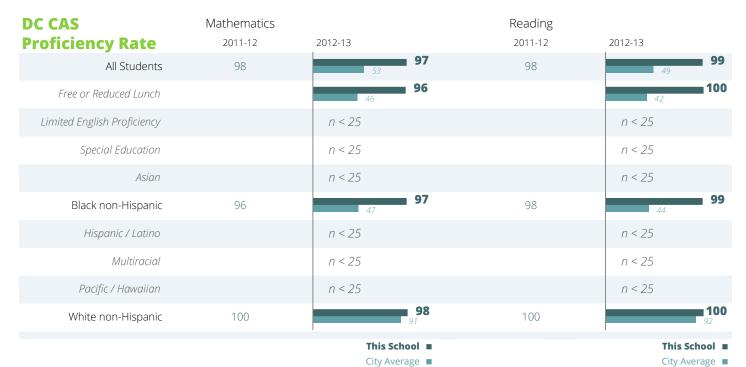
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

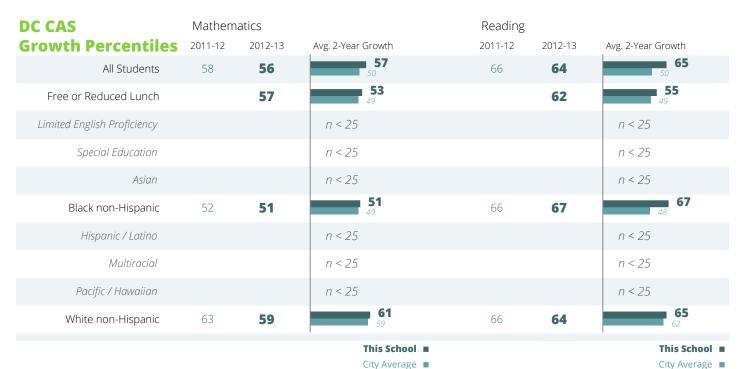
#### **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

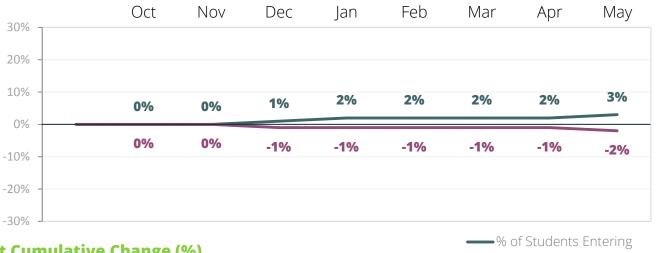
**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.



What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 548 Students



# Net Cumulative Change (%) 1%

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	0%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-0%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **School-Within-School @ Goding**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-2nd

Ward 6

Address 920 F St. NE

Washington, DC 20002

Contact (202) 727-7377

www.schoolwithinschool.org

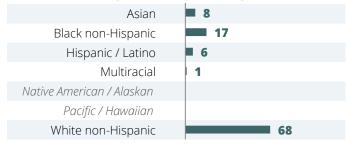
Type DCPS School

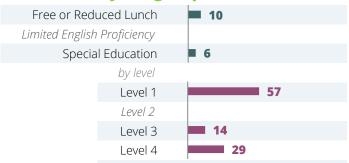
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**126 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

97

City Average \*

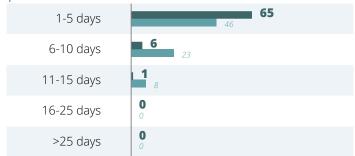
92

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.00

City Average \*

0.02

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b>	0
Free or Reduced Lunch	<b>0</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	<b>0</b>	0
Black non-Hispanic	<b>5</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b> 0	0 0

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 126 Students**



### **Net Cumulative Change (%)** 3%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	4%	4%	5%	5%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-6%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Seaton Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 1503 10th St. NW

Washington, DC 20001

Contact (202) 673-7215

www.dcps.dc.gov/DCPS/seaton

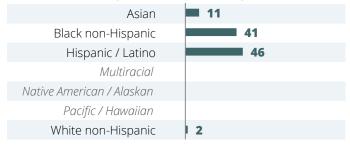
Type DCPS School

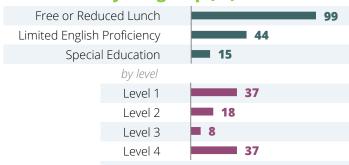
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**256 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

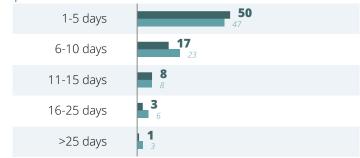
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	0 1	0
Special Education	11	0
Asian	0 1	0
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

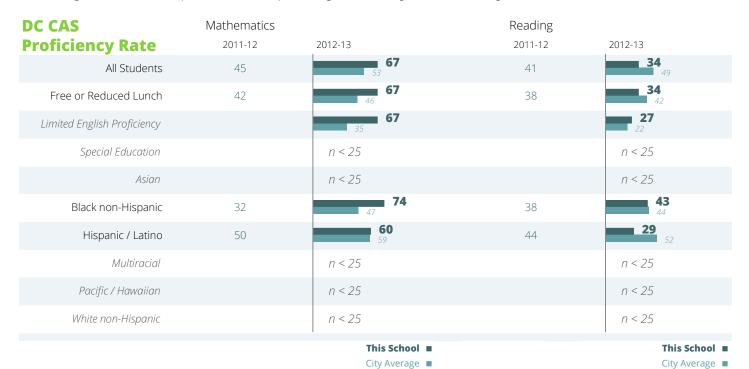
This School ■

City Average \* ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	60	80	50	51	47	<b>49</b> 50
Free or Reduced Lunch	59	80	<b>70</b>	49	47	<b>48</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino	59	75	52	41	41	<b>41</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 256 Students



# Net Cumulative Change (%) 4%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# SEED Public Charter School of Washington, D.C.

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-12th

Ward 7

Address 4300 C Street, SE

Washington, DC 20019

Contact 202-248-7773

www.seedschooldc.org

Type Public Charter School

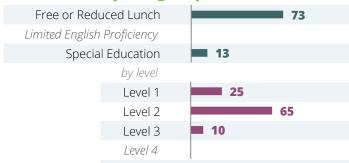
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**341 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### In-Seat Attendance Rate (%)

**This School** 

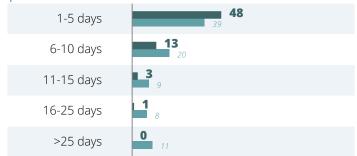
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

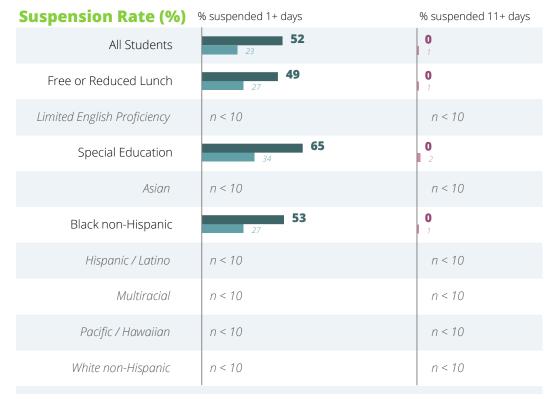
# **Expulsion Rate (%)**

**This School** 

3.23

City Average \*

0.49



This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	79	<b>68</b>	58	<b>47</b> 49
Free or Reduced Lunch	79	46	56	<b>50</b>
Limited English Proficiency		n < 25		n < 25
Special Education	31	<b>32</b>	17	<b>13</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	79	<b>68</b>	58	<b>47</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	69	52	50	56	41	<b>48</b> 50
Free or Reduced Lunch	64	48	<b>55</b>	58	43	<b>49</b>
Limited English Proficiency			n < 25			n < 25
Special Education	69	53	43		41	<b>41</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	69	<b>52</b>	49	56	41	<b>48</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
Black non-Hispanic  Hispanic / Latino  Multiracial  Pacific / Hawaiian	69	52	n < 25 n < 25 n < 25	56	41	148 n < 25 n < 25 n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 341 Students**



### **Net Cumulative Change (%)** -9%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	6%	7%	8%	10%	11%	12%	13%	13%
Withdrawal	-2%	-3%	-4%	-6%	-7%	-8%	-10%	-12%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Shepherd Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 4

Address 7800 14th St. NW

Washington, DC 20012

Contact (202) 576-6140

http://www.shepherd-elementary.org/

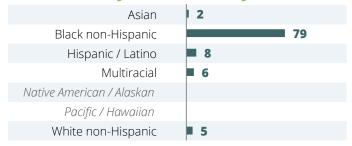
Type DCPS School

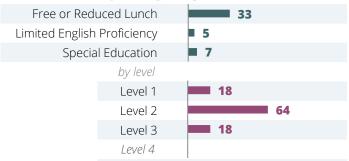
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**314 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

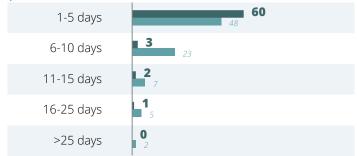
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

# **Expulsion Rate (%)**

**This School**City Average \*

0.00

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	8	0
Limited English Proficiency	0	0
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	8	0
Hispanic / Latino	0	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>0</b>	0
	·	•

This School ■
City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	69	<b>71</b>	76	<b>76</b>
Free or Reduced Lunch	60	<b>54</b>	58	<b>56</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	69	<b>73</b>	77	<b>77</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	66	52	<b>59</b>	62	61	<b>61</b>
Free or Reduced Lunch		55	<b>59</b>		60	<b>62</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	66	53	<b>59</b>	63	63	<b>63</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

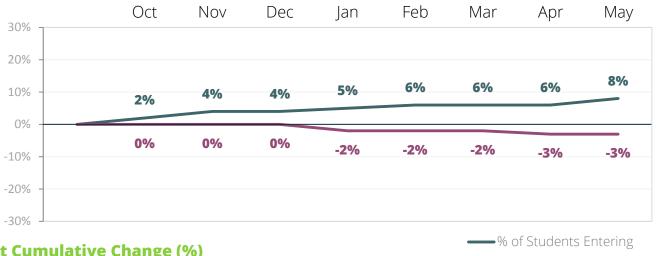
City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 314 Students



# Net Cumulative Change (%) 5%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Shining Stars Montessori Academy PCS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-2nd

Ward 1

Address 1328 Florida Avenue, NW Annex

Washington, DC 20009

Contact 202-319-2307

www.ss-montessori.org/

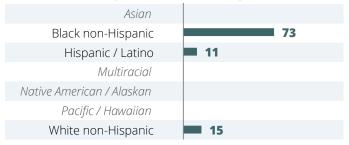
Type Public Charter School

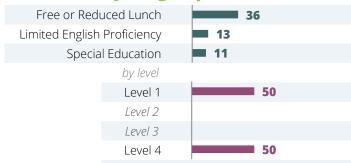
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**55 Students** 

## **Enrollment by Race/Ethnicity (%)**











#### **In-Seat Attendance Rate (%)**

**This School** 

89

City Average \*

92

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

U

Expulsion Rate (%)
This School 0.00

City Average \*

0.01

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	0 2	0
Free or Reduced Lunch	<b>0</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	n < 10	n < 10
Asian	n < 10	n < 10
Black non-Hispanic	<b>0</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average ★ ■

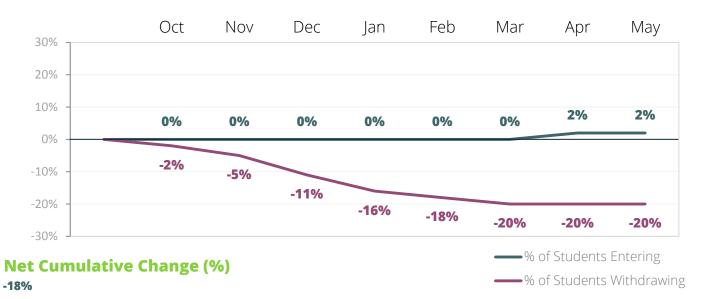
<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 55 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	1%	2%	3%	4%	4%	5%	6%	6%
Withdrawal	-2%	-3%	-4%	-5%	-5%	-6%	-7%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Simon Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 401 Mississippi Ave. SE

Washington, DC 20032

Contact (202) 645-3360

www.dcps.dc.gov/DCPS/simon

Type DCPS School

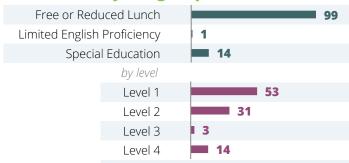
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

270 Students

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







### **In-Seat Attendance Rate (%)**

**This School** 

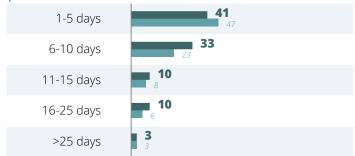
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	34	<b>36</b>	33	<b>40</b> 49
Free or Reduced Lunch	32	<b>36</b>	32	<b>40</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	34	<b>36</b> 47	34	<b>40</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	54	48	<b>51</b> 50	31	50	<b>40</b> 50
Free or Reduced Lunch	55	48	<b>51</b>	30	50	<b>41</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	54	48	<b>51</b>	31	50	<b>40</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			I			I

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 270 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Smothers Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 4400 Brooks St. NE

Washington, DC 20019

Contact (202) 939-3600

www.dcps.dc.gov/DCPS/smothers

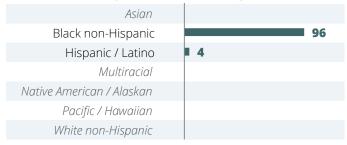
Type DCPS School

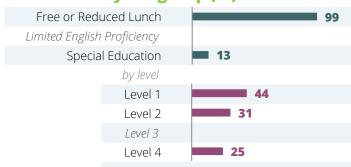
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**282 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

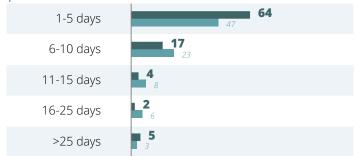
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	31	<b>29</b> 53	24	<b>24</b> 49
Free or Reduced Lunch	29	<b>29</b> 46	23	<b>24</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	30	<b>27</b> 47	23	<b>24</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	38	31	<b>34</b> 50	30	37	<b>34</b> 50
Free or Reduced Lunch	38	31	<b>34</b>	28	37	<b>33</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	39	31	<b>34</b> 49	28	37	<b>33</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

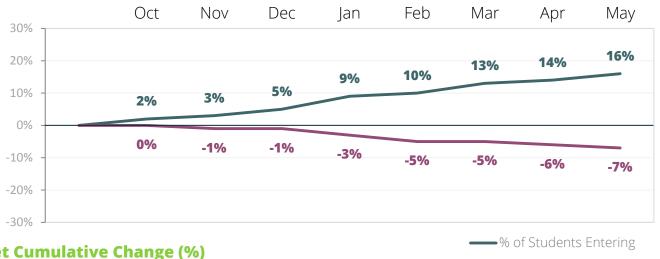
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment** 282 Students



## **Net Cumulative Change (%)** 9%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Sousa Middle School

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 7

Address 3650 Ely Pl. SE

Washington, DC 20019

Contact (202) 729-3260

www.dcps.dc.gov/DCPS/sousa

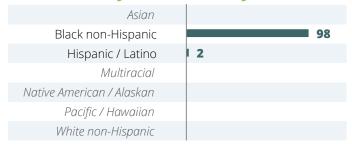
Type DCPS School

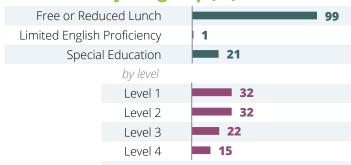
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**304 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

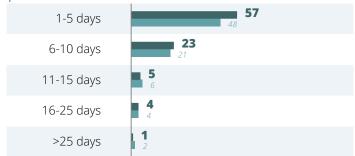
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 0.00

City Average \*

0.43

<b>28</b> 26	<b>2</b>
<b>31</b>	<b>2</b>
n < 10	n < 10
<b>37</b> 35	<b>3</b>
n < 10	n < 10
<b>27</b>	<b>2</b>
n < 10	n < 10
n < 10	n < 10
n < 10	n < 10
n < 10	n < 10
	31 30 n < 10 37 35 n < 10 27 31 n < 10 n < 10

This School ■

This School ■ City Average \* ■

**Suspension Rate (%)** % suspended 1+ days

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	48	<b>45</b> 53	38	<b>36</b> 49
Free or Reduced Lunch	46	<b>45</b> 46	36	<b>36</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	13	<b>13</b> 22	8	<b>8</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	48	<b>45</b> 47	39	<b>36</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	37	44	<b>40</b> 50	45	47	<b>46</b> 50
Free or Reduced Lunch	36	44	<b>40</b>	44	47	<b>46</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	31	48	<b>39</b> 43	40	42	<b>41</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	37	44	<b>40</b> 49	46	47	<b>46</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

City Average

This School ■

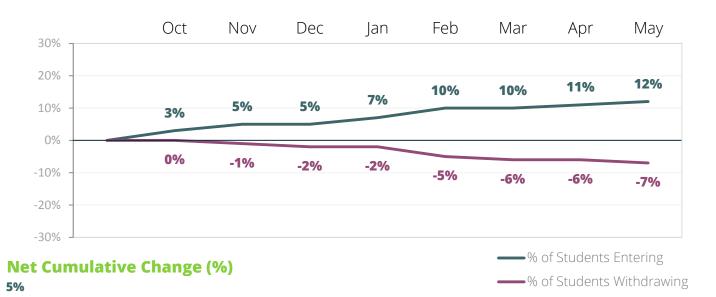
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 304 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	<b>7</b> %	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# St. Coletta Special Education PCS

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Ungraded

Ward 7

Address 1901 Independence Avenue, SE

Washington, DC 20003

Contact 202-350-8680

www.stcoletta.org

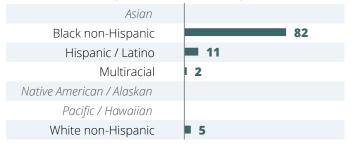
Type Public Charter School

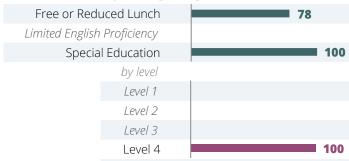
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

250 Students

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

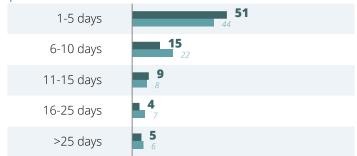
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 

City Average \*

0.24

0.00

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	13	0
Free or Reduced Lunch	16	0
Limited English Proficiency	n < 10	n < 10
Special Education	23	0
Asian	n < 10	n < 10
Black non-Hispanic	16	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 7	0

This School ■

This School ■

City Average \* ■

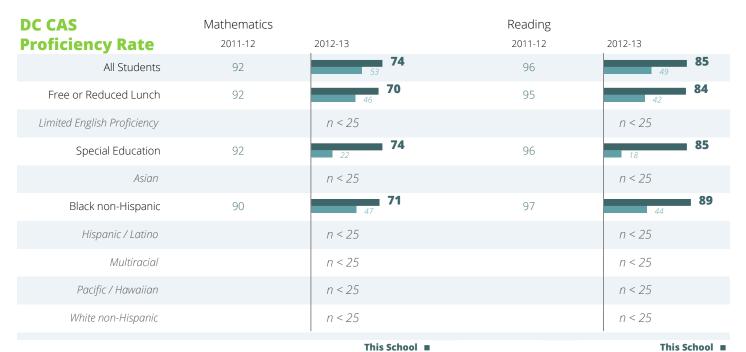
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

# STUDENT GROWTH

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students			n < 25			n < 25
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment** 250 Students



## **Net Cumulative Change (%)** 0%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	5%	6%	6%	8%	9%	10%	10%	11%
Withdrawal	-5%	-6%	-7%	-8%	-10%	-11%	-12%	-13%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Stanton Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 2701 Naylor Rd. SE

Washington, DC 20020

Contact (202) 671-6180

www.dcps.dc.gov/DCPS/stanton

Type DCPS School

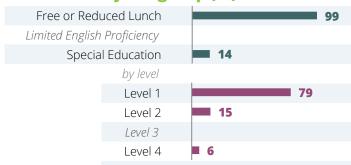
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**391 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	98
Hispanic / Latino	1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

0

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.03

/ III Stadents	5	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	8 11	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>4</b> 7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

\* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

**Suspension Rate (%)** % suspended 1+ days

All Students

This School ■

City Average \* ■

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	28	<b>42</b> 53	19	<b>20</b> 49
Free or Reduced Lunch	29	<b>42</b> 46	18	<b>20</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		<b>24</b> 22	7	<b>10</b> 18
Asian		n < 25		n < 25
Black non-Hispanic	28	<b>42</b> 47	19	<b>20</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	66	74	<b>70</b>	56	59	<b>58</b>
Free or Reduced Lunch	66	74	<b>70</b>	60	59	<b>59</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	66	74	<b>70</b>	56	59	<b>57</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 391 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Stoddert Elementary School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-5th

Ward 3

Address 4001 Calvert St. NW

Washington, DC 20007

Contact (202) 671-6030

www.dcps.dc.gov/DCPS/stoddert

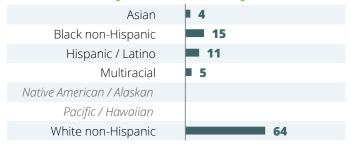
Type DCPS School

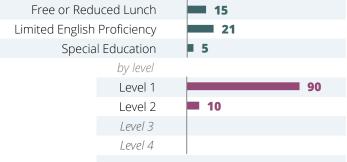
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**368 Students** 

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

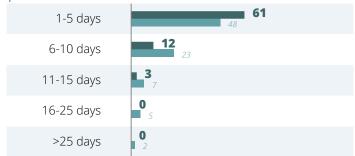
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 6	0
Free or Reduced Lunch	<b>2</b> 8	0
Limited English Proficiency	0 2	0
Special Education	11	0 0
Asian	0 1	0
Black non-Hispanic	<b>2</b> 8	0
Hispanic / Latino	0 2	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>1</b> 0	0

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	85	53	78	49
Free or Reduced Lunch	56	n < 25	52	n < 25
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	59	<b>81</b>	53	44 77
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic	98	<b>95</b>	91	<b>95</b>
		This School ■		This School ■

City Average

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	68	47	<b>58</b>	60	53	<b>56</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic			n < 25			n < 25
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	74	54	<b>64</b> 59	62	50	<b>56</b>
			This School ■			This School ■

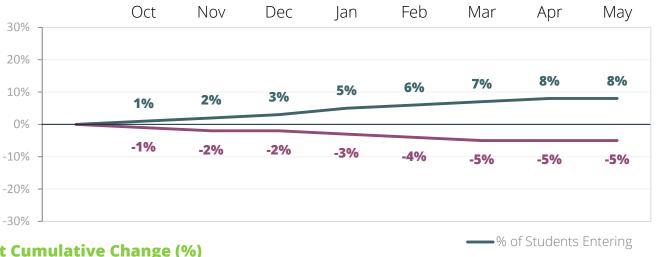
City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

## **Total Enrollment 368 Students**



## **Net Cumulative Change (%)** 2%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# Stuart-Hobson Middle School

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 6th-8th

Ward 6

Address 410 E St NE

Washington, DC 20002

Contact (202) 671-6010

www.dcps.dc.gov/DCPS/stuart-hobson

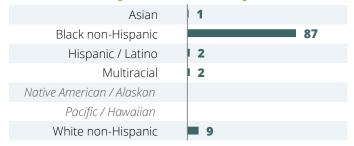
Type DCPS School

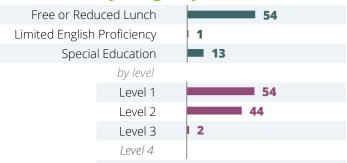
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**371 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

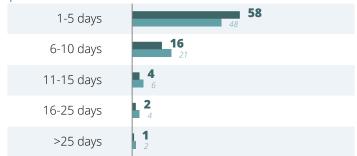
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.43

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	14 26	<b>0</b>
Free or Reduced Lunch	<b>21</b> 30	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>20</b> 35	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>16</b> 31	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 2	0
	This School ■	This School ■

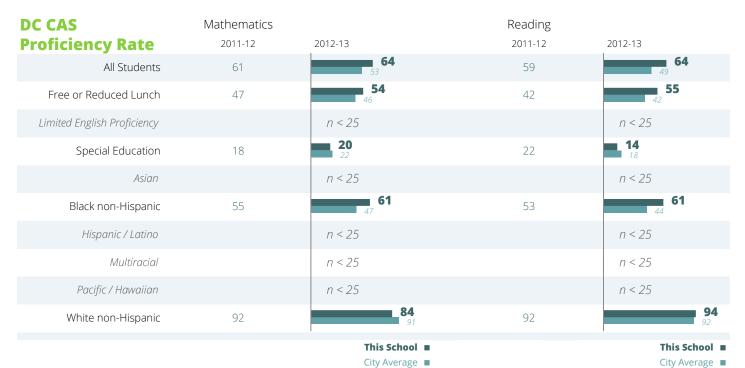
City Average \* ■

\* The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average \* ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	34	39	<b>36</b> 50	43	56	<b>49</b> 50
Free or Reduced Lunch	32	35	<b>33</b>	34	54	<b>44</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education	32	49	<b>41</b> 43	28	51	<b>40</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	32	38	<b>35</b>	41	55	<b>48</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	44	52	<b>47</b> 59	49	71	<b>57</b> 62
			This School ■			This School ■

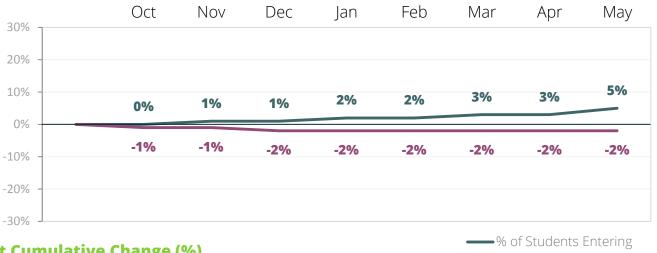
City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 371 Students**



## **Net Cumulative Change (%)** 3%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	6%	7%	8%	9%	9%	10%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-6%	-7%	-9%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Takoma Education Campus**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 7010 Piney Branch Rd. NW

Washington, DC 20012

Contact (202) 671-6050

www.takomaec.org

Type DCPS School

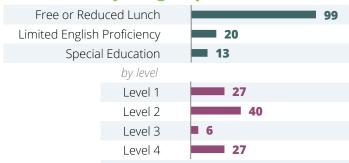
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**366 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

97

City Average \*

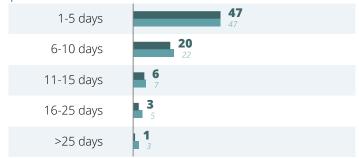
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#) This School 0

# **Expulsion Rate (%)**

This School

0.00

City Average \*

0.13

<b>Suspension Rate (%</b>	% suspended 1+ days	% suspended 11+ days
All Students	10	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>0</b>	0
Special Education	19	0
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	<b>1</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	37	<b>40</b> 53	37	<b>47</b> 49
Free or Reduced Lunch	41	<b>40</b> 46	36	<b>47</b> 42
Limited English Proficiency		<b>23</b> 35		n < 25
Special Education	10	n < 25	7	n < 25
Asian		n < 25		n < 25
Black non-Hispanic	35	<b>40</b> 47	42	<b>47</b>
Hispanic / Latino	40	<b>37</b> 59	28	<b>42</b> 52
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

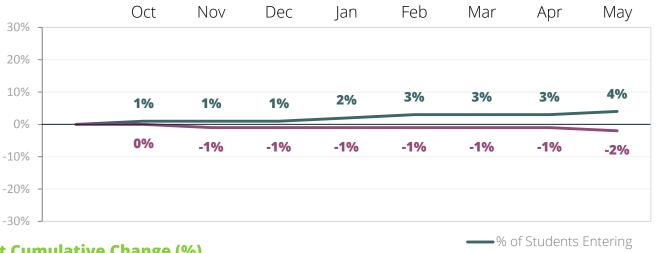
<b>DC CAS</b> Mathematics				Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	30	45	<b>38</b> 50	42	53	<b>48</b> 50
Free or Reduced Lunch	34	45	<b>40</b> 49	43	53	<b>49</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	30	43	<b>37</b> 49	42	53	<b>48</b> 48
Hispanic / Latino	34	54	<b>44</b> 52	43	48	<b>45</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■ This School ■
City Average ■ City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 366 Students**



## **Net Cumulative Change (%)** 2%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# The Next Step/El Próximo Paso PCS

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 1

Address 3047 15th Street, NW

Washington, DC 20009

Contact 202-319-2249

www.nextsteppcs.org

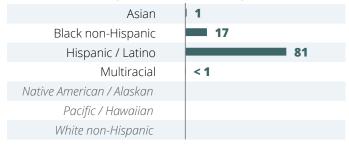
Type Public Charter School

#### **STUDENT CHARACTERISTICS**

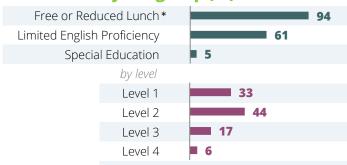
#### **Total Enrollment (#)**

**277 Students** 

## **Enrollment by Race/Ethnicity (%)**



## **Enrollment by Subgroup (%)**



\*Free or reduced lunch is a proxy for low income.







#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

This School

#### **Expulsion Rate (%)** 1.08

**This School** 

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	12	0
Free or Reduced Lunch	17	0
Limited English Proficiency	<b>0</b>	0
Special Education	23	0
Asian	n < 10	n < 10
Black non-Hispanic	16	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

# **Thomas Elementary School**

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 7

Address 650 Anacostia Ave NE

Washington, DC 20019

Contact (202) 724-4593

www.dcps.dc.gov/DCPS/thomas

Type DCPS School

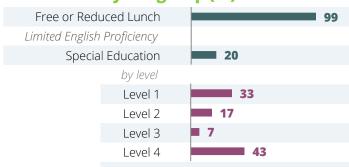
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**312 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	97
Hispanic / Latino	1
Multiracial	1
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	1







### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

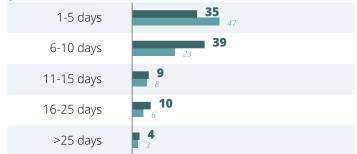
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

**Expulsion Rate (%)** 

**This School**City Average \*

0.03

LE	(70)
	0.00

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	n < 10	n < 10
Special Education	11	0
Asian	n < 10	n < 10
Black non-Hispanic	7	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

Suspension Rate (%) % suspended 1+ days

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	49	<b>35</b> 53	38	<b>40</b> 49
Free or Reduced Lunch	50	<b>35</b>	39	<b>40</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	49	<b>34</b> 47	38	<b>40</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

<b>DC CAS</b> Mathematics				Reading				
<b>Growth Percentiles</b>	2011-12 2012-13				Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	38	15	<b>27</b> 50	45	29	<b>37</b>		
Free or Reduced Lunch	39	15	<b>26</b> 49	45	29	<b>36</b>		
Limited English Proficiency			n < 25			n < 25		
Special Education			n < 25			n < 25		
Asian			n < 25			n < 25		
Black non-Hispanic	38	15	<b>26</b> 49	45	29	<b>37</b>		
Hispanic / Latino			n < 25			n < 25		
Multiracial			n < 25			n < 25		
Pacific / Hawaiian			n < 25			n < 25		
White non-Hispanic			n < 25			n < 25		
			This School ■			This School ■		

This School ■
City Average ■

City Average

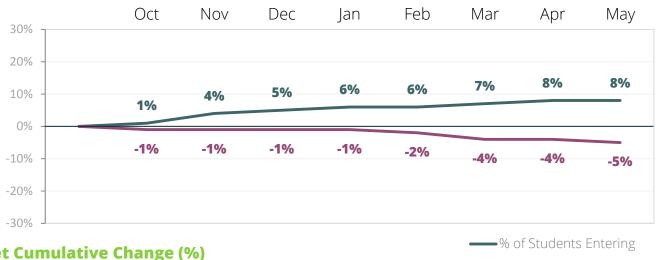
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 312 Students**



## **Net Cumulative Change (%)** 3%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Thomson Elementary School**

# 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 2

Address 1200 L St. NW

Washington, DC 20005

Contact (202) 898-4660

www.dcps.dc.gov/DCPS/thomson

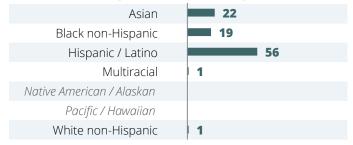
Type DCPS School

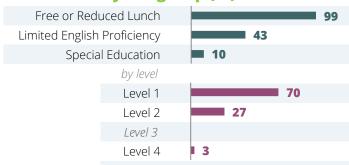
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**300 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0
Limited English Proficiency	0 1	0
Special Education	11	0
Asian	0	0
Black non-Hispanic	7	0
Hispanic / Latino	0 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

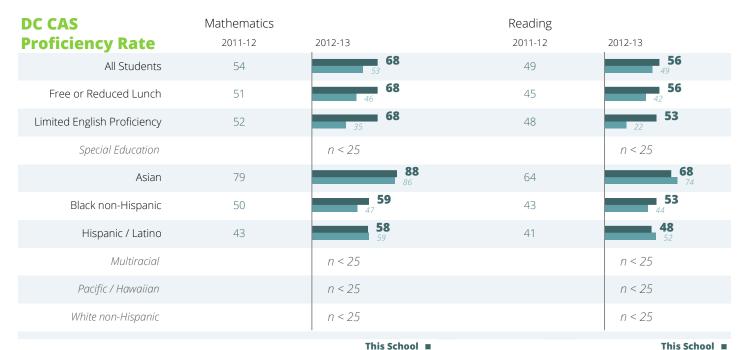
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

City Average ■

#### **STUDENT ACHIEVEMENT**

**Measuring achievement.** The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

#### **STUDENT GROWTH**

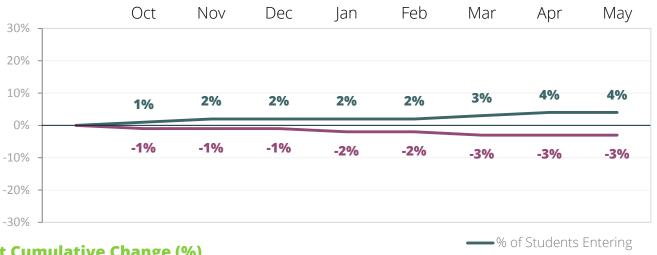
**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.



What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 300 Students**



#### **Net Cumulative Change (%)** 1%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Thurgood Marshall Academy PCS**

## 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 8

Address 2427 Martin Luther King Jr. Avenue, SE

Washington, DC 20020

Contact 202-563-6862

www.thurgoodmarshallacademy.org

Type Public Charter School

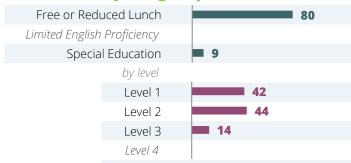
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**397 Students** 

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	100
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	
White non-Hispanic	







#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

93

City Average \*

84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \* ■

% suspended 11+ days

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

0

Expulsion Rate (%)
This School 0.00

City Average \*

0.54

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>8</b> 21	1
Free or Reduced Lunch	<b>7</b> 24	1 1
Limited English Proficiency	n < 10	n < 10
Special Education	33	3
Asian	n < 10	n < 10
Black non-Hispanic	<b>8</b> 24	1
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■
City Average \* ■

This School ■
City Average \* ■

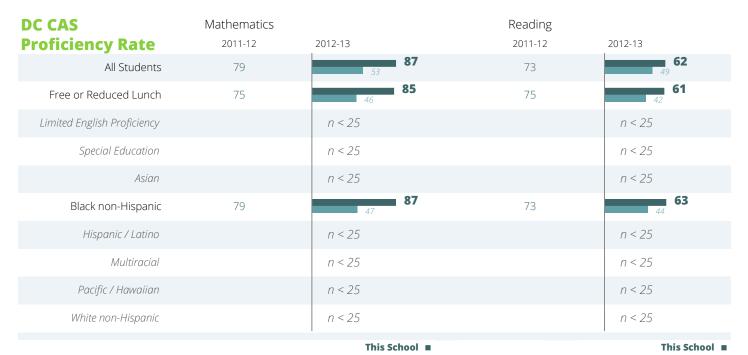
Suspension Rate (%) % suspended 1+ days

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### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	83	87	50	78	71	50 74
Free or Reduced Lunch	82	89	49 86	76	71	<b>73</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	83	87	49 85	78	71	<b>74</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 397 Students**



—— % of Students Withdrawing

-7%

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Tree of Life PCS**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 2315 18th Place, NE

Washington, DC 20018

Contact 202-832-1108

www.treeoflifepcs.org

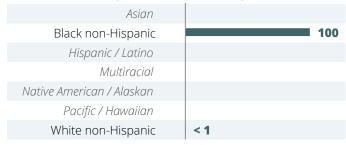
Type Public Charter School

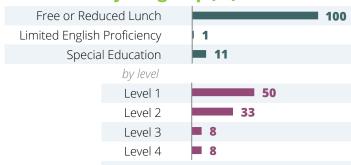
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**314 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### 2012-13 Equity Report

#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.32

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>15</b>	0
Free or Reduced Lunch	<b>15</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	19 39	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

This School ■

City Average ■

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12 2012-13	
All Students	39	<b>40</b>	36	<b>45</b> 49
Free or Reduced Lunch	36	<b>40</b> 46		<b>45</b>
Limited English Proficiency		n < 25	n < 25	
Special Education		n < 25	n < 25	
Asian		n < 25	n < 25	
Black non-Hispanic	39	<b>40</b> 47	36	<b>44</b> 44
Hispanic / Latino		n < 25	n < 25	
Multiracial		n < 25	n < 25	
Pacific / Hawaiian		n < 25	n < 25	
White non-Hispanic		n < 25	n < 25	

This School ■
City Average ■

### **STUDENT GROWTH**

**STUDENT ACHIEVEMENT** 

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	47	46	<b>46</b> 50	44	56	<b>50</b> 50
Free or Reduced Lunch	47	46	<b>46</b> 49	41	56	<b>48</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	47	45	<b>46</b> 49	44	54	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average

700

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 314 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Truesdell Education Campus**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 800 Ingraham St. NW

Washington, DC 20011

Contact (202) 576-6202

www.dcps.dc.gov/DCPS/truesdell

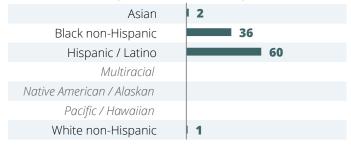
Type DCPS School

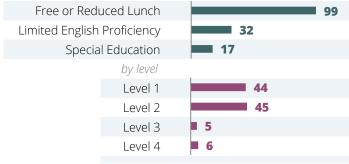
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**468 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### 2012-13 Equity Report

#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

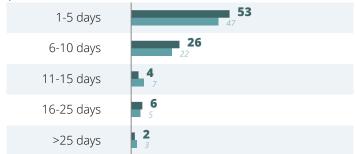
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### **Total Explusions (#)** This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>5</b>	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>0</b>	0
Special Education	19	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>13</b>	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10
	1	

This School ■

This School ■

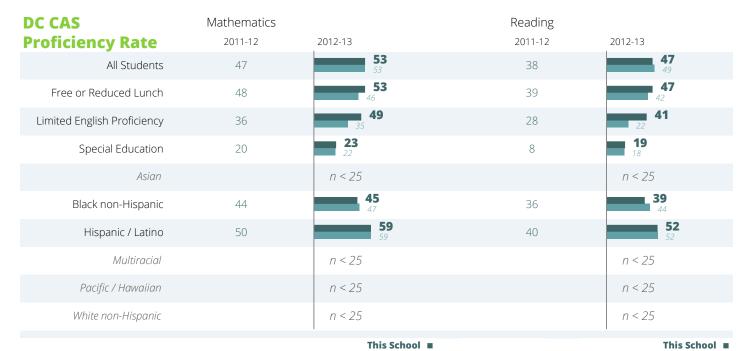
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	55	50	<b>52</b> 50	51	46	<b>48</b> 50
Free or Reduced Lunch	55	50	<b>52</b> 49	50	46	<b>48</b> 49
Limited English Proficiency	56	50	<b>53</b>	44	48	<b>46</b> 53
Special Education	57	51	<b>54</b>	39	37	<b>38</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	54	46	<b>50</b>	51	44	<b>47</b> 48
Hispanic / Latino	55	52	<b>53</b> 52	51	49	<b>50</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			I			I

This School ■

City Average ■

This School ■

City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 468 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Tubman Elementary School**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 1

Address 3101 13th St. NW

Washington, DC 20010

Contact (202) 673-7285

www.dcps.dc.gov/DCPS/tubman

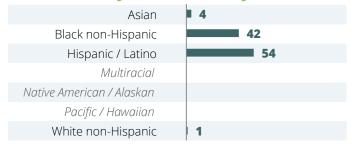
Type DCPS School

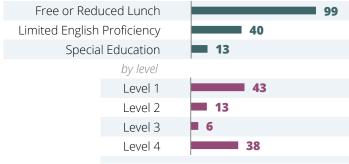
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**506 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

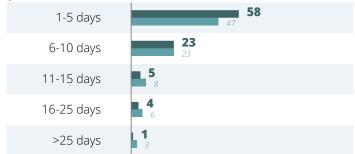
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

0.03

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>0</b>	0
Free or Reduced Lunch	7	0 0
Limited English Proficiency	0 1	0 0
Special Education	11	0
Asian	0 1	<b>0</b>
Black non-Hispanic	7	0
Hispanic / Latino	0 2	<b>0</b>
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

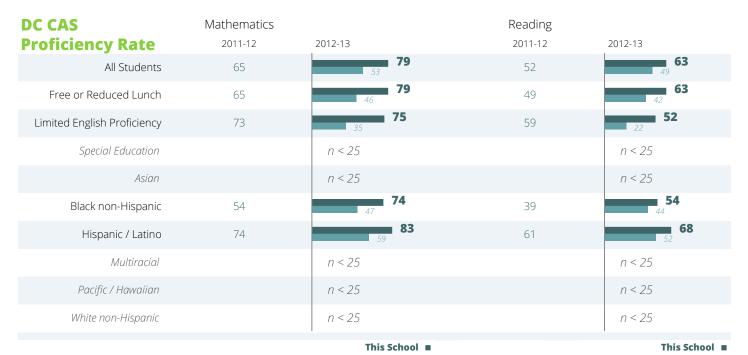
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



City Average ■

#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	64	69	50 66	62	60	<b>61</b>
Free or Reduced Lunch	64	69	<b>67</b>	62	60	<b>61</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	60	68	49	55	58	<b>56</b>
Hispanic / Latino	69	73	<b>71</b>	68	62	<b>65</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

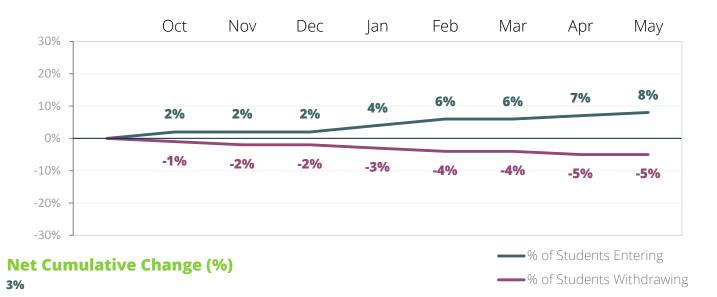
City Average

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 506 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Turner Elementary School**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 8

Address 3264 Stanton Rd. SE

Washington, DC 20032

Contact (202) 645-3470

www.dcps.dc.gov/DCPS/turner

Type DCPS School

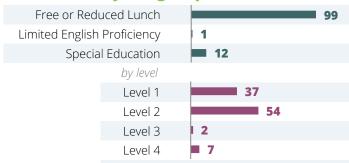
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

339 Students

### **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	96
Hispanic / Latino	I 3
Multiracial	
Native American / Alaskan	
Pacific / Hawaiian	1
White non-Hispanic	







#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

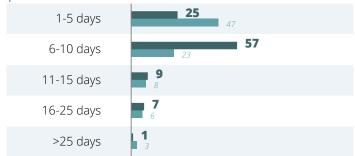
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

This School

## **Expulsion Rate (%)**

**This School** 

0.00

City Average \*

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>1</b> 5	0
Free or Reduced Lunch	<b>2</b> 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>5</b>	<b>0</b>
Asian	n < 10	n < 10
Black non-Hispanic	2 7	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	22	<b>22</b> 53	22	<b>24</b> 49
Free or Reduced Lunch	23	<b>22</b> 46	23	<b>24</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	3	n < 25	7	n < 25
Asian		n < 25		n < 25
Black non-Hispanic	23	<b>23</b> 47	23	<b>24</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	42	32	<b>37</b>	30	45	<b>38</b> 50
Free or Reduced Lunch	41	32	<b>36</b> 49	30	45	<b>38</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	43	31	<b>37</b> 49	30	47	<b>39</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			1			1

This School ■
City Average ■

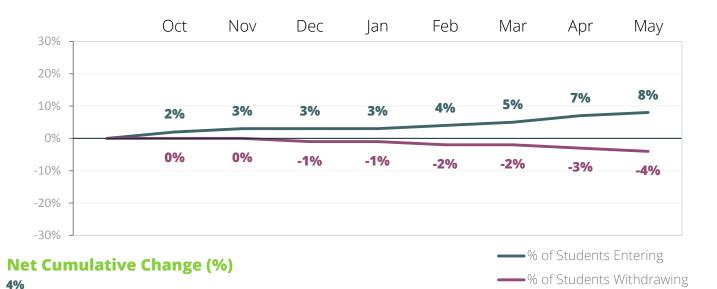
City Average

This School ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 339 Students



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Two Rivers PCS**

### 2012-13 Equity Report

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 6

Address 1227 4th Street, NE

Washington, DC 20002

Contact 202-546-4477

www.tworiverspcs.org

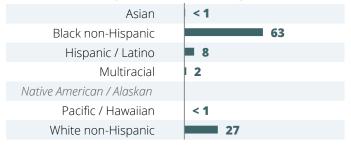
Type Public Charter School

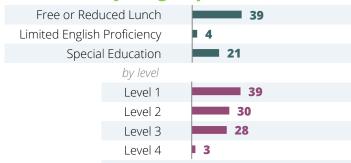
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**496 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

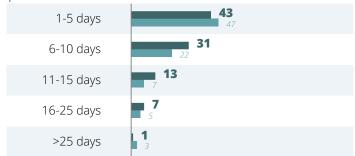
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) **This School**

**Expulsion Rate (%) This School** 0.20

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	7 10	0
Free or Reduced Lunch	<b>13</b>	<b>1</b> 0
Limited English Proficiency	<b>0</b>	0
Special Education	<b>16</b>	<b>1</b>
Asian	n < 10	n < 10
Black non-Hispanic	<b>11</b>	0
Hispanic / Latino	3	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	1 ,	0

This School ■ City Average \* ■

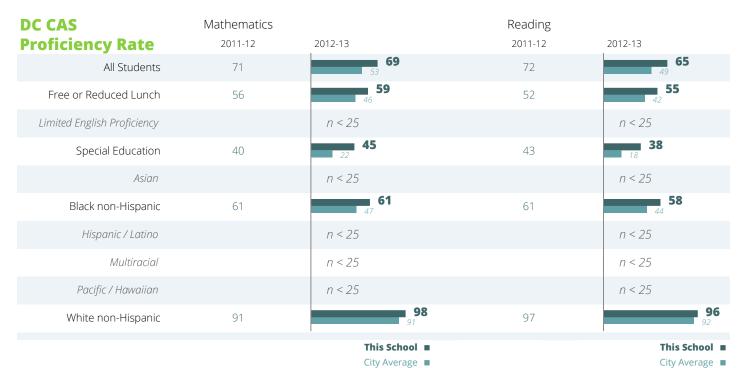
This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	58	57	<b>58</b>	61	53	<b>57</b>
Free or Reduced Lunch	62	58	<b>59</b>	60	52	<b>55</b>
Limited English Proficiency			n < 25			n < 25
Special Education	58	56	<b>56</b>	56	53	<b>54</b>
Asian			n < 25			n < 25
Black non-Hispanic	59	56	<b>57</b>	58	50	<b>53</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	56	64	<b>60</b> 59	66	68	<b>67</b>
			This School ■			This School ■

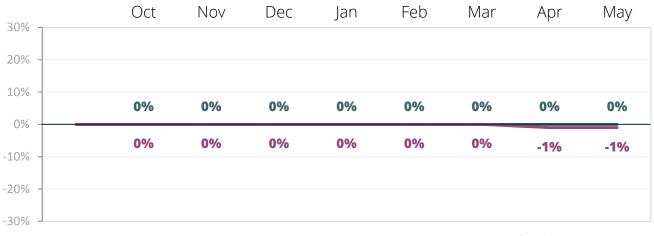
City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 496 Students



## Net Cumulative Change (%)

% of Students Entering% of Students Withdrawing

# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Tyler Elementary School**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-5th

Ward 6

Address 1001 G St. SE

Washington, DC 20003

Contact (202) 939-4810

www.dcps.dc.gov/DCPS/tyler

Type DCPS School

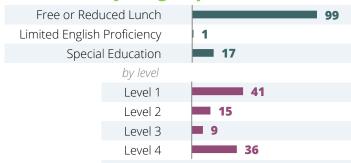
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**470 Students** 

### **Enrollment by Race/Ethnicity (%)**











#### 2012-13 Equity Report

#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

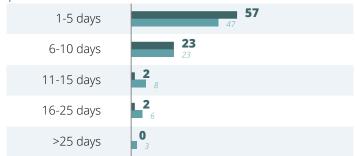
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

0

## **Expulsion Rate (%)**

This School

0.00

City Average \* 0.

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>4</b> 5	0
Free or Reduced Lunch	7 7	0
Limited English Proficiency	n < 10	n < 10
Special Education	5	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b> 7	0
Hispanic / Latino	<b>2</b> 2	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0	0

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### 2012-13 Equity Report

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	22	<b>31</b> 53	37	<b>46</b> 49
Free or Reduced Lunch	16	<b>31</b> 46	30	<b>46</b>
Limited English Proficiency		n < 25		n < 25
Special Education	30	n < 25	41	n < 25
Asian		n < 25		n < 25
Black non-Hispanic	20	<b>24</b> 47	35	<b>39</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathemati	CS	Reading			
<b>Growth Percentiles</b> 2	011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	31	30	<b>30</b> 50	52	46	<b>49</b> 50
Free or Reduced Lunch	34	30	<b>31</b> 49	50	46	<b>48</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	31	28	<b>30</b> 49	52	46	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■
City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## Mid-Year Entry and Withdrawals (%) *This School*

## Total Enrollment 470 Students



## Net Cumulative Change (%) -1%



## Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-3%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Walker-Jones Education Campus**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 6

Address 1125 New Jersey Ave. NW

Washington, DC 20001

Contact (202) 939-5934

http://www.walkerjoneseducampus.or

g/

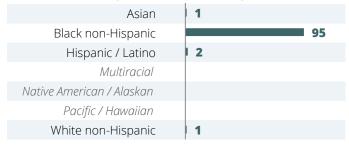
Type DCPS School

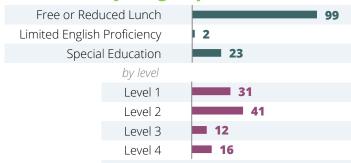
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**426 Students** 

### **Enrollment by Race/Ethnicity (%)**









#### **ATTENDANCE**

#### **In-Seat Attendance Rate (%)**

**This School** 

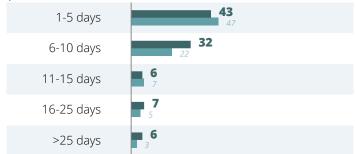
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## Total Explusions (#)

**This School** 

#### **Expulsion Rate (%) This School**

City Average \*

0.00

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	28	0
Free or Reduced Lunch	<b>32</b>	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>25</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>29</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Multiracial Pacific / Hawaiian	n < 10 n < 10	n < 10 n < 10

This School ■

This School ■ City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

### **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	31	<b>27</b> 53	29	<b>26</b> 49
Free or Reduced Lunch	31	<b>27</b>	30	<b>26</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		22	3	18
Asian		n < 25		n < 25
Black non-Hispanic	31	<b>27</b> 47	28	<b>26</b> 44
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	52	43	<b>48</b> 50	53	51	<b>52</b> 50
Free or Reduced Lunch	50	43	<b>46</b> 49	53	51	<b>52</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education		40	<b>44</b> 43		54	<b>50</b>
Asian			n < 25			n < 25
Black non-Hispanic	50	43	<b>46</b> 49	52	51	<b>52</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

### **Mid-Year Entry and Withdrawals (%)** This School

#### **Total Enrollment 426 Students**



## 5%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **Washington Latin PCS - Middle School**

### 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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#### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 5th-8th

Ward 4

Address 5200 2nd Street, NW

Washington, DC 20011

Contact 202-223-1111

www.latinpcs.org

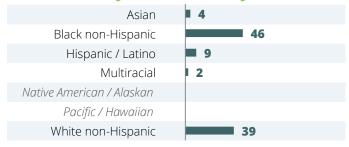
Type Public Charter School

#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**353 Students** 

#### **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

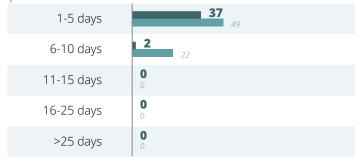
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.85

City Average \*

0.35

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	9 22	0
Free or Reduced Lunch	<b>22</b> 27	<b>0</b>
Limited English Proficiency	n < 10	n < 10
Special Education	<b>13</b>	<b>0</b>
Asian	<b>0</b>	0
Black non-Hispanic	<b>15</b> 27	<b>0</b>
Hispanic / Latino	<b>6</b> 9	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>3</b>	<b>0</b>
		·

This School ■
City Average \* ■

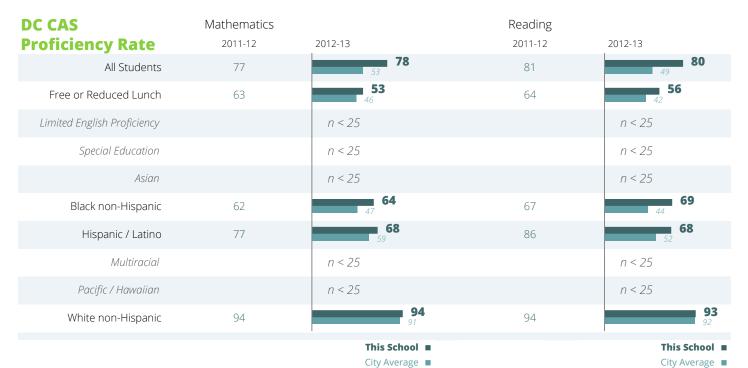
This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

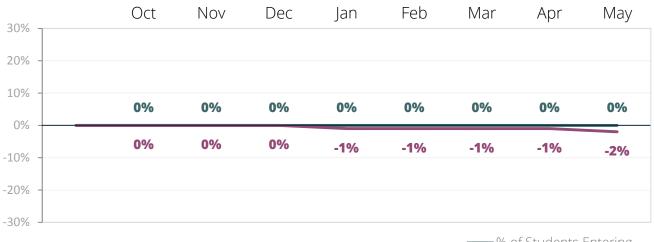
**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	48	44	<b>46</b> 50	51	41	<b>46</b> 50
Free or Reduced Lunch	43	37	<b>40</b> 49	50	36	<b>44</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	44	44	<b>44</b> 49	43	34	<b>39</b> 48
Hispanic / Latino	39	33	<b>36</b> 52	62	36	<b>50</b>
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	52	49	<b>50</b>	58	45	<b>51</b>
			This School ■ City Average ■			This School ■ City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 353 Students**



# **Net Cumulative Change (%)**

-1%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	4%	5%	5%	6%	7%	8%	9%	9%
Withdrawal	-1%	-2%	-3%	-4%	-5%	-5%	-6%	-8%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Washington Latin PCS - Upper School**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 4

Address 5200 2nd Street, NW

Washington, DC 20011

Contact 202-223-1111

www.latinpcs.org

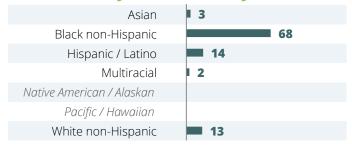
Type Public Charter School

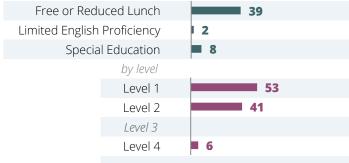
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**244 Students** 

### **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

95

City Average \*

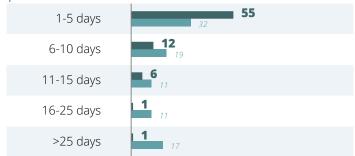
84

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.41

City Average \*

0.54

Suspens	ion Rate (%)	% suspended 1+ days	% suspended 11+ days
	All Students	<b>8</b> 21	0
Free or	Reduced Lunch	9 24	0
Limited Er	nglish Proficiency	n < 10	n < 10
Sį	pecial Education	<b>24</b>	0 2
	Asian	n < 10	n < 10
Bla	ck non-Hispanic	11 24	0
ŀ	Hispanic / Latino	10	0
	Multiracial	n < 10	n < 10
Р	acific / Hawaiian	n < 10	n < 10
Whi	ite non-Hispanic	<b>3</b>	0
		White Galacet III	white deliced in

This School ■

This School ■

City Average \* ■

City Average ★ ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	63	53	60	49
Free or Reduced Lunch	68	46	58	<b>72</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	59	<b>59</b>	57	<b>71</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25
		This School ■		This School ■

City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	61	73	50 67	48	48	<b>48</b> 50
Free or Reduced Lunch	62		<b>63</b>	44		<b>51</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	46	68	<b>58</b>	37	48	<b>43</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 244 Students



# Net Cumulative Change (%)



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Washington Mathematics Science Technology PCHS**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 5

Address 1920 Bladensburg Road, NE

Washington, DC 20002

Contact 202-636-8011

www.wmstpchs.org

Type Public Charter School

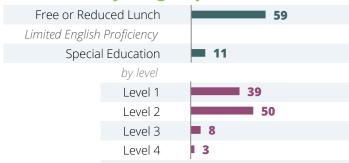
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**354 Students** 

## **Enrollment by Race/Ethnicity (%)**

Asian	
Black non-Hispanic	99
Hispanic / Latino	<1
Multiracial	
Native American / Alaskan	<1
Pacific / Hawaiian	
White non-Hispanic	







#### In-Seat Attendance Rate (%)

**This School** 

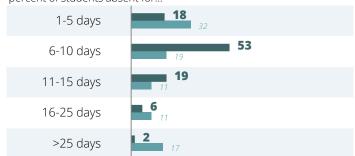
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

# **Expulsion Rate (%)**

**This School** City Average \*

0.54

U	•	U	U

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	10	0 1
Free or Reduced Lunch	<b>11</b> 24	0 1
Limited English Proficiency	n < 10	n < 10
Special Education	<b>11</b>	0 2
Asian	n < 10	n < 10
Black non-Hispanic	<b>10</b> 24	0 1
Hispanic / Latino	n < 10	n < 10
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	57	<b>43</b> 53	61	<b>53</b>
Free or Reduced Lunch	59	<b>42</b> 46	61	<b>47</b>
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	56	<b>43</b> 47	61	<b>53</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	58	46	<b>53</b>	64	56	50
Free or Reduced Lunch	59	46	<b>55</b>	62	54	<b>59</b>
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	58	46	<b>52</b>	63	56	48 60
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■

City Average ■

City Average

This School ■

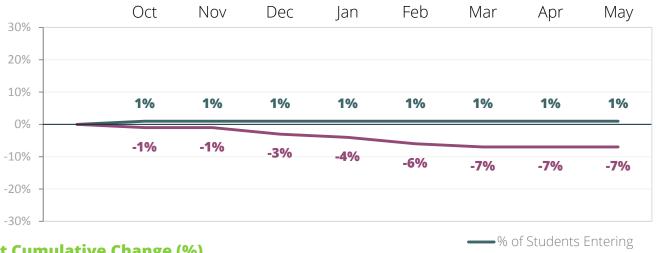
This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 354 Students**



### **Net Cumulative Change (%)** -5%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Washington Yu Ying PCS**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK4-6th

Ward 5

Address 220 Taylor Street, NE

Washington, DC 20017

Contact 202-635-1950

www.washingtonyuying.org

Type Public Charter School

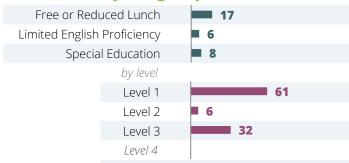
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**439 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

96

City Average \*

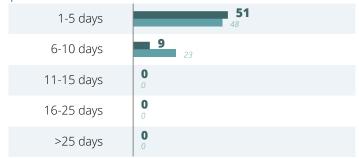
93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

Expulsion Rate (%)
This School 0.00

City Average \*

0.04

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>3</b> 6	0
Free or Reduced Lunch	<b>5</b> 8	0
Limited English Proficiency	<b>0</b>	0
Special Education	<b>13</b>	0
Asian	<b>0</b>	0
Black non-Hispanic	<b>5</b> 8	0
Hispanic / Latino	<b>7</b>	0
Multiracial	<b>3</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	1 0	0

This School ■

This School ■

City Average \* ■

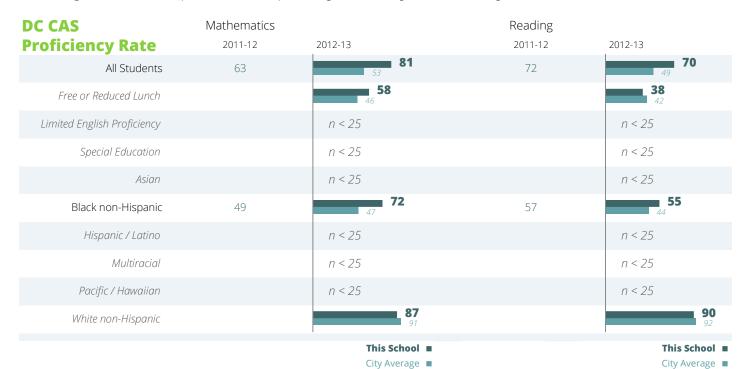
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	71	74	<b>73</b>	59	53	<b>55</b>
Free or Reduced Lunch			n < 25			n < 25
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic		67	49 67		46	<b>47</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

City Average ■

740

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 439 Students



# Net Cumulative Change (%) -3%



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	3%	4%	5%	5%	6%	6%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Watkins Elementary School**

## 2012-13 Equity Report

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Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 1st-5th

Ward 6

Address 420 12th St SE

Washington, DC 20003

Contact (202) 698-3355

http://www.capitolhillclusterschool.org

/

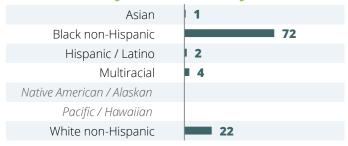
Type DCPS School

#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**527 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

97

City Average \*

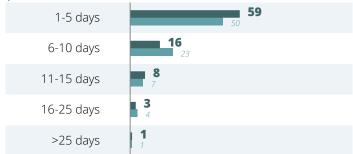
94

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

# Expulsion Rate (%) This School 0.00

City Average \*

(%)	
0.00	
0.05	

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	<b>4</b> 8	0
Free or Reduced Lunch	7 11	0
Limited English Proficiency	n < 10	n < 10
Special Education	15	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>5</b>	0
Hispanic / Latino	n < 10	n < 10
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	<b>1</b> 0	0

This School ■

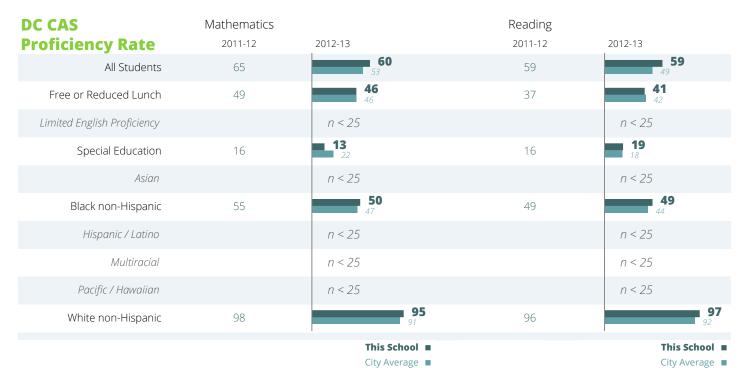
This School ■
City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



#### **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	52	<b>56</b>	49	47	<b>48</b> 50
Free or Reduced Lunch	48	49	<b>49</b>	44	47	<b>45</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	53	50	<b>51</b> 49	39	46	<b>43</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic	70	60	<b>65</b>	79	65	<b>72</b>
			This School ■			This School ■

City Average ■

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 527 Students



# Net Cumulative Change (%) <sub>2%</sub>



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	6%	6%
Withdrawal	-1%	-2%	-3%	-4%	-4%	-5%	-5%	-6%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **West Education Campus**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 1338 Farragut St. NW

Washington, DC 20011

Contact (202) 576-6226

www.dcps.dc.gov/DCPS/west

Type DCPS School

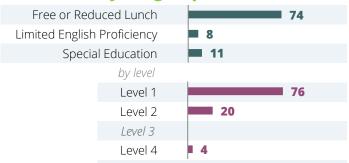
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**243 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

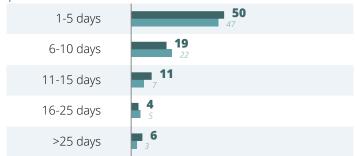
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

This School

**Expulsion Rate (%) This School** 

0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	7 10	0 0
Free or Reduced Lunch	9 13	0
Limited English Proficiency	<b>0</b>	0
Special Education	12	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>10</b> 13	0 0
Hispanic / Latino	<b>5</b>	0
Multiracial	<b>0</b>	0
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	0 1	0
	White debased in	with other in-

This School ■ City Average \* ■

This School ■ City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

This School ■

City Average ■

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS Proficiency Rate	Mathematics 2011-12	2012-13	Reading 2011-12 2012-	13
All Students	50	<b>60</b>	48	<b>55</b>
Free or Reduced Lunch	47	<b>54</b>	41	<b>48</b>
Limited English Proficiency		n < 25	n <	< 25
Special Education		n < 25	n <	< 25
Asian		n < 25	n <	< 25
Black non-Hispanic	45	<b>57</b>	45	<b>55</b>
Hispanic / Latino	57	<b>61</b> 59	50	<b>48</b> 52
Multiracial		n < 25	n <	< 25
Pacific / Hawaiian		n < 25	n <	< 25
White non-Hispanic		n < 25	n <	< 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	59	49	<b>54</b>	50	58	<b>53</b>
Free or Reduced Lunch	56	51	<b>53</b>	44	57	<b>50</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	56	51	<b>53</b>	54	59	<b>56</b>
Hispanic / Latino	60	47	<b>54</b> 52	46	57	<b>51</b> 55
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■ This School ■
City Average ■ City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# Total Enrollment 243 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Wheatley Education Campus**

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 1299 Neal St. NE

Washington, DC 20002

Contact (202) 939-5970

www.dcps.dc.gov/DCPS/wheatley

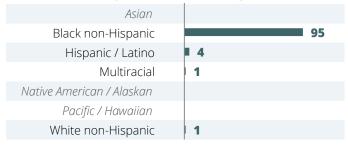
Type DCPS School

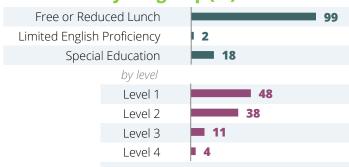
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**465 Students** 

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	9 10	0
Free or Reduced Lunch	9 13	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>19</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	9 13	0
Hispanic / Latino	<b>0</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
<b>Proficiency Rate</b>	2011-12	2012-13	2011-12	2012-13
All Students	30	<b>37</b>	26	<b>31</b>
Free or Reduced Lunch	30	<b>37</b> 46	27	<b>31</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education	7	22	7	18
Asian		n < 25		n < 25
Black non-Hispanic	30	<b>37</b>	25	<b>30</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	68	67	50 68	55	54	<b>55</b>
Free or Reduced Lunch	68	67	49 67	59	54	<b>56</b>
Limited English Proficiency			n < 25			n < 25
Special Education	43	47	<b>45</b>	47	38	<b>42</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	68	66	49 67	56	53	<b>55</b>
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

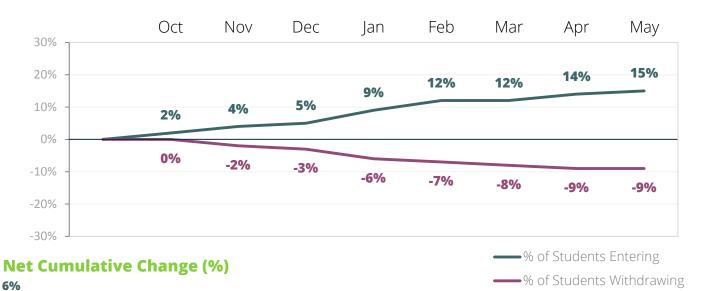
This School ■
City Average ■

This School ■
City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

# Mid-Year Entry and Withdrawals (%) *This School*

# **Total Enrollment**465 Students



# Mid-Year Entry and Withdrawals (%) City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Whittier Education Campus**

## 2012-13 Equity Report

What are Equity Reports? The Deputy Mayor for Education, the Office of the State Superintendent of Education (OSSE), DC Public Schools (DCPS), the DC Public Charter School Board (PCSB) and NewSchools Venture Fund have partnered to create the city's first Equity Reports. Equity Reports are a complement to OSSE's School Report Cards, DCPS' School Scorecards and PCSB's Performance Management Framework.

The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 4

Address 6201 5th St. NW

Washington, DC 20011

Contact (202) 576-6156

www.dcps.dc.gov/DCPS/whittier

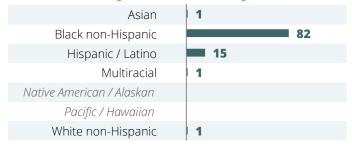
Type DCPS School

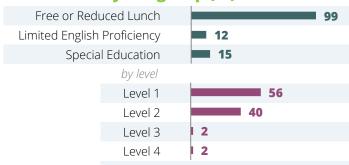
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

339 Students

## **Enrollment by Race/Ethnicity (%)**









### **In-Seat Attendance Rate (%)**

**This School** 

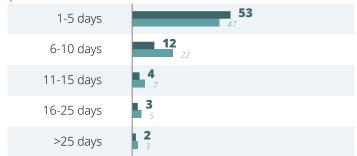
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**

percent of students absent for...



This School ■

City Average \*

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### **Total Explusions (#)** This School

**Expulsion Rate (%) This School** 0.00

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	6 10	0
Free or Reduced Lunch	13	0
Limited English Proficiency	<b>0</b>	0
Special Education	19	0
Asian	n < 10	n < 10
Black non-Hispanic	13	0
Hispanic / Latino	<b>2</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
Proficiency Rate	2011-12	2012-13	2011-12	2012-13
All Students	43	<b>41</b> 53	39	<b>35</b> 49
Free or Reduced Lunch	41	41	36	<b>35</b>
Limited English Proficiency		n < 25		n < 25
Special Education	7	22	7	18
Asian		n < 25		n < 25
Black non-Hispanic	41	<b>39</b> 47	38	<b>35</b>
Hispanic / Latino	44	n < 25	41	n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathema	tics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	47	36	<b>42</b> 50	46	40	<b>43</b> 50
Free or Reduced Lunch	47	36	<b>41</b> 49	46	40	<b>43</b>
Limited English Proficiency			n < 25			n < 25
Special Education		35	<b>34</b>		34	<b>37</b> 43
Asian			n < 25			n < 25
Black non-Hispanic	46	37	<b>42</b> 49	47	40	<b>43</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25

This School ■
City Average ■

This School ■

City Average ■

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment** 339 Students



# 1%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# William E. Doar, Jr. PCS for the Performing Arts

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades PK3-8th

Ward 5

Address 705 Edgewood Street, NE

Washington, DC 20017

Contact 202-269-4646

http://www.wedjschool.us

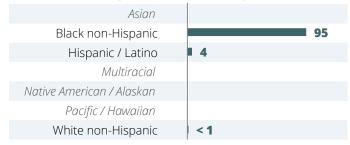
Type Public Charter School

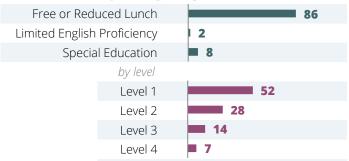
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**422 Students** 

## **Enrollment by Race/Ethnicity (%)**









#### **In-Seat Attendance Rate (%)**

**This School** 

88

City Average \*

93

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \* ■

#### **DISCIPLINE**

Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

## **Total Explusions (#)**

**This School** 

Expulsion Rate (%)
This School 0.24

City Average \*

0.13

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	14	0 0
Free or Reduced Lunch	<b>15</b> 13	0
Limited English Proficiency	n < 10	n < 10
Special Education	<b>24</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b>	0
Hispanic / Latino	0 4	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

This School ■

City Average \* ■

City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.

DC CAS	Mathematics		Reading	
Proficiency Rate	2011-12	2012-13	2011-12	2012-13
All Students	35	<b>44</b> 53	50	<b>47</b> 49
Free or Reduced Lunch	35	<b>43</b> 46	48	<b>44</b> 42
Limited English Proficiency		n < 25		n < 25
Special Education		n < 25		n < 25
Asian		n < 25		n < 25
Black non-Hispanic	36	<b>46</b> 47	52	<b>49</b>
Hispanic / Latino		n < 25		n < 25
Multiracial		n < 25		n < 25
Pacific / Hawaiian		n < 25		n < 25
White non-Hispanic		n < 25		n < 25

This School ■
City Average ■

## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathem	atics		Reading		
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth
All Students	52	47	<b>49</b> 50	53	46	<b>49</b> 50
Free or Reduced Lunch	52	50	<b>50</b> 49	48	46	<b>47</b> 49
Limited English Proficiency			n < 25			n < 25
Special Education			n < 25			n < 25
Asian			n < 25			n < 25
Black non-Hispanic	52	50	<b>51</b> 49	53	46	<b>49</b> 48
Hispanic / Latino			n < 25			n < 25
Multiracial			n < 25			n < 25
Pacific / Hawaiian			n < 25			n < 25
White non-Hispanic			n < 25			n < 25
			This School ■			This School ■

This School ■
City Average ■

City Average

This School ■

City Average ■

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment 422 Students**



# -5%

—— % of Students Withdrawing

## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	2%	3%	4%	5%	5%	6%	7%	7%
Withdrawal	-2%	-2%	-3%	-4%	-5%	-5%	-6%	-7%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# **Wilson High School**

## 2012-13 Equity Report

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The first step in ensuring equity is making the data transparent and comparable. This report is meant to make schools, parents and the larger community aware of metrics related to equity that exist across DC schools.

Equity, when used in education, refers to all students receiving the same caliber of education regardless of the neighborhood they live in or their demographic characteristics, such as their race, ethnicity, special education status or other factors.

### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades 9th-12th

Ward 3

Address 3950 Chesapeake St. NW

Washington, DC 20008

Contact (202) 282-0120

www.dcps.dc.gov/DCPS/wilson

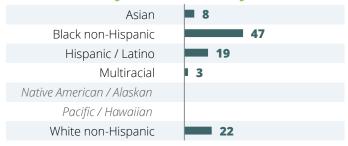
Type DCPS School

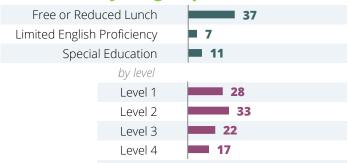
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

**1713 Students** 

## **Enrollment by Race/Ethnicity (%)**











### **In-Seat Attendance Rate (%)**

**This School** 

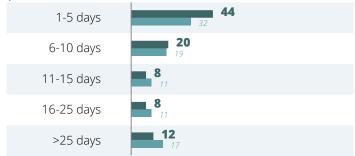
City Average \*

#### How are attendance and absences calculated?

In-seat attendance measures the average percent of students in the classroom on a given day. Education agencies in the District of Columbia calculate a number of different absence statistics. This in-seat attendance rate enables a close, but not perfect, comparison of daily attendance between DCPS and public charter schools.

#### **Unexcused Absences (%)**





This School ■

City Average \*

#### **DISCIPLINE**

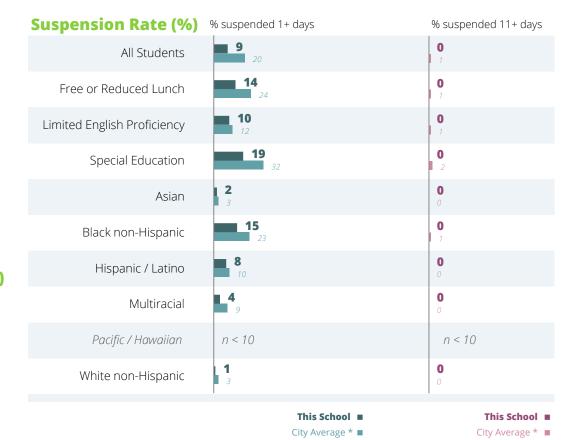
Defining discipline. The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

#### Total Explusions (#) This School

#### **Expulsion Rate (%) This School** 0.00

City Average \*

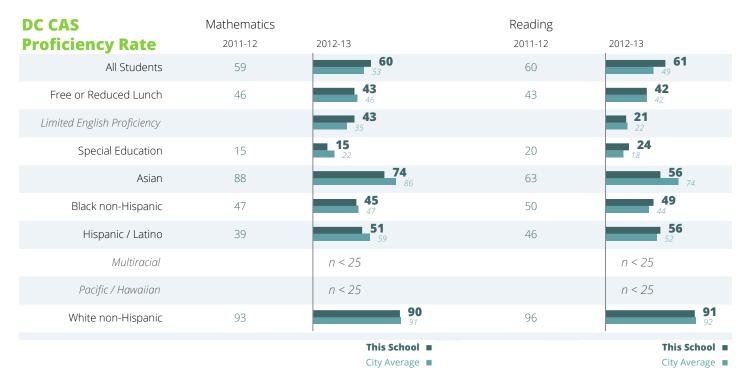
0.54



<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

## **STUDENT ACHIEVEMENT**

Measuring achievement. The percent of students performing on- or above-grade-level according to the DC CAS.



## **STUDENT GROWTH**

**Measuring growth.** The percentage of students with similar prior achievement that the typical student outperforms on the DC CAS.

DC CAS	Mathematics			Reading			
<b>Growth Percentiles</b>	2011-12	2012-13	Avg. 2-Year Growth	2011-12	2012-13	Avg. 2-Year Growth	
All Students	50	56	<b>53</b> 50	45	50	<b>48</b> 50	
Free or Reduced Lunch	37	49	<b>43</b> 49	41	44	<b>43</b> 49	
Limited English Proficiency			n < 25			n < 25	
Special Education	24	30	<b>27</b> 43	34	30	<b>32</b> <i>43</i>	
Asian		60	<b>55</b> 65			n < 25	
Black non-Hispanic	45	50	<b>47</b> 49	41	42	<b>42</b> 48	
Hispanic / Latino	38	57	<b>48</b> 52	42	54	<b>49</b> 55	
Multiracial			n < 25			n < 25	
Pacific / Hawaiian			n < 25			n < 25	
White non-Hispanic	68	69	<b>68</b>	64	66	<b>65</b>	
			This School ■			This School ■	

City Average ■

764

City Average

What does student movement look like? The chart below shows how this school's student population changed throughout the year. The cumulative number of students admitted is shown as a proportion of the school's total enrollment on the blue line. Cumulative student withdrawals are shown on the purple line.

## **Mid-Year Entry and Withdrawals (%)** This School

### **Total Enrollment** 1713 Students



### **Net Cumulative Change (%)** 0%



## **Mid-Year Entry and Withdrawals (%)** City Average \*

	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Entry	7%	9%	10%	12%	13%	14%	15%	16%
Withdrawal	-2%	-4%	-5%	-7%	-9%	-11%	-12%	-14%

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

# YouthBuild PCS

## 2012-13 Equity Report

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### **SCHOOL CHARACTERISTICS (SY 2013-14)**

Grades Adult

Ward 1

Address 3014 14th Street, NW

Washington, DC 20009

Contact 202-319-0141

www.youthbuildpcs.org

Type Public Charter School

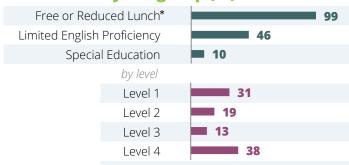
#### **STUDENT CHARACTERISTICS**

#### **Total Enrollment (#)**

116 Students

## **Enrollment by Race/Ethnicity (%)**











<sup>\*</sup> Free or reduced lunch is a proxy for low income.

#### **DISCIPLINE**

**Defining discipline.** The suspension rates show the percent of students receiving an out-of-school suspension. Any student suspended out-of-school for at least one day is counted on the left, and any student receiving at least one long-term suspension (11+ days) is counted on the right. Subgroup results show the percent of students in that subgroup receiving a suspension.

# Total Explusions (#)

**This School** 

Expulsion Rate (%)
This School 4.31

City Average \*

0.24

Suspension Rate (%)	% suspended 1+ days	% suspended 11+ days
All Students	9	0
Free or Reduced Lunch	9	0
Limited English Proficiency	<b>4</b>	0
Special Education	<b>19</b>	0
Asian	n < 10	n < 10
Black non-Hispanic	<b>15</b>	0
Hispanic / Latino	<b>4</b>	0
Multiracial	n < 10	n < 10
Pacific / Hawaiian	n < 10	n < 10
White non-Hispanic	n < 10	n < 10

This School ■

City Average \* ■

This School ■
City Average \* ■

<sup>\*</sup> The City Averages displayed on this page only include the average of those grades served by this school in school year 2012-13.

<sup>\*\*</sup> Public charter schools create their own attendance and discipline policies. To learn more about this school's policies, please visit http://bit.ly/1djn02G

#### 2012-13 Equity Report

#### **APPENDIX**

More information. This page contains more detailed information on each of the metrics included in this report.

#### **School Characteristics**

School names, addresses, and grades served are reflective of information for the 2013-14 school year.

#### **Student Characteristics**

This school's total enrollment was identified using the October 5, 2012 audited enrollment data file. Charter school's enrollments by race/ethnicity, Limited English Proficiency and Free and Reduced Lunch status were determined using a school-verified version of the audited enrollment file. DCPS schools' enrollment by Limited English Proficiency was determined using the audit file itself and Free and Reduced Lunch enrollment was determined through a combination of the audit file and the DCPS end of year student summary file. Special Education enrollment was determined using the 2012-13 Child Count data file. The total number of Child Count Special Education students in this school was divided by the total number of students in the audited enrollment data file. The percent of students in each Level of Special Education was determined using the Child Count data, as well. DCPS schools that have been certified for the Community Eligibility Option which allows all students at that school to receive lunch meals at no charge are listed as 99%. All other DCPS school Free and Reduced Lunch rates are calculated based on the students enrolled at that school at the end of SY12-13.

#### **Attendance**

In-Seat Attendance metrics divide the total number of students' days present by the total number of students' days enrolled in this school. For DCPS, a full-day was defined as present for at least 60% of the school day in SY 12-13. Beginning in SY 13-14 a full-day is defined as present for at least 80% of the school day. For DCPS schools, the percent of students accumulating unexcused absences is determined using students' school of enrollment on the last day of school in the 2012-13 school year and all unexcused absences, regardless of the school in which the absence was accrued. PCSB absence data are associated with the school in which the absence was incurred. Students' subgroup status is determined by the data files outlined under Student Characteristics. City Average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 5, 2012 audited enrollment data file.

## **Discipline**

Suspension metrics are limited to out-of-school suspensions only. These metrics divide the total number of students with suspensions of 1 or more days and 11 or more days in this school by the total number of students enrolled, as determined by the audit file. Students' subgroup status is determined by the data files outlined under Student Characteristics. City Average values for these metrics are calculated using data on all students in the city enrolled in the grade levels served by this school, as determined by the October 5, 2012 audited enrollment data file.

## **DC CAS Proficienty Rates and Median Growth Percentiles**

These data are reported according to business rules defined by the Office of the State Superintendent of Education and outlined in its Assessment and Accountability Manual. Unlike other metrics in this report, City Average values are not specific to students enrolled in the grades served by this school.

#### **Student Movement**

The percent of students entering and exiting this school is determined by dividing the cumulative number of students entering (or exiting) throughout the year by the total number of students in the October 5, 2012 audited enrollment data file. For DCPS, all withdrawals are counted. Charter school rates only count the withdrawals of students enrolled in that school on October 5, 2012. For DCPS, only unique enrollments are included in this calculation. This means if students are withdrawn then admitted back to the same school they are not counted. For PCSB, each enrollment by a student is counted, regardless if it is unique to the same school. The impact of these differences in reported values is negligible.

#### **Minimum Number of Students**

Results are not reported for metrics with a small number of observations both to protect student privacy and guard against the fluctuations that occur naturally in small samples. For DC CAS metrics, the minimum number of students is 25. For all other metrics, the minimum number of students is 10.