Dear Friends,

The DC Public Charter School Board (PCSB) is pleased to provide the 2013 School Performance Report as a way to share how PCSB evaluates each public charter school. Although each charter school is unique, the Performance Management Framework (PMF) allows the Board and the public to look at elementary, middle, and high school performance across common measures. The schools are evaluated on several factors: student progress over time; student achievement during the previous school year; gateway measures — including SAT scores and other outcomes aligned to college and career readiness that are necessary for future educational success; and leading indicators such as attendance and re-enrollment rates, which predict student progress and achievement.

Early childhood programs, adult education programs, and schools that have 100 percent students with disabilities are evaluated through Accountability Plans based on student progress, student achievement, and other measures. This year, schools serving students in pre-kindergarten through second grade could elect to participate in an Early Childhood PMF pilot as an alternative to evaluation using an Accountability Plan.

We hope that these performance reports will help you make informed decisions about your education options and to get involved with your local school community. Always feel free to contact PCSB with questions or comments at dcpublic@dcpcsb.org or 202-328-2660, and follow us on Twitter (@dcpcsb).

Best wishes,

John H. “Skip” McKoy
Board Chair

What is the PCSB School Performance Report?

PCSB produces a detailed annual performance report for each public charter school it oversees. The performance report shows a school’s performance on the Performance Management Framework (PMF), including the school’s total percent score and a rating in one of three performance tiers. The performance reports also show an Accountability Plan for schools that have 100 percent students with disabilities. This year PCSB consulted with Early Childhood (EC) and Adult Education (AE) task forces to draft a pilot framework for each of these programs, which will be fully implemented in 2013–14. The PMF includes the pilot results of the 26 public charter schools that participated in the EC framework and the Accountability Plan results of the 10 public charter schools that did not participate in the pilot. This framework includes Accountability Plan and pilot results for all of the AE programs. In addition, each performance report has a demographic profile of the school.

How can parents and guardians use the School Performance Report?

Parents can use the School Performance Report to find out how a public charter school is performing and as a guide to help them select a new school for their children.

Where did PCSB get the data for the school performance reports?

The data come from a variety of sources, including state test data from the Office of the State Superintendent of Education (OSSE), the College Board (PSAT and AP scores), Educational Testing Service (SAT scores), and PCSB’s internal data systems that track attendance and enrollment. Accountability Plan data submitted by public charter schools were verified by PCSB staff. Public charter school leaders were given the data for their schools for fact-checking before the reports were released to the public.

About the DC Public Charter School Board

Mission
The Board’s mission is to provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and
- Active engagement of its stakeholders.

Vision
The Board’s vision is to lead the transformation of public education in DC and serve as a national role model for charter school authorizing and accountability.
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The following public charter schools first opened or were reorganized in the 2013–14 school year and therefore do not have school performance data from the 2012–13 school year:

**New Public Charter Schools**
- Community College Preparatory Academy PCS
- Ingenuity Prep PCS
- Sela PCS
- Somerset PCS

**New Campuses**
- Achievement Preparatory Academy PCS – Elementary
- DC Prep PCS – Benning Middle
- KIPP DC PCS – Connect Academy
- KIPP DC PCS – Spring Academy
- Paul PCS – International High

**Reorganized Schools/Campuses**
- Achievement Preparatory Academy PCS (renamed from Achievement Preparatory Academy PCS – Middle)
- AppleTree Early Learning PCS – Southeast (merger of AppleTree – Douglass Knoll and AppleTree – Parklands)
- AppleTree Early Learning PCS – Southwest (merger of AppleTree – Amidon and AppleTree – Riverside)
- Briya PCS (former Education Strengthens Families PCS)
- Capital City PCS – Lower School and Capital City PCS – Upper School reconfigured as Capital City PCS – Lower School, Capital City PCS – Middle School, and Capital City PCS – High School
- Howard Road Academy PCS closed its MLK and Pennsylvania Avenue campuses and renamed the school and existing campus Cedar Tree Academy PCS
- E.L. Haynes PCS divided its Kansas Avenue school into two campuses: E.L. Haynes PCS – Kansas Avenue (Elementary School) and E.L. Haynes PCS – Kansas Avenue (High School)
- Early Childhood Academy PCS merged its two campuses into one
- The following Friendship PCS campuses were reorganized into Elementary and Middle Schools: Blow-Pierce, Chamberlain, and Woodridge
## School Lists

### Tier 1 (65.0–100.0%)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Ward</th>
<th>Grade Levels</th>
<th>2012–13 Overall Percentage</th>
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</thead>
<tbody>
<tr>
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<td>8</td>
<td>4–8</td>
<td>85.5%</td>
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<td>4</td>
<td>PK4–8</td>
<td>73.5%</td>
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<tr>
<td>Center City PCS – Petworth</td>
<td>4</td>
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<td>70.2%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Chávez Prep</td>
<td>1</td>
<td>6–9</td>
<td>65.2%</td>
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<tr>
<td>DC Bilingual PCS</td>
<td>1</td>
<td>PK3–5</td>
<td>65.2%</td>
</tr>
<tr>
<td>DC Prep PCS – Edgewood Middle</td>
<td>5</td>
<td>4–8</td>
<td>89.6%</td>
</tr>
<tr>
<td>Elsie Whitlow Stokes Community Freedom PCS</td>
<td>5</td>
<td>PK3–6</td>
<td>66.0%</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Middle</td>
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<td>4–8</td>
<td>67.0%</td>
</tr>
<tr>
<td>KIPP DC – AIM Academy PCS</td>
<td>8</td>
<td>5–8</td>
<td>82.9%</td>
</tr>
<tr>
<td>KIPP DC – KEY Academy PCS</td>
<td>7</td>
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<td>91.0%</td>
</tr>
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<td>KIPP DC – Promise Academy PCS</td>
<td>7</td>
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<td>KIPP DC – WILL Academy PCS</td>
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<td>80.7%</td>
</tr>
<tr>
<td>Latin American Montessori Bilingual PCS</td>
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<td>80.5%</td>
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<tr>
<td>Paul PCS – Middle School</td>
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<td>68.3%</td>
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<tr>
<td>Two Rivers PCS</td>
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<td>69.9%</td>
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<tr>
<td>Washington Latin PCS – Middle School</td>
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<td>65.2%</td>
</tr>
<tr>
<td>Washington Yu Ying PCS</td>
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<td>78.3%</td>
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### HIGH SCHOOLS

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<th>Grade Levels</th>
<th>2012–13 Overall Percentage</th>
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<tbody>
<tr>
<td>Capital City PCS – High School</td>
<td>4</td>
<td>9–12</td>
<td>66.4%</td>
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<td>9–12</td>
<td>76.2%</td>
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<tr>
<td>SEED Public Charter School of Washington, DC (High School)</td>
<td>7</td>
<td>6–12</td>
<td>67.8%</td>
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<tr>
<td>Thurgood Marshall Academy PCS</td>
<td>8</td>
<td>9–12</td>
<td>77.4%</td>
</tr>
<tr>
<td>Washington Latin PCS – Upper School</td>
<td>4</td>
<td>9–12</td>
<td>87.0%</td>
</tr>
<tr>
<td>Washington Mathematics Science Technology PCHS</td>
<td>5</td>
<td>9–12</td>
<td>65.1%</td>
</tr>
<tr>
<td>ELEMENTARY/MIDDLE SCHOOLS</td>
<td>Ward</td>
<td>Grade Levels</td>
<td>Overall Percentage</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>--------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Center City PCS – Capitol Hill</td>
<td>6</td>
<td>PK4–8</td>
<td>45.3%</td>
</tr>
<tr>
<td>Center City PCS – Congress Heights</td>
<td>8</td>
<td>PK4–8</td>
<td>50.1%</td>
</tr>
<tr>
<td>Center City PCS – Shaw</td>
<td>6</td>
<td>PK4–8</td>
<td>52.3%</td>
</tr>
<tr>
<td>Center City PCS – Trinidad</td>
<td>5</td>
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<td>43.2%</td>
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<tr>
<td>César Chávez PCS for Public Policy – Parkside Middle School</td>
<td>7</td>
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<tr>
<td>Community Academy PCS – Amos 1</td>
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<td>PK3–5</td>
<td>41.2%</td>
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<tr>
<td>Community Academy PCS – Butler Global</td>
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<td>PK3–5</td>
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</tr>
<tr>
<td>Community Academy PCS – CAPCS Online</td>
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<td>K–8</td>
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<tr>
<td>E.L. Haynes PCS – Georgia Avenue</td>
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<td>4–8</td>
<td>60.9%</td>
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<td>Excel Academy PCS</td>
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<td>Friendship PCS – Blow-Pierce Middle</td>
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<td>47.5%</td>
</tr>
<tr>
<td>Friendship PCS – Southeast Elementary Academy</td>
<td>8</td>
<td>PK3–5</td>
<td>62.0%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy</td>
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<td>6–10</td>
<td>37.5%</td>
</tr>
<tr>
<td>Friendship PCS – Woodridge Middle</td>
<td>5</td>
<td>4–8</td>
<td>49.9%</td>
</tr>
<tr>
<td>Hope Community PCS – Tolson</td>
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<td>45.2%</td>
</tr>
<tr>
<td>Howard University Middle School of Mathematics and Science PCS</td>
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<td>6–8</td>
<td>62.5%</td>
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<tr>
<td>Ideal Academy PCS</td>
<td>4</td>
<td>PK3–8</td>
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</tr>
<tr>
<td>Inspired Teaching Demonstration PCS</td>
<td>1</td>
<td>PK3–4</td>
<td>55.8%</td>
</tr>
<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>5</td>
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<td>51.0%</td>
</tr>
<tr>
<td>Maya Angelou PCS – Evans Middle School</td>
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<td>6–8</td>
<td>35.5%</td>
</tr>
<tr>
<td>Meridian PCS</td>
<td>1</td>
<td>PK3–8</td>
<td>62.8%</td>
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<tr>
<td>Perry Street Preparatory PCS (Lower School)</td>
<td>5</td>
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<td>47.2%</td>
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<td>Roots PCS</td>
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<td>43.1%</td>
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<tr>
<td>SEED Public Charter School of Washington, DC (Middle School)</td>
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<tr>
<td>Tree of Life PCS</td>
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<tr>
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<td>Tier</td>
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<td>Overall Percentage</td>
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<td>Tier 2 (35.0–64.9%) (cont.)</td>
<td>Ward</td>
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<td><strong>HIGH SCHOOLS</strong></td>
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<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>6</td>
<td>9–12</td>
<td>57.7%</td>
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<tr>
<td>César Chávez PCS for Public Policy – Parkside High School</td>
<td>7</td>
<td>9–12</td>
<td>62.7%</td>
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<tr>
<td>E.L. Haynes PCS – Kansas Avenue (High School)</td>
<td>4</td>
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<tr>
<td>Friendship PCS – Collegiate Academy</td>
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<td>53.1%</td>
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<td>Hospitality High PCS</td>
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<td>9–12</td>
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<tr>
<td>IDEA (Integrated Design &amp; Electronic Academy) PCS</td>
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<tr>
<td>National Collegiate Preparatory PCHS</td>
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<tr>
<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>6</td>
<td>8–10</td>
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<table>
<thead>
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<tbody>
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<td><strong>ELEMENTARY/MIDDLE SCHOOLS</strong></td>
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<tr>
<td>Arts and Technology Academy PCS</td>
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<tr>
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<tr>
<td>Hope Community PCS – Lamond</td>
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<td>Imagine Southeast PCS</td>
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<td>Booker T. Washington PCS</td>
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<tr>
<td>Perry Street Preparatory PCS (Upper School)</td>
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## Early Childhood Programs (PMF Pilot/Accountability Plans)

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<td>Briya PCS (former Education Strengthens Families PCS)</td>
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<td>Mundo Verde Bilingual PCS</td>
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<td><strong>WARD 4</strong></td>
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<td>Bridges PCS</td>
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<td>7</td>
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<td>Latin American Montessori Bilingual PCS</td>
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<tr>
<td>Roots PCS</td>
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<td><strong>WARD 5</strong></td>
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<td>Elsie Whitlow Stokes Community Freedom PCS</td>
<td>PK3–6</td>
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<td>Friendship PCS – Woodridge Elementary</td>
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<tr>
<td>Hope Community PCS – Tolson</td>
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<td>Mary McLeod Bethune Day Academy PCS</td>
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### Early Childhood Programs (PMF Pilot/Accountability Plans) (cont.)

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<th>2012–13 Grade Levels</th>
<th>Targets Met</th>
<th>Total Targets</th>
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<tr>
<td>Perry Street Preparatory PCS (Lower School)</td>
<td>PK3–12</td>
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<td>Tree of Life PCS</td>
<td>PK3–8</td>
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<td>Washington Yu Ying PCS</td>
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### WARD 6

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<td>AppleTree Early Learning PCS – Southwest</td>
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<td>Center City PCS – Capitol Hill</td>
<td>PK4–8</td>
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<td>7</td>
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<tr>
<td>Center City PCS – Shaw</td>
<td>PK4–8</td>
<td>5</td>
<td>7</td>
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<tr>
<td>Eagle Academy PCS – New Jersey Avenue</td>
<td>PK3–2</td>
<td>7</td>
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<td>Friendship PCS – Chamberlain Elementary</td>
<td>PK3–3</td>
<td>7</td>
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<tr>
<td>KIPP DC – Grow Academy PCS</td>
<td>PK3–K</td>
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<tr>
<td>KIPP DC – LEAD Academy PCS</td>
<td>1–2</td>
<td>6</td>
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<td>Two Rivers PCS</td>
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### WARD 7

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<td>AppleTree Early Learning PCS – Oklahoma Avenue</td>
<td>PK3–PK4</td>
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<td>Arts and Technology Academy PCS</td>
<td>PK3–5</td>
<td>7</td>
<td>7</td>
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<td>DC Prep PCS – Benning Elementary</td>
<td>PK3–3</td>
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<td>8</td>
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<tr>
<td>DC Scholars PCS</td>
<td>PK3–4</td>
<td>7</td>
<td>9</td>
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<tr>
<td>Friendship PCS – Blow-Pierce Elementary</td>
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<td>7</td>
<td>9</td>
</tr>
<tr>
<td>KIPP DC – LEAP Academy PCS</td>
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<tr>
<td>KIPP DC – Promise Academy PCS</td>
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### WARD 8

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<td>AppleTree Early Learning PCS – Southeast</td>
<td>PK3–PK4</td>
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<td>Cedar Tree Academy PCS (former Howard Road Academy PCS – Main)</td>
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<td>5</td>
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<td>Center City PCS – Congress Heights</td>
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<td>7</td>
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<td>Eagle Academy PCS – The Eagle Center at McGogney</td>
<td>PK3–3</td>
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<td>Early Childhood Academy PCS</td>
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### Early Childhood Programs (PMF Pilot/Accountability Plans) (cont.)

<table>
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<th>Public Charter School</th>
<th>2012–13 Grade Levels</th>
<th>Targets Met</th>
<th>Total Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excel Academy PCS</td>
<td>PK3–5</td>
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<tr>
<td>Friendship PCS – Southeast Elementary Academy</td>
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<tr>
<td>Imagine Southeast PCS</td>
<td>PK3–7</td>
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<td>7</td>
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<tr>
<td>KIPP DC – Discover Academy PCS</td>
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<td>8</td>
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<tr>
<td>KIPP DC – Heights Academy PCS</td>
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</table>

**ONLINE**

| Community Academy PCS – CAPCS Online                      | K–8                  | 3           | 6             |

*There are no early childhood public charter schools in Wards 2 and 3.*
<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2012–13 Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
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<tbody>
<tr>
<td><strong>WARD 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Chávez Prep</td>
<td>6–9</td>
<td>1</td>
<td>65.2%</td>
</tr>
<tr>
<td>DC Bilingual PCS</td>
<td>PK3–5</td>
<td>1</td>
<td>65.2%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Georgia Avenue</td>
<td>4–8</td>
<td>2</td>
<td>60.9%</td>
</tr>
<tr>
<td>Howard University Middle School of Mathematics and Science PCS</td>
<td>6–8</td>
<td>2</td>
<td>62.5%</td>
</tr>
<tr>
<td>Inspired Teaching Demonstration PCS</td>
<td>PK3–5</td>
<td>2</td>
<td>55.8%</td>
</tr>
<tr>
<td>Meridian PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>62.8%</td>
</tr>
<tr>
<td><strong>WARD 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASIS DC PCS</td>
<td>5–8</td>
<td>*</td>
<td>67.3%</td>
</tr>
<tr>
<td><strong>WARD 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital City PCS – Lower School</td>
<td>PK3–4</td>
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<td>37.1%</td>
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<tr>
<td>Capital City PCS – Middle School</td>
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<td>*</td>
<td>46.7%</td>
</tr>
<tr>
<td>Center City PCS – Brightwood</td>
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<td>73.5%</td>
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<td>Center City PCS – Petworth</td>
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</tr>
<tr>
<td>Community Academy PCS – Amos 1</td>
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<tr>
<td>Hope Community PCS – Lamond</td>
<td>PK3–6</td>
<td>3</td>
<td>28.3%</td>
</tr>
<tr>
<td>Ideal Academy PCS</td>
<td>PK3–8</td>
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<td>44.0%</td>
</tr>
<tr>
<td>Latin American Montessori Bilingual PCS</td>
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<td>80.5%</td>
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<tr>
<td>Paul PCS – Middle School</td>
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<td>68.3%</td>
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<tr>
<td>Roots PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>43.1%</td>
</tr>
<tr>
<td>Washington Latin PCS – Middle School</td>
<td>5–8</td>
<td>1</td>
<td>65.2%</td>
</tr>
<tr>
<td><strong>WARD 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center City PCS – Trinidad</td>
<td>PK4–8</td>
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<td>43.2%</td>
</tr>
<tr>
<td>Community Academy PCS – Amos 3</td>
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<td>25.7%</td>
</tr>
<tr>
<td>Community Academy PCS – Butler Global</td>
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<td>59.1%</td>
</tr>
<tr>
<td>DC Prep PCS – Edgewood Middle</td>
<td>4–8</td>
<td>1</td>
<td>89.6%</td>
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<td>Elsie Whitlow Stokes Community Freedom PCS</td>
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<td>66.0%</td>
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<td>Friendship PCS – Woodridge Middle</td>
<td>4–8</td>
<td>2</td>
<td>49.9%</td>
</tr>
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<td>Hope Community PCS – Tolson</td>
<td>PK3–8</td>
<td>2</td>
<td>45.2%</td>
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<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>51.0%</td>
</tr>
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<td>Perry Street Preparatory PCS (Lower School)</td>
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<td>Potomac Lighthouse PCS</td>
<td>PK3–7</td>
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<td>34.3%</td>
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<td>Tree of Life PCS</td>
<td>PK3–8</td>
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<td>40.5%</td>
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<td>Washington Yu Ying PCS</td>
<td>PK4–5</td>
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<tr>
<td>William E. Doar, Jr. PCS for the Performing Arts</td>
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### Elementary/Middle Schools (cont.)

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<th>Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Center City PCS – Capitol Hill</td>
<td>PK4–8</td>
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<td>45.3%</td>
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<td>Center City PCS – Shaw</td>
<td>PK4–8</td>
<td>2</td>
<td>52.3%</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Middle</td>
<td>4–8</td>
<td>1</td>
<td>67.0%</td>
</tr>
<tr>
<td>KIPP DC – WILL Academy PCS</td>
<td>4–8</td>
<td>1</td>
<td>80.7%</td>
</tr>
<tr>
<td>Two Rivers PCS</td>
<td>PK3–8</td>
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<td>69.9%</td>
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<tr>
<td><strong>WARD 7</strong></td>
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<tr>
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<td>PK3–5</td>
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<tr>
<td>César Chávez PCS for Public Policy – Parkside Middle School</td>
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<td>2</td>
<td>48.7%</td>
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<td>Friendship PCS – Blow-Pierce Middle</td>
<td>4–8</td>
<td>2</td>
<td>47.5%</td>
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<tr>
<td>KIPP DC – KEY Academy PCS</td>
<td>5–8</td>
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<td>91.0%</td>
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<td>KIPP DC – Promise Academy PCS</td>
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<td>74.6%</td>
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<tr>
<td>Maya Angelou PCS – Evans Middle School</td>
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</tr>
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<td>SEED Public Charter School of Washington, DC (Middle)</td>
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<td><strong>WARD 8</strong></td>
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<td>Excel Academy PCS</td>
<td>PK3–4</td>
<td>2</td>
<td>46.5%</td>
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<tr>
<td>Friendship PCS – Southeast Elementary Academy</td>
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<td>62.0%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy</td>
<td>6–10</td>
<td>2</td>
<td>37.5%</td>
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<td>Imagine Southeast PCS</td>
<td>PK3–7</td>
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<td>26.0%</td>
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<td>KIPP DC – AIM Academy PCS</td>
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<tr>
<td><strong>ONLINE</strong></td>
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<tr>
<td>Community Academy PCS – CAPCS Online</td>
<td>K–8</td>
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<td>53.1%</td>
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</tbody>
</table>

*There are no public charter elementary or middle schools in Ward 3.*

---

*BASIS DC PCS is not receiving a PMF tier this year because it first opened in the 2012–13 school year, and a school in its first year of operation does not receive a PMF score. Data have been reported on all measures, where available. Beginning in the 2013–14 school year, BASIS DC PCS will be held to the same performance framework as other public charter schools.*

*Capital City PCS – Lower School and Capital City PCS – Middle School are not receiving PMF tiers this year because this school added an additional campus, which resulted in significant changes to the student population at each campus.*

*Options PCS and Maya Angelou PCS – Evans High School are not receiving a PMF tier this year because these schools serve a significantly different population from other K–12 schools. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.*
# High Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
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<tbody>
<tr>
<td><strong>WARD 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booker T. Washington PCS</td>
<td>9–12 &amp; Adult Ed</td>
<td>3</td>
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<tr>
<td>Hospitality High PCS</td>
<td>9–12</td>
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<td><strong>WARD 4</strong></td>
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<tr>
<td>Capital City PCS – High School</td>
<td>9–12</td>
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<td>66.4%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Kansas Avenue (High School)</td>
<td>9–10</td>
<td>2</td>
<td>58.3%</td>
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<tr>
<td>Washington Latin PCS – Upper School</td>
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<td>87.0%</td>
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<tr>
<td>Perry Street Preparatory PCS (Upper School)</td>
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<td>Washington Mathematics Science Technology PCHS</td>
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<td>65.1%</td>
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<td><strong>WARD 6</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>9–12</td>
<td>2</td>
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<tr>
<td>Options PCS (High School)</td>
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<tr>
<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>8–10</td>
<td>2</td>
<td>35.8%</td>
</tr>
<tr>
<td><strong>WARD 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Parkside High School</td>
<td>9–12</td>
<td>2</td>
<td>62.7%</td>
</tr>
<tr>
<td>Friendship PCS – Collegiate Academy</td>
<td>9–12</td>
<td>2</td>
<td>53.1%</td>
</tr>
<tr>
<td>IDEA (Integrated Design &amp; Electronic Academy) PCS</td>
<td>9–12</td>
<td>2</td>
<td>43.7%</td>
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<tr>
<td>Maya Angelou PCS – Evans High School</td>
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<td>*</td>
<td>13.6%</td>
</tr>
<tr>
<td>SEED Public Charter School of Washington, DC (High)</td>
<td>6–12</td>
<td>1</td>
<td>67.8%</td>
</tr>
<tr>
<td><strong>WARD 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy</td>
<td>6–10</td>
<td>2</td>
<td>59.4%</td>
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<td>1</td>
<td>76.2%</td>
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<tr>
<td>National Collegiate Preparatory PCHS</td>
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<td>51.4%</td>
</tr>
<tr>
<td>Thurgood Marshall Academy PCS</td>
<td>9–12</td>
<td>1</td>
<td>77.4%</td>
</tr>
</tbody>
</table>

*There are no public charter high schools in Wards 2 or 3.*

*BASIS DC PCS is not receiving a PMF tier this year because it first opened in the 2012–13 school year, and a school in its first year of operation does not receive a PMF score. Data have been reported on all measures, where available. Beginning in the 2013–14 school year, BASIS DC PCS will be held to the same performance framework as other public charter schools. Capital City PCS – Lower School and Capital City PCS – Middle School are not receiving PMF tiers this year because this school added an additional campus, which resulted in significant changes to the student population at each campus. Options PCS and Maya Angelou PCS – Evans High School are not receiving a PMF tier this year because these schools serve a significantly different population from other K–12 schools. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.*
## Adult Education (PMF Pilot/Accountability Plans)

<table>
<thead>
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<th>Public Charter School</th>
<th>2012–13 Grade Levels</th>
<th>Targets Met</th>
<th>Total Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booker T. Washington PCS</td>
<td>9–12 &amp; Adult Ed</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Carlos Rosario International PCS</td>
<td>Adult Ed</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Briya PCS (former Education Strengths Families PCS)</td>
<td>PK3 &amp; Adult Ed</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>LAYC Career Academy PCS</td>
<td>Adult Ed</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>The Next Step/El Próximo Paso PCS</td>
<td>Adult Ed</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>YouthBuild PCS</td>
<td>Adult Ed</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td><strong>WARD 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Coletta Special Education PCS</td>
<td>PK3–12 &amp; Adult Ed</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>WARD 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maya Angelou PCS – Young Adult Learning Center</td>
<td>Adult Ed</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

*This is the complete list of adult education programs.*

**This year, PCSB consulted with a task force to draft a pilot Adult Education Performance Management Framework (AE PMF), which will be fully implemented in 2013–14. In anticipation of the pilot, these schools did not create Accountability Plans; instead, they reported data on several targets aligned to the indicators on the new AE PMF.

Note: For schools that serve several grade level configurations (e.g., elementary, middle, and high school or middle and high school), the scores in the school listings — which are broken into elementary/middle schools, high schools, early childhood programs, and adult education programs — only reflect results from the corresponding grade levels for those schools. For more information, see the school performance report on the PCSB website, www.dcpsb.org.
How to Read the Performance Report

What information is included?

The performance report lists a school’s overall percent score and 2013 tier. It also has basic information about the school’s leadership, grades, mission, unique school characteristics, and student demographics. For schools that have PMF scores from previous years, the scores and tiers are also included.

School Profile (2013–14)

- **Board Chair:** Donna Noble
- **First School Year:** 1987–88
- **Executive Director:** Donna Noble
- **Principal:** Donna Noble
- **Grades Served:** PK-12
- **Before Care:**
- **Student-to-Teacher Ratio:** 20 to 1
- **Percentage of Highly Qualified Teachers:** 89%
- **Total Enrollment:** 200
- **English language learners:** 5.2%
- **Low-income students:** 50.5%
- **Special Education:**

School Mission/Purpose:
To enable a diverse group of children to meet high expectations; develop creativity, critical thinking, and problem-solving skills; achieve deep understanding of complex subjects; and acquire a love of learning along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged, and possess a commitment to personal and civic responsibility.

Unique School Characteristics

- Extracurricular Activities
- Extracurricular Activities
- Extracurricular Activities
- Extracurricular Activities

Transportation

- **Metro/Bus Service**: Columbia Heights
- **Metro Station/S2**:

Tier Explanations

1. **High Performing** (65.0–100)
2. **Mid Performing** (35.0–64.9)
3. **Low Performing** (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**English language learners:** Students whose families speak a language at home other than English.

**Low-income students:** Students who are eligible for free or reduced-priced meals.

*Please check www.wmata.com for updates.*
What are the academic measures?

Washington PCS
2013 School Performance Report

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time
- Growth on DC-CAS Reading over time
- Growth on DC-CAS Mathematics over time

Student Achievement (25 points): Meeting or exceeding academic standards
- Elementary grades DC-CAS Reading
- Elementary grades DC-CAS Mathematics
- Middle grades DC-CAS Reading
- Middle grades DC-CAS Mathematics

Gateway (15 points): Outcomes in key subjects that predict future educational success
- Proficient and Advanced 3rd grade Reading
- Proficient and Advanced 8th grade Mathematics

Leading Indicators (20 points): Predictors of future student progress and achievement
- Attendance
- Re-enrollment in this school

TOTAL SCORE

For a more detailed explanation of the indicators, see our user guide.

For more information on how the metrics are calculated, as well as updates made to the floors, please see the PMF Guidelines and Technical Guide in the PMF section of the PCSB website, www.dcpsb.org.

PCSB uses various metrics to assign points to each common measure. For each metric, a school earns between zero and a maximum number of points, with the maximum number being the weight assigned to that metric. The number of points a school earns for that metric is determined by how it performs in comparison to the floor and the goal, which are set by PCSB. Most schools can earn a total of 100 possible points; for these schools, their point total equates to their PMF score. For schools in which some metrics are not applicable, the total possible points may be less than 100 points; in these cases, the PMF scores are determined by dividing the points earned by their total possible points.

MORE ABOUT GROWTH OVER TIME

The growth over time measure allows PCSB to compare schools in which students enter at different levels of performance. This measure combines each student’s progress on the DC Comprehensive Assessment System (DC-CAS) tests from one grade to the next, resulting in a school-level median growth percentile (MGP).

The MGP summarizes student growth in a school. It tells us how much students in a school are progressing academically compared to similar students in other schools. For example, an MGP score of 62 means that, overall, the students in that school showed greater overall improvement than 62 percent of similar students in schools across the district.
What are the Performance Management Framework Pilots?

What is the Early Childhood Performance Management Framework?

Since 2011, PCSB has collaborated with an Early Childhood task force to develop the Early Childhood Performance Management Framework (EC PMF). Over the course of these meetings, this task force developed the EC PMF Pilot. Each LEA was given the option to join the EC PMF Pilot or stay on its current Accountability Plan for the 2012–13 academic year. Twenty-six of the 36 LEAs serving pre-kindergarten through second grades decided to join the EC PMF Pilot.

Only the Office of the State Superintendent for Education can determine summative assessments that must be administered by every school. Since the state superintendent has not determined a statewide assessment for the youngest grades served in charter schools, LEAs still have a choice in the age-appropriate assessments they administer. The task force determined specific criteria that their assessments must meet to be approved on the EC PMF Assessment List. Currently, 35 assessments for PK3 through second grade are on the approved list for either progress or achievement, or both, that meet the following criteria:

1. Norm or criterion referenced
2. Publisher prescribed growth and/or achievement targets and benchmarks
3. Research based (studies of documented validity and reliability)

For the EC PMF Pilot, each assessment measures progress and/or achievement in reading and mathematics and uses the publisher-determined benchmarks to determine progress and achievement. To receive a “yes” on each target, schools must have 60 percent or more of students achieve the goal.

For additional information on the EC PMF Pilot, please visit https://pcsb-pmf.wikispaces.com/Early+Childhood+PMF.

What is the Adult Education Performance Management Framework?

Since 2011, PCSB has collaborated with an Adult Education taskforce to develop the Adult Education Performance Management Framework (AE PMF). The intent of the adult education public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education and skills and their employability.

The AE PMF Pilot measures program effectiveness by tracking student progress, student achievement, progress on mission-specific measures, and leading indicators. Student progress includes learning gains as measured by tests that are valid and reliable for the population of adults that participate in the program. Student achievement includes those common goals that adults have for returning to school — to improve their educational skills to obtain a GED, high school equivalency, or academic skills to prepare them for college; and to improve their educational skills to prepare them for a postsecondary certification program, job skills, entry to employment, and improved employment options. Public charter schools must report the required measures on all students who receive 12 hours or more of service.

Adult education public charter schools in DC will be required to use an assessment for educational gain that has been aligned with the common educational functioning levels currently used in the National Reporting System for adult education.

For additional information on the AE PMF Pilot, please visit https://pcsb-pmf.wikispaces.com/Adult+Education+PMF.
What is an Accountability Plan?

As with the PMF, the Accountability Plan addresses student progress, student achievement, and gateway measures, as well as leading and other indicators. Unlike the PMF, schools and programs using the Accountability Plan are not tiered or rated for the 2012–13 school year. Accountability Plan results are determined by whether the school met or missed its established targets through data verification by PCSB staff.

For schools that have early childhood and adult education programs — and/or students in dedicated special education programs — PCSB has implemented the Accountability Plan system to measure academic performance.

Each school’s Accountability Plan is developed in concert with PCSB staff, school leadership, and the school’s board of trustees, and the Accountability Plan is approved by PCSB’s board. Schools are provided guidance on the minimum and maximum number of targets to include in the Accountability Plan as well as criteria for identifying assessments and other performance measures. As such, each school’s Accountability Plan contains appropriate measures to evaluate its unique student population and mission. However, it also makes it impossible to compare performance across schools serving the same grade levels.

During the 2012–13 school year, PCSB worked with school task forces to develop pilot frameworks to measure school performance in Early Childhood (EC) and Adult Education (AE). These frameworks will replace Accountability Plans during the 2013–14 school year. This year, all but 10 EC LEAs participated in the EC PMF pilot; therefore, the reports for those 10 LEAs will show results from their Accountability Plan. AE programs will show AE PMF Pilot results and Accountability Plan results.

What should I do if I want to get involved?

- Talk to your child’s teachers.
- Talk to your school’s principal.
- Volunteer at the school.
- Join the school’s parent organization.
- Talk to your school’s board of trustees.

Where can I find more information about public charter schools?

Read the School Performance Report online at www.dcpcpsb.org, or pick up a printed copy at your local library, where you can find PCSB’s parent guide to the reports as well. You also can download the mobile app MyDCcharters in the App Store or Android Marketplace or at dcpcpsb.boopsie.com. The app has school performance data and helps you look for public charter schools near you.
2013

Individual Public Charter School Performance Reports
2013 School Performance Report

Achievement Preparatory Academy PCS – Middle

908 Wahler Place, SE
Washington, DC 20032
202-562-1214
www.aprepacademy.org

School Profile (2013–14)

Board Chair: John Green
Executive Director: Shantelle Wright
Principal: Susan Cannon, Chief Academic Officer

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a K–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 18 to 1

School Mission/Purpose:
To prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond.

Unique School Characteristics
- Recipient of 2011 EPIC Award—Silver Gain Status
- College preparatory curriculum
- Extended school day and school year

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 315

- African American: 100.0%
- Hispanic/Latino: 0.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 89.0%
- Special Education: 18.1%

Transportation

Metro/Bus Service*
- A6, A7; 46; M8, M9; W2

*Please check www wmata com for updates.
### Achievement Preparatory Academy PCS – Middle

**2013 School Performance Report**

#### (2012–13) Grades measured: 4–8

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 60.4 <strong>Percent of Possible Points 76.0%</strong></td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 69.9 <strong>Percent of Possible Points 100.0%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary grades DC-CAS Reading</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 27.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 59.3 <strong>Percent of Possible Points 44.0%</strong></td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 8.6 <strong>Percent of Possible Points 34.4%</strong></td>
</tr>
<tr>
<td><strong>Elementary grades DC-CAS Mathematics</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 20.4 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 84.0 <strong>Percent of Possible Points 80.0%</strong></td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 1.25 <strong>Percent of Possible Points 100.0%</strong></td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Reading</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 28.9 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 70.1 <strong>Percent of Possible Points 58.0%</strong></td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 0.75 <strong>Percent of Possible Points 60.0%</strong></td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Mathematics</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 30.5 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 86.6 <strong>Percent of Possible Points 80.0%</strong></td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 1.25 <strong>Percent of Possible Points 100.0%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
</tr>
<tr>
<td>0 17.4 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 15.0 <strong>Percent of Possible Points 100.0%</strong></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
</tr>
<tr>
<td>0 29.2 100</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 100 <strong>Percent of Possible Points 100.0%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>0 85.0 95.0</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 98.3 <strong>Percent of Possible Points 100.0%</strong></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>0 60.0 90.0</td>
</tr>
<tr>
<td><strong>Points Earned</strong> 85.6 <strong>Percent of Possible Points 85.0%</strong></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th><strong>TIER</strong></th>
<th><strong>Score</strong></th>
<th><strong>Percent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85.5</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

AppleTree Early Learning PCS – Columbia Heights

2750 14th Street, NW
Washington, DC 20009

School Profile (2013–14)

Board Chair: Jack McCarthy
First School Year: 2007–08
Principal: Ryan Tauriainen
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a PK network:
- Before Care
- After Care

School Mission/Purpose:
AppleTree Early Learning Public Charter School’s (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Unique School Characteristics
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

Student Demographics (2012–13)

Total Enrollment: 161

- African American: 64.0%
- Hispanic/Latino: 16.8%
- White: 16.1%
- Asian/Pacific Islander: 2.5%
- Native American/Indian: 0.6%
- Other: 0.0%

English Language Learners: 30.4%
Low Income: 69.6%
Special Education: 6.2%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52, 53, 54

*Please check www.wmata.com for updates.
## Grades measured: PK3–PK4

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>95.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>79.0% of students met this goal.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability.</td>
<td>79.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 89.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment.</td>
<td>The school obtained an average score of 3.1 on Instructional Support, 6.0 on Emotional Support, and 5.8 on Classroom Management.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

4 OF 4
AppleTree Early Learning PCS – Lincoln Park

138 12th Street, NE
Washington, DC 20002

2013 School Performance Report

School Profile (2013–14)

Board Chair: Jack McCarthy
Principal: Karen Lamonth

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK network:
- Before Care
- After Care

Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: 7 to 1

School Mission/Purpose:
AppleTree Early Learning Public Charter School’s (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

Student Demographics (2012–13)

Total Enrollment: 61

- African American: 57.4%
- Hispanic/Latino: 6.6%
- White: 24.6%
- Asian/Pacific Islander: 1.6%
- Native American/Indian: 0.0%
- Other: 9.8%

English Language Learners: 1.6%
Low Income: 47.5%
Special Education: 4.9%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Eastern Market Metro Station/90, 92, 93

*Please check www.wmata.com for updates.
AppleTree Early Learning PCS – Lincoln Park
2013 School Performance Report

(2012–13)

Grades measured: PK3–PK4

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>98.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 97.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment.</td>
<td>The school obtained an average score of 4.1 on Instructional Support, 6.1 on Emotional Support, and 5.8 on Classroom Management.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

4 OF 4
AppleTree Early Learning PCS – Oklahoma Avenue

School Profile (2013–14)

Board Chair: Jack McCarthy
Principal: Ntaka Wellington
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK network
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: 7 to 1

School Mission/Purpose:
AppleTree Early Learning Public Charter School’s (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Stadium–Armory Metro Station/D6

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.**

- **82.0% of students met this goal.**

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 91.4%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.**

## Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school obtained an average score of 3.6 on Instructional Support, 6.2 on Emotional Support, and 5.6 on Classroom Management.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment.**

---

### TOTAL TARGETS MET

| 4 OF 4 |
School Profile (2013–14)

- **Board Chair:** Jack McCarthy
- **Principal:** Shelton Lee
- **First School Year:** 2011–12
- **Grades Served:**
  - PK-3
  - PK-4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - GED
  - ADULT ED
- **Part of a PK network:**
  - Before Care
  - After Care
- **Percentage of Highly Qualified Teachers:** Not reported
- **Student-to-Teacher Ratio:** 7 to 1

**School Mission/Purpose:**

AppleTree Early Learning Public Charter School’s (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them.

**Unique School Characteristics**

- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

Student Demographics (2012–13)

- **Total Enrollment:** 172
- **African American:** 98.8%
- **Hispanic/Latino:** 0.6%
- **White:** 0.0%
- **Asian/Pacific Islander:** 0.0%
- **Native American/Indian:** 0.0%
- **Other:** 0.6%
- **English Language Learners:** 0.0%
- **Low Income:** 93.0%
- **Special Education:** 3.5%

Transportation

**Metro/Bus Service**

- Congress Heights Metro Station/32; 94; W2, W3

*Please check [www.wmata.com](http://www.wmata.com) for updates.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.
### Grades measured: PK3–PK4

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability.</td>
<td>85.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 88.0%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment.</td>
<td>The school obtained an average score of 3.6 on Instructional Support, 5.9 on Emotional Support, and 5.3 on Classroom Management.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

| 4 OF 4 |
AppleTree Early Learning PCS – Southwest

401 I Street, SW (Amidon campus) | 680 I Street, SW (Riverside campus)
Washington, DC 20024

2013 School Performance Report

School Profile (2013–14)

Board Chair: Jack McCarthy
First School Year: 2007–08

Principal: Jevonna Willis

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 7 to 1

School Mission/Purpose:
AppleTree Early Learning Public Charter School’s (AELPCS) mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AELPCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Extended day aligned with the classroom curriculum; vouchers accepted

Student Demographics (2012–13)

Total Enrollment: 83

- African American: 74.5%
- English Language Learners: 14.5%
- Low Income: 63.3%
- Special Education: 6.0%
- Hispanic/Latino: 0.0%
- White: 16.4%
- Asian/Pacific Islander: 3.0%
- Native American/Indian: 0.0%
- Other: 6.0%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Waterfront Metro Station/P6, V7, V8, V9

*Please check www.wmata.com for updates.
## AppleTree Early Learning PCS – Southwest

### 2013 School Performance Report

#### Grades measured: PK3–PK4

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>96.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four scale points in mathematics on the Test of Early Mathematics Ability.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88.0% of the days.</td>
<td>The average daily attendance was 89.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will obtain an average score of 3 on Instructional Support, 5 on Emotional Support, and 5 on Classroom Organization on the CLASS assessment.</td>
<td>The school obtained an average score of 4.0 on Instructional Support, 6.0 on Emotional Support, and 5.5 on Classroom Management.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

| 4 OF 4 |
2013 School Performance Report

Arts and Technology Academy PCS

School Profile (2013–14)

Board Chair: Kimberly A. Smith
First School Year: 1999–2000

Executive Director: Allison L. Artis
Principal: Corbet Houston

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
The Arts and Technology Academy partners with our children and families to help students achieve their highest potential by providing an academically and artistically rich foundation infused with technology that is designed to foster intellectual mastery, creative exploration, critical thinking, and social skills.

Unique School Characteristics
- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring
- Newly renovated classrooms and technology
- Safe and nurturing learning environment

Student Demographics (2012–13)

Total Enrollment: 629

- African American: 98.7%
- Hispanic/Latino: 1.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.3%

English Language Learners: 0.6%
Low Income: 95.0%
Special Education: 10.5%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Benning Road or Capitol Heights Metro Station/96, 97, U5, U6, W4

*Please check www.wmata.com for updates.
### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>73.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>63.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>71.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of students kindergarten through second grade will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>92.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 89.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 OF 7
2013 School Performance Report

Arts and Technology Academy PCS

5300 Blaine Street, NE
Washington, DC 20019
202-398-6811
www.artstechacademy.org

School Profile (2013–14)

Board Chair: Kimberly A. Smith
Executive Director: Allison L. Artis
Principal: Corbet Houston

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
The Arts and Technology Academy partners with our children and families to help students achieve their highest potential by providing an academically and artistically rich foundation infused with technology that is designed to foster intellectual mastery, creative exploration, critical thinking, and social skills.

Unique School Characteristics
- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring
- Newly renovated classrooms and technology
- Safe and nurturing learning environment

Student Demographics (2012–13)

Total Enrollment: 629

- African American: 98.7%
- Hispanic/Latino: 1.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.3%

- English Language Learners: 0.6%
- Low Income: 95.0%
- Special Education: 10.5%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Benning Road or Capitol Heights Metro Station/96, 97; U5, U6; W4

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.6</td>
<td>4.8</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Reading over time**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.0</td>
<td>5.0</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Mathematics over time**

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.8</td>
<td>1.5</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

**DC-CAS Reading**

- **Proficient and Advanced**
  - Score: 27.0
  - Points Earned: 1.5
  - Percent of Possible Points: 15.0%

- **Advanced only**
  - Score: 25.0
  - Points Earned: 0.3
  - Percent of Possible Points: 12.0%

**DC-CAS Mathematics**

- **Proficient and Advanced**
  - Score: 20.4
  - Points Earned: 1.9
  - Percent of Possible Points: 19.0%

- **Advanced only**
  - Score: 25.0
  - Points Earned: 0.3
  - Percent of Possible Points: 12.0%

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.6</td>
<td>2.0</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

**Proficient and Advanced 3rd grade Reading**

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.3</td>
<td>8.3</td>
<td>83.0%</td>
</tr>
</tbody>
</table>

**Attendance**

**Re-enrollment in this school**

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.9</td>
<td>31.9%</td>
<td></td>
</tr>
</tbody>
</table>

**TIER 3**

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

BASIS DC PCS

Total Score:* 67.3%

*This school is not receiving a PMF rank this year because it first opened in the 2012–13 school year. Data have been reported on all measures, where available. It will receive a rank beginning in the 2013–14 school year.

School Profile (2013–14)

Board Chair: Craig Barrett, Ph.D.
Principal: Sean Aiken

First School Year: 2012–13
School Mission/Purpose:
BASIS DC will provide an academically excellent and rigorous liberal arts college-preparatory education available to all middle and high school students of the District of Columbia.

Grades Served:
PK-3 ○ PK-4 ○ K ○ 1 ○ 2 ○ 3
4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10
11 ○ 12 ○ GED ○ ADULT ED
Will grow to 12th grade
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 17 to 1

Unique School Characteristics
- Rigorous liberal arts curriculum
- Emphasis on student responsibility
- Combination of European emphasis on content and American tradition of inquiry
- College preparatory curriculum starting in fifth grade

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 443

- African American 55.3%
- Hispanic/Latino 6.5%
- White 27.8%
- Asian/Pacific Islander 3.6%
- Native American/Indian 0.9%
- Other 5.9%
- English Language Learners: 1.1%
- Low Income: 40.2%
- Special Education: 4.7%

Transportation

Metro/Bus Service*
Archives-Navy Memorial or Gallery Place-Chinatown Metro Station

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>11.0</td>
<td>55.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>9.0</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>7.4</td>
<td>74.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>6.7</td>
<td>67.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>11.5</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60.6</td>
<td>67.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

The mission of Booker T. Washington Public Charter School for Technical Arts is to educate students in grades 9–12, adults, and others for the construction and building trades, including carpentry, plumbing, AutoCAD, HVAC, stationary steam engineering, GED, National External Degree Program, and prepare them for lifelong learning; educate students to meet college matriculation requirements; train students for construction apprenticeship programs; develop life skills for long-term success; and create opportunities for employment and entrepreneurship.

Unique School Characteristics
- Curriculum for college-bound students, GED preparation, workplace skills development, and career and technical training programs
- Nationally NCCER-certified in carpentry, plumbing, electrical wiring, AutoCAD, and job internships
- Men’s and women’s basketball programs

Transportation
Metro/Bus Service*
U Street Metro Station/52, 53, 54

*Please check www.wmata.com for updates.
**Student Progress (15 points): Test score improvement over time**

- Growth on DC-CAS Reading over time
  - Points Earned: 46.9
  - Points Possible: 65.0
  - Percent of Possible Points: 48.0%

- Growth on DC-CAS Mathematics over time
  - Points Earned: 29.3
  - Points Possible: 65.0
  - Percent of Possible Points: 0.0%

**Student Achievement (30 points): Meeting or exceeding standards**

- High grades DC-CAS Reading
  - Proficient and Advanced
    - Points Earned: 17.5
    - Points Possible: 26.4
    - Percent of Possible Points: 0.0%
  - Advanced only
    - Points Earned: 2.5
    - Points Possible: 25.0
    - Percent of Possible Points: 12.0%

- High grades DC-CAS Mathematics
  - Proficient and Advanced
    - Points Earned: 17.5
    - Points Possible: 20.3
    - Percent of Possible Points: 0.0%
  - Advanced only
    - Points Earned: 0.0
    - Points Possible: 25.0
    - Percent of Possible Points: 0.0%

- Advanced Placement and International Baccalaureate performance (12th)
  - Points Earned: 0.0
  - Points Possible: 5.0
  - Percent of Possible Points: 0.0%

**Gateway (30 points): Outcomes aligned to college and career readiness**

- Graduation rate
  - Points Earned: 1.0
  - Points Possible: 7.5
  - Percent of Possible Points: 13.3%

- PSAT performance (11th)
  - Points Earned: 0.7
  - Points Possible: 7.5
  - Percent of Possible Points: 9.3%

- SAT performance (12th)
  - Points Earned: 0.6
  - Points Possible: 7.5
  - Percent of Possible Points: 8.0%

- College acceptance rate
  - Points Earned: 7.5
  - Points Possible: 7.5
  - Percent of Possible Points: 100.0%

**Leading Indicators (25 points): Predictors of future student progress and achievement**

- Attendance
  - Points Earned: 4.1
  - Points Possible: 10.0
  - Percent of Possible Points: 41.0%

- Re-enrollment in this school
  - Points Earned: 3.2
  - Points Possible: 10.0
  - Percent of Possible Points: 32.0%

- 9th grade credits (on track to graduate)
  - Points Earned: 1.9
  - Points Possible: 5.0
  - Percent of Possible Points: 38.0%

**TOTAL SCORE**

- Points Earned: 22.9
- Points Possible: 100.0
- Percent of Possible Points: 22.9%

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

**Board Chair:** Richard A. English, Ph.D.

**First School Year:** 1999–2000

**Principal:** G. Hope Asterilla, Ph.D.

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

- Before Care
- After Care

**Percentage of Highly Qualified Teachers:** Not reported

**Student-to-Teacher Ratio:** Not reported

**School Mission/Purpose:**

The mission of Booker T. Washington Public Charter School for Technical Arts is to educate students in grades 9–12, adults, and others for the construction and building trades, including carpentry, plumbing, AutoCAD, HVAC, stationary steam engineering, GED, National External Degree Program, and prepare them for lifelong learning; educate students to meet college matriculation requirements; train students for construction apprenticeship programs; develop life skills for long-term success; and create opportunities for employment and entrepreneurship.

Unique School Characteristics

- Curriculum for college-bound students, GED preparation, workplace skills development, and career and technical training programs
- Nationally NCCER-certified in carpentry, plumbing, electrical wiring, AutoCAD, and job internships
- Men’s and women’s basketball programs

Student Demographics (2012–13)

**Total Enrollment:** 362

- African American: 94.2%
- Hispanic/Latino: 4.7%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 1.1%

English Language Learners: 1.9%
Low Income: 100.0%
Special Education: 13.3%

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

**Metro/Bus Service**

- U Street Metro Station/52, 53, 54

*Please check www.wmata.com for updates.
### Grades measured: Adult Ed

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of students whose CASAS Life and Work and Employability pre-test scores are 153–201 will progress five points on the CASAS life and Work and Employability Reading and Math assessments for those who post-test.</td>
<td>78.4% (29 of 37 students) progressed 5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of students whose CASAS reading and math pre-test score is 211+ will progress three points on the CASAS Life and Work and Employability assessments for those who post-test.</td>
<td>78.4% (40 of 51 students) progressed 3 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of Virtual Enterprise Program students receive certificates for the completion of the following: Computer Literacy, Office Machines, MS Word, Excel, Data Entry, Keyboarding (40wpm), and/or Entrepreneurship.</td>
<td>100.0% (11 of 11 students) of Virtual Enterprise Program students.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of Career Preparation Training students will be awarded at least two certificates: OSHA-10 licensure hours; CPR Certificate, Flagger Certificate, HVAC Certificate, Plumbing Certificate.</td>
<td>90.4% (75 of 83 students) of Career Preparation Training students were awarded 2 certificates or more.</td>
<td>Yes</td>
</tr>
<tr>
<td>25% of GED students at the Adult Secondary and Advanced Secondary levels who pass all five subject areas of GED Practice Tests will pass the official GED.</td>
<td>100.0% of GED students (5 of 5 students) passed the official GED.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of the National External Diploma Program (NEDP) students enrolled by October 5, 2012 will have completed all NEDP requirements for a high school diploma by June 2013.</td>
<td>90.9% (20 of 22 students) earned the National External Diploma by June 2013.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED student average attendance rate will be 70%.</td>
<td>GED student average attendance rate was 71.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of GED students will achieve at least three life skill goals within six months after enrollment.</td>
<td>78.1% of GED students achieved at least three life skill goals within six months after enrollment.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
TOTAL TARGETS MET

8 OF 8
**School Profile (2013–14)**

- **Board Chair:** Vincent Baxter
- **Principal:** Olivia Smith
- **First School Year:** 2005–06

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

*Will grow to fifth grade*

- **Percentage of Highly Qualified Teachers:** 100.0%
- **Student-to-Teacher Ratio:**
  - Inclusive classrooms: 8 to 1
  - High-level special education classrooms: 4 to 2

**School Mission/Purpose:**

Bridges Public Charter School’s mission is to provide an exemplary educational program that includes all students. Our developmentally appropriate, student- and family-centered educational approach nurtures students to expand their developmental skills in order to build a foundation for lifelong learning.

**Unique School Characteristics**

- Received approval for elementary school expansion in 2012; will serve grades PK–5 by the 2017–18 school year.
- Awarded accreditation from Middle States Association of Colleges and Schools in December 2012
- Selected “Best Preschool” in the Washington City Paper 2013 Reader’s Choice poll
- Hands-on, student-centered approach to instruction

**Student Demographics (2012–13)**

- **Total Enrollment:** 143

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>43.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>37.8%</td>
</tr>
<tr>
<td>White</td>
<td>14.7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.4%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>English Language Learners:</strong></td>
<td>42.0%</td>
</tr>
<tr>
<td><strong>Low Income:</strong></td>
<td>67.8%</td>
</tr>
<tr>
<td><strong>Special Education:</strong></td>
<td>25.2%</td>
</tr>
</tbody>
</table>

**Accountability Plans**

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

*For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

**Transportation**

- **Metro/Bus Service:**
  - Georgia Avenue–Petworth Station/52, 53, 54; 70; S1, S2, S4

*Please check www.wmata.com for updates.*
## Grades measured: PK3–K

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of four standard scale points or score at or above the benchmark of 85 on the Peabody Picture Vocabulary Test assessment.</td>
<td>92.7% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of pre-kindergarten-3 students will increase their scores by six letters or will master at least 11 letters by the spring administration on the Individual Growth and Development Indicators assessment.</td>
<td>91.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of pre-kindergarten-4 students will increase their scores by six letters or will master at least 16 letters by the spring administration on the Individual Growth and Development Indicators assessment.</td>
<td>88.6% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of kindergarten students will be on or above a level D or higher or will increase their reading level by two reading skill development levels by the spring administration of the Fountas and Pinnell Reading assessment.</td>
<td>58.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>80% of kindergarten students will know 25 sight words or more or will increase the number of sight words that they will recognize by 10 words by the spring administration of the Fountas and Pinnell Reading assessment.</td>
<td>81.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of kindergarten students will know 52 letters (upper and lower case) or increase the number of letters that they recognize by 20 letters by the spring administration of the Fountas and Pinnell Reading assessment.</td>
<td>85.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 96.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of the year parent satisfaction survey.</td>
<td>92.9% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

| 8 of 9 |
Briya PCS (former Education Strengthens Families PCS)

2333 Ontario Road, NW
Washington, DC 20009

2013 School Performance Report

School Profile (2013–14)

Board Chair: Daniela Carozza
First School Year: 2006–07

Principal: Christie McKay

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

☐ Before Care  ☐ After Care

Percentage of Highly Qualified Teachers: Not applicable

Student-to-Teacher Ratio: 6 to 1

School Mission/Purpose:
The mission of Briya PCS is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model. The school offers six levels of family literacy classes including adult and early childhood education and Child Development Associate classes. Required components of adult family literacy classes include ESL, computer, parenting classes, and Parent and Child Together Time.

Unique School Characteristics
- Integrated adult and early childhood education, using a family literacy model
- Dynamic, student-centered classes designed for parents and children learning English
- Adult high school diploma program for advanced ESL/family literacy students
- Child Development Associate credential preparation in English and Spanish
- Recipient of the Washington Area Women’s Foundation Leadership Award
- Accredited by the Middle States Association of Colleges and Schools

Student Demographics (2012–13)

Total Enrollment: 435

- African American: 11.0%
- Hispanic/Latino: 84.6%
- White: 0.9%
- Asian/Pacific Islander: 3.4%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 88.0%
Low Income: 96.8%
Special Education: 2.1%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*  
S1, S2, S4

*Please check www.wmata.com for updates.
Grades measured: PK3–PK4

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.</td>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in mathematics on the Teaching Strategies GOLD assessment.</td>
<td>92.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 92.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth for their age by the Spring administration in the Social Emotional domain of the GOLD assessment.</td>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

4 OF 4
School Profile (2013–14)

Board Chair: Daniela Carozza
First School Year: 2006–07
Principal: Christie McKay
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care
After Care
Percentage of Highly Qualified Teachers: Not applicable
Student-to-Teacher Ratio: 28 to 1

School Mission/Purpose:
The mission of Briya PCS is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model. The school offers six levels of family literacy classes including adult and early childhood education and Child Development Associate classes. Required components of adult family literacy classes include ESL, computer, parenting classes, and Parent and Child Together Time.

Unique School Characteristics
- Integrated adult and early childhood education, using a family literacy model
- Dynamic, student-centered classes designed for parents and children learning English
- Adult high school diploma program for advanced ESL/family literacy students
- Child Development Associate credential preparation in English and Spanish
- Recipient of the Washington Area Women’s Foundation Leadership Award

Accountability Plans
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 435

- African American: 11.0%
- Hispanic/Latino: 84.6%
- White: 0.9%
- Asian/Pacific Islander: 3.4%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 88.0%
Low Income: 96.8%
Special Education: 2.1%

Transportation

Metro/Bus Service*
- S1, S2, S4

*Please check www wmata com for updates.
### Grades measured: Adult Ed/Family Literacy

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.4% of participating students progressed 5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>74.8% of participating students progressed 3 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 70% of adult students with CASAS Life and Work pre-test scores between 153–210 will progress five points on the CASAS Life and Work assessment for those who post-test.
- 70% of adult students with CASAS Life and Work pre-test scores greater than 210 will progress three points on the CASAS Life and Work assessment or the Functional Writing assessment for those who post-test.

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.0% of participating students passed the certification practice exam.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 70% of adult students who complete 120 hours of Child Development Associate (CDA) instruction will pass the certification practice exam.

#### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.3% of participating students scored 5 or greater.</td>
<td>Yes</td>
</tr>
<tr>
<td>100.0% of participating students achieved a rating of acceptable on the professional resource file.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 70% of parents enrolled for at least six months will score 5 or above on the Family Reading Journal Rubric.
- 70% of adult students who complete the required 120 hours of CDA instruction will complete a professional resource file with the rubric rating of "acceptable" on 30 criteria.

### TOTAL TARGETS MET

5 OF 5
School Profile (2013–14)

Board Chair: Simmons Lettre
First School Year: 2000–01
Executive Director: Karen Dresden
Principal: Amy Wendel
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a PK–12 network
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics
- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service
- Wide range of extracurricular activities

School Mission/Purpose:
The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Student Demographics (2012–13)

Total Enrollment: 325
- African American: 35.1%
- Hispanic/Latino: 33.5%
- White: 22.8%
- Asian/Pacific Islander: 1.8%
- Native American/Indian: 0.0%
- Other: 6.8%
- English Language Learners: 28.3%
- Low Income: 55.4%
- Special Education: 9.5%

Transportation

Metro/Bus Service*
- Fort Totten or Takoma
- Metro Station/62, 63; K2

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*This campus will not receive a tier this year because this LEA added an additional campus and reconfigured the grade levels at its existing campus, which resulted in significant changes to the student population at each campus.
## Capital City PCS – Lower School
### 2013 School Performance Report

**Grades measured: 3–4**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>37.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>32.0</td>
<td>20.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>47.5</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>12.9</td>
<td>2.5</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>44.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>16.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>38.8</td>
<td>15.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>85.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>90.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>37.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Capital City PCS – Lower School

School Profile (2013–14)

Board Chair: Simmons Lettre
Executive Director: Karen Dresden
Principal: Amy Wendel

Grades Served: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

Part of a PK–12 network
Before Care After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Unique School Characteristics
- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service
- Wide range of extracurricular activities

Student Demographics (2012–13)

Total Enrollment: 325

- African American 35.1%
- Hispanic/Latino 33.5%
- White 22.8%
- Asian/Pacific Islander 1.8%
- Native American/Indian 0.0%
- Other 6.8%
- English Language Learners: 10.8%
- Low Income: 55.4%
- Special Education: 9.5%

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score, PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Fort Totten or Takoma Metro Station/62, 63; K2

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.0% of students demonstrated progress or scored at the 100% mark.</td>
<td>Yes</td>
</tr>
<tr>
<td>68.0% of students made at least a year of growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

- **89% of pre-kindergarten through kindergarten students will demonstrate progress on at least three of the six key grade level literacy indicators, or score 100%, by the spring administration on the Phonemic Awareness Literacy Screening assessment.**
- **70% of first- and second-grade students will make at least the projected level of growth on the Developmental Reading assessment.**

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.0% of students scored at or above grade level.</td>
<td>No</td>
</tr>
</tbody>
</table>

- **70% of kindergarten through second-grade students will score at or above grade level in reading on the Developmental Reading assessment.**

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 98.2%</td>
<td>Yes</td>
</tr>
<tr>
<td>94.1% of students re-enrolled for the 2012–13 school year.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **On average, pre-kindergarten through second-grade students will attend school 91% of the days.**
- **At least 85% of eligible pre-kindergarten through second-grade students will re-enroll.**

## Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>99.0% of parents participated in parent conferences.</td>
<td>Yes</td>
</tr>
<tr>
<td>93.0% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **At least 95% of parents or guardians of pre-kindergarten through second-grade students will participate in a parent conference.**
- **At least 85% of kindergarten through second-grade students will score at grade level on the 6+1 Writing Traits spring assessment.**

## TOTAL TARGETS MET

5 OF 7
2013 School Performance Report

Capital City PCS – Middle School
100 Peabody Street, NW
Washington, DC 20011
202-808-9800
www.ccpcs.org

2013 School Performance Report

School Profile (2013–14)

Board Chair: Simmons Lettre
Executive Director: Karen Dresden
Principal: Laina Cox

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK-12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Unique School Characteristics
- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service
- Wide range of extracurricular activities including sports teams

Student Demographics (2012–13)

Total Enrollment: 298

- African American: 33.2%
- Hispanic/Latino: 51.7%
- White: 7.0%
- Asian/Pacific Islander: 4.7%
- Native American/Indian: 0.0%
- Other: 3.4%
- English Language Learners: 29.9%
- Low Income: 74.2%
- Special Education: 19.1%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers:
- Tier 1 schools meet standards of high performance;
- Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and
- Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Fort Totten or Takoma Metro Station/62, 63, K2

*Please check www.wmata.com for updates.

*This campus will not receive a tier this year because this LEA added an additional campus and reconfigured the grade levels at its existing campus, which resulted in significant changes to the student population at each campus.
Grades measured: 5–8

Student Progress (40 points): Academic improvement over time

- Growth on DC-CAS Reading over time:
  - Points Earned: 49.0
  - Points Possible: 20.0
  - Percent of Possible Points: 47.5%

- Growth on DC-CAS Mathematics over time:
  - Points Earned: 35.0
  - Points Possible: 20.0
  - Percent of Possible Points: 12.5%

Student Achievement (25 points): Meeting or exceeding academic standards

- DC-CAS Reading:
  - Proficient and Advanced:
    - Points Earned: 62.3
    - Points Possible: 10.0
    - Percent of Possible Points: 47.0%

  - Advanced only:
    - Points Earned: 8.8
    - Points Possible: 2.5
    - Percent of Possible Points: 36.0%

- DC-CAS Mathematics:
  - Proficient and Advanced:
    - Points Earned: 50.7
    - Points Possible: 10.0
    - Percent of Possible Points: 29.0%

  - Advanced only:
    - Points Earned: 12.2
    - Points Possible: 2.5
    - Percent of Possible Points: 48.0%

Gateway (15 points): Outcomes in key subjects that predict future educational success

- Proficient and Advanced 8th grade Mathematics:
  - Points Earned: 68.1
  - Points Possible: 15.0
  - Percent of Possible Points: 54.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

- Attendance:
  - Points Earned: 96.9
  - Points Possible: 100.0
  - Percent of Possible Points: 100.0%

- Re-enrollment in this school:
  - Points Earned: 80.5
  - Points Possible: 100.0
  - Percent of Possible Points: 80.5%

TOTAL SCORE

- Points Earned: 46.7
- Points Possible: 100.0
- Percent of Possible Points: 46.7%

For a more detailed explanation of the indicators, see our user guide.
Capital City PCS – High School

School Profile (2013–14)

Board Chair: Simmons Lettre
Executive Director: Karen Dresden
Principal: Belicia Reaves

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

Unique School Characteristics
- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers

School Mission/Purpose:
The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Transportation

Metro/Bus Service*
Fort Totten or Takoma Metro Station/62, 63; K2

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 321

- African American: 40.5%
- Hispanic/Latino: 54.2%
- White: 1.9%
- Asian/Pacific Islander: 1.9%
- Native American/Indian: 0.6%
- Other: 1.0%

- English Language Learners: 15.6%
- Low Income: 79.1%
- Special Education: 19.6%
### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0</td>
<td>30.0</td>
<td>54.9</td>
<td>7.5</td>
<td>70.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0</td>
<td>30.0</td>
<td>40.3</td>
<td>7.5</td>
<td>29.3%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>0</td>
<td>26.4</td>
<td>72.5</td>
<td>10.0</td>
<td>63.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0</td>
<td>21.5</td>
<td>88.0%</td>
<td>2.5</td>
<td>2.2</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>0</td>
<td>20.3</td>
<td>52.0%</td>
<td>10.0</td>
<td>5.2</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0</td>
<td>1.3</td>
<td>4.0%</td>
<td>2.5</td>
<td>0.1</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0</td>
<td>15.0</td>
<td>66.0%</td>
<td>5.0</td>
<td>3.3</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>0</td>
<td>57.0</td>
<td>76.0</td>
<td>7.5</td>
<td>44.0%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>3.5</td>
<td>50.0</td>
<td>4.6</td>
<td>7.5</td>
<td>61.3%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>10.0</td>
<td>75.0</td>
<td>4.7</td>
<td>7.5</td>
<td>62.7%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>0</td>
<td>66.1</td>
<td>75.0</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0</td>
<td>85.0</td>
<td>94.6</td>
<td>10.0</td>
<td>96.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0</td>
<td>64.6</td>
<td>86.1</td>
<td>10.0</td>
<td>85.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>0</td>
<td>50.5</td>
<td>86.5</td>
<td>5.0</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

**Tier 1**

66.4

100.0

66.4%
School Profile (2013–14)

**Board Chair:** Alberto Gomez

**President and Founder:** Sonia Gutierrez

**Chief Academic Officer:** Allison R. Kokkoros

**First School Year:** 1998–99

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Before Care**

**After Care**

**Percentage of Highly Qualified Teachers:** Not applicable

**Student-to-Teacher Ratio:** 21 to 1

**School Mission/Purpose:**
To provide education to the immigrant population of Washington, DC, to prepare them to become citizens and invested members of American society, who ultimately give back to family and community the help they initially receive.

**Unique School Characteristics**
- Recognized by the U.S. Department of Education as a national model in adult education; hosts visits from more than 150 international businesses and other dignitaries annually
- Partnerships with Comptia, Microsoft IT Academy, Marriott, the Culinary Institute of America, and Red Cross
- Designated examination testing site for DC National Nurse Aide Assessment Program

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

**Total Enrollment:** 2402

- African American: 23.2%
- Hispanic/Latino: 71.1%
- White: 2.1%
- Asian/Pacific Islander: 3.4%
- Native American/Indian: 0.0%
- Other: 0.2%
- English Language Learners: 92.8%
- Low Income: 83.8%
- Special Education: 0.0%

Transportation

**Metro/Bus Service**
- Columbia Heights Metro Station/52, 53, 54; H1, H2, H3, H4, H8, 64

*Please check [www.wmata.com](http://www.wmata.com) for updates.*
## Grades measured: Adult Ed/GED

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>64% of GED 100 and GED 200 students enrolled in the fall will advance one grade level in language by the end of the school year on the Supera Test.</td>
<td>85.7% of students (54 of 63) met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>74% of ESL Levels 2 and 6 students who take the TEAAL post-test will achieve a cut score of 70% by the end of the semester.</td>
<td>75.0% (681 students tested; 511 achieved a cut score of 70.0%).</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of students completing ESL Levels 1 and 4 in the fall semester and continuing ESL classes in the spring semester will achieve cut scores of 200 and 220, respectively, on the Comprehensive Adult Student assessment System (CASAS).</td>
<td>83.2% (262 students completed Levels 1 and 4; 218 achieved the cut score).</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of eligible students will pass the General Education Development (GED) exam.</td>
<td>91.5% met this goal (59 students took the GED; 54 passed).</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, students will attend school 69% of the days.</td>
<td>The average daily attendance was 80.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway Measures Targets</th>
<th>Gateway Measures Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of students in the Culinary Arts Program will earn the ServSafe Certification by the end of the school year.</td>
<td>100% of students (29 of 29) met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

6 OF 6
Cedar Tree Academy PCS (former Howard Road Academy PCS – Main)

School Profile (2013–14)

Board Chair: Carla Bailey, Ph.D.
First School Year: 2001-02

Executive Director: LaTonya Henderson, Ed.D.
Principal: LaTonya Henderson, Ed.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care ❑ After Care ❑

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 18 to 1

Cedar Tree Academy believes all children have the right to be respected, accepted, and embraced as having capable, young minds. We are committed to academic excellence for all students and achieve this by building a foundation for lifelong learning, in a safe, nurturing learning environment. Our curriculum is designed to enhance social and emotional growth, as well as cognitive and creative development while preparing students to become active independent learners. Learn Today, Lead Tomorrow.

Unique School Characteristics
- Recipient of the Department of Health Immunization Excellence Award
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring
- Washington Tennis & Education Foundation: Tennis Program, Jump Start Program Partner

Student Demographics (2012–13)

Total Enrollment: 419

- African American: 99.3%
- Hispanic/Latino: 0.0%
- White: 0.0%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.4%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 13.6%

Transportation

Anacostia Metro Station/B2

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

*Please check www.wmata.com for updates.
Cedar Tree Academy PCS (former Howard Road Academy PCS – Main)
2013 School Performance Report

(2012–13)
Grades measured: K–2

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten students will score at benchmark or higher in reading on the Phonological Awareness Literacy Screening.</td>
<td>87.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first- through second-grade students will score at 50th percentile or higher in reading on the Scantron Performance Series assessment.</td>
<td>42.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>60% of first- through second-grade students will score at 50th percentile or higher in mathematics on the Scantron Performance Series assessment.</td>
<td>45.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 93.0%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of parents will report &quot;Satisfied&quot; or &quot;Highly Satisfied&quot; with the school on the end-of-year parent satisfaction survey.</td>
<td>81.8% of parents reported &quot;Satisfied&quot; or &quot;Highly Satisfied&quot; with the school on the end-of-year parent satisfaction survey.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

3 OF 5
2013 School Performance Report

Center City PCS – Brightwood

6008 Georgia Avenue, NW
Washington, DC 20011

202-723-3322
www.centercitypcs.org

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09

Executive Director: Russ E. Williams, Jr.
Principal: Shavonne Gibson

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 89%
Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics
- Yearlong, curricular, and thematic capstone project focused on our 12 core values for all students in grades PK–4, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

Student Demographics (2012–13)

Total Enrollment: 238

- African American: 44.1%
- Hispanic/Latino: 55.0%
- White: 0.0%
- Asian/Pacific Islander: 0.8%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 39.9%
- Low Income: 100.0%
- Special Education: 10.1%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
52, 53, 54; 70

*Please check www.wmata.com for updates.
### 2013 School Performance Report

#### Center City PCS – Brightwood

#### Grades measured: PK4–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>73.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>76.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 99.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 98.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms will earn an 85% or above on the Capstone Project.</td>
<td>92.7% of classrooms met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 OF 7
2013 School Performance Report

Center City PCS – Brightwood

6008 Georgia Avenue, NW
Washington, DC 20011
202-723-3322
www.centercitypcs.org

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
Executive Director: Russ E. Williams, Jr.
Principal: Shavonne Gibson

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 89%
Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics
- Yearlong, curricular, and thematic capstone project focused on our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 238

- African American: 44.1%
- Hispanic/Latino: 55.0%
- White: 0.0%
- Asian/Pacific Islander: 0.8%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 39.9%
- Low Income: 100.0%
- Special Education: 10.1%

Transportation

Metro/Bus Service*
- 52, 53, 54; 70

*Please check www.wmata.com for updates.

DC Public Charter School Board School Performance Report © 2013
Center City PCS – Brightwood
2013 School Performance Report

(2012–13) Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>61.6</td>
<td>70.0</td>
<td>79.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>75.5</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficiency Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>58.1</td>
<td>5.0</td>
<td>42.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>6.8</td>
<td>1.25</td>
<td>27.2%</td>
</tr>
<tr>
<td></td>
<td>DC-CAS Mathematics</td>
<td>Proficient and Advanced</td>
<td>74.3</td>
<td>5.0</td>
<td>68.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>17.6</td>
<td>1.25</td>
<td>70.4%</td>
</tr>
<tr>
<td>Middle</td>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>55.6</td>
<td>5.0</td>
<td>38.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>19.0</td>
<td>1.25</td>
<td>76.0%</td>
</tr>
<tr>
<td></td>
<td>DC-CAS Mathematics</td>
<td>Proficient and Advanced</td>
<td>61.9</td>
<td>5.0</td>
<td>46.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>23.8</td>
<td>1.25</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficiency Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>53.8</td>
<td>7.5</td>
<td>44.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>66.7</td>
<td>7.5</td>
<td>53.3%</td>
<td></td>
</tr>
</tbody>
</table>

Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97.5</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>81.9</td>
<td>100</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>73.5</td>
</tr>
</tbody>
</table>

73.5%

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Center City PCS – Capitol Hill

1503 East Capitol Street, SE
Washington, DC 20003

202-547-7556
www.centercitypcs.org

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09

Executive Director: Russ E. Williams, Jr.
Principal: Sharise Whitfield

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 81%
Student-to-Teacher Ratio: 14 to 1

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

Student Demographics (2012–13)

Total Enrollment: 230

- African American: 98.7%
- Hispanic/Latino: 0.0%
- White: 0.4%
- Asian/Pacific Islander: 0.4%
- Native American/Indian: 0.0%
- Other: 0.4%

- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 12.2%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.
## Grades measured: PK4–2

### Student Progress Targets

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment.</td>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>87.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>79.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.1%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms will earn an 85% or above on the Capstone Project.</td>
<td>92.2% of classrooms met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 of 7
School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09

Executive Director: Russ E. Williams, Jr.
Principal: Sharise Whitfield

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 81%
Student-to-Teacher Ratio: 14 to 1

Unique School Characteristics
- Yearlong, curricular, and thematic capstone project focused on our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
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Student Demographics (2012–13)

Total Enrollment: 230

- African American 98.7%
- Hispanic/Latino 0.0%
- White 0.4%
- Asian/Pacific Islander 0.4%
- Native American/Indian 0.0%
- Other 0.4%

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 12.2%
### Center City PCS – Capitol Hill
#### 2013 School Performance Report

**Grades measured: 3–8**

**Student Progress (40 points): Academic improvement over time**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>30.0</td>
<td>50.5</td>
<td>70.0</td>
<td>10.3</td>
<td>20.0</td>
<td>51.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>30.0</td>
<td>50.9</td>
<td>70.0</td>
<td>10.5</td>
<td>20.0</td>
<td>52.5%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or exceeding academic standards**

- **Elementary grades DC-CAS Reading**
  - Proficient and Advanced
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    |-------|-------|------|---------------|-----------------|----------------------------|
    | 27.0  | 36.2  | 100  | 0.6           | 5.0             | 12.0%                      |
  - Advanced only
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 25.0  | 0.00  | 100  | 0.0           | 1.25            | 0.0%                       |

- **Elementary grades DC-CAS Mathematics**
  - Proficient and Advanced
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 20.4  | 34.8  | 100  | 0.9           | 5.0             | 18.0%                      |
  - Advanced only
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 25.0  | 2.9   | 100  | 0.15          | 1.25            | 12.0%                      |

- **Middle grades DC-CAS Reading**
  - Proficient and Advanced
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 28.9  | 49.1  | 100  | 1.4           | 5.0             | 28.0%                      |
  - Advanced only
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 25.0  | 3.5   | 100  | 0.18          | 1.25            | 14.4%                      |

- **Middle grades DC-CAS Mathematics**
  - Proficient and Advanced
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 30.5  | 45.6  | 100  | 1.1           | 5.0             | 22.0%                      |
  - Advanced only
    | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
    | 25.0  | 8.8   | 100  | 0.44          | 1.25            | 35.2%                      |

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- **Proficient and Advanced 3rd grade Reading**
  | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
  | 17.4  | 12.5  | 100  | 0.0           | 7.5             | 0.0%                       |
- **Proficient and Advanced 8th grade Mathematics**
  | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
  | 29.2  | 58.8  | 100  | 3.1           | 7.5             | 41.3%                      |

**Leading Indicators (20 points): Predictors of future student progress and achievement**

- **Attendance**
  | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
  | 85.0  | 95.6  | 100  | 10.0          | 10.0            | 100.0%                     |
- **Re-enrollment in this school**
  | Floor | Score | Goal | Points Earned | Points Possible | Percent of Possible Points |
  | 60.0  | 79.7  | 90.0 | 6.6           | 10.0            | 66.0%                      |

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Key</th>
<th>TIER</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.3</td>
<td>2</td>
<td>100.0</td>
<td>45.3</td>
<td>100.0</td>
<td>45.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
Executives Director: Russ E. Williams, Jr.
Principal: Niya White

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Percentage of Highly Qualified Teachers: 94%
Student-to-Teacher Ratio: 15 to 1

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* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 254

- African American: 99.6%
- Hispanic/Latino: 0.0%
- White: 0.0%
- Asian/Pacific Islander: 0.4%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.4%
Low Income: 100.0%
Special Education: 10.2%

Transportation

Metro/Bus Service* Congress Heights Metro Station/A2, A8; 42,48

*Please check www.wmata.com for updates.
## Center City PCS – Congress Heights

**2013 School Performance Report**

### Grades measured: PK4–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment.</td>
<td>95.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>72.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
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</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>73.0% of students met this goal.</td>
<td>Yes</td>
</tr>
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<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
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</tr>
</thead>
<tbody>
<tr>
<td>▪ On average, pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 92.6%.</td>
<td>Yes</td>
</tr>
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<td>▪ On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Classrooms will earn an 85% or above on the Capstone Project.</td>
<td>92.1% of classrooms met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 of 7
2013 School Performance Report

Center City PCS – Congress Heights

220 Highview Place, SE
Washington, DC 20032

2013 Score: 50.1%
2012 Score: 37.0%
2011 Score: 26.5%

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09

Executive Director: Russ E. Williams, Jr.
Principal: Niya White

Grades Served: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED

Part of a PK–8 network
☑ Before Care ☑ After Care

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Student-to-Teacher Ratio: 15 to 1

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- Asian/Pacific Islander: 0.4%
- Native American/Indian: 0.0%
- Other: 0.0%

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Low Income: 100.0%
Special Education: 10.2%

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Congress Heights Metro Station/A2, A8, 42, 48

*Please check www.wmata.com for updates.

DC Public Charter School Board School Performance Report © 2013
### Center City PCS – Congress Heights
#### 2013 School Performance Report

**Grades measured: 3–8**

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>30.0</td>
</tr>
<tr>
<td>30.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary grades DC-CAS Reading</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td><strong>Elementary grades DC-CAS Mathematics</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Reading</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Mathematics</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient and Advanced 3rd grade</strong> Reading</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td><strong>Proficient and Advanced 8th grade</strong> Mathematics</td>
</tr>
<tr>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td><strong>Re-enrollment in this school</strong></td>
</tr>
<tr>
<td>0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TOTAL SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>50.1</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.

Executive Director: Russ E. Williams, Jr.

Principal: Nazo Burgy

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 95%

Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics
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- Saturday sports programs in flag football, basketball, volleyball, and soccer

Student Demographics (2012–13)

Total Enrollment: 235

- African American: 47.2%
- Hispanic/Latino: 48.9%
- White: 0.9%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.9%
- Other: 2.1%
- English Language Learners: 26.8%
- Low Income: 100.0%
- Special Education: 14.0%
### Center City PCS – Petworth
#### 2013 School Performance Report

(2012–13)

**Grades measured: PK4–2**

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>87.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 97.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms will earn an 85% or above on the Capstone Project.</td>
<td>92.7% of classrooms met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 of 7
2013 School Performance Report

Center City PCS – Petworth

510 Webster Street, NW
Washington, DC 20011
202-726-9212
www.centercitypcs.org

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09

Executive Director: Russ E. Williams, Jr.
Principal: Nazo Burgy

Grades Served: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
Part of a PK–8 network
Before Care ✔️ After Care

Percentage of Highly Qualified Teachers: 95%
Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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- Saturday sports programs in flag football, basketball, volleyball, and soccer
- English Language Learners: 26.8%
- Low Income: 100.0%
- Special Education: 14.0%
- African American 47.2%
- Hispanic/Latino 48.9%
- White 0.9%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.9%
- Other 2.1%

Tier Explanations
1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Georgia Avenue–Petworth Metro Station/70; H8

*Please check www.wmata.com for updates.

DC Public Charter School Board School Performance Report © 2013
(2012–13)
Grades measured: 3–8

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress (40 points): Academic improvement over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>59.8</td>
<td>20.0</td>
<td>74.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>67.3</td>
<td>20.0</td>
<td>93.5%</td>
</tr>
<tr>
<td>Student Achievement (25 points): Meeting or exceeding academic standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>49.4</td>
<td>5.0</td>
<td>30.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.3</td>
<td>1.25</td>
<td>5.6%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>61.3</td>
<td>5.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>8.8</td>
<td>1.25</td>
<td>35.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>68.9</td>
<td>5.0</td>
<td>56.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>13.1</td>
<td>1.25</td>
<td>52.8%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>67.2</td>
<td>5.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>14.8</td>
<td>1.25</td>
<td>59.2%</td>
</tr>
<tr>
<td>Gateway (15 points): Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>44.4</td>
<td>7.5</td>
<td>33.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>76.2</td>
<td>7.5</td>
<td>66.7%</td>
</tr>
<tr>
<td>Leading Indicators (20 points): Predictors of future student progress and achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>97.5</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>83.0</td>
<td>10.0</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE | 70.2 | 100.0 | 70.2%

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Center City PCS – Shaw

711 N Street, NW
Washington, DC 20001

202-234-1093
www.centercitypcs.org

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09

Executive Director: Russ E. Williams, Jr.

Principal: Demetria Gartrell

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK-8 network

Before Care ☑
After Care ☑

Percentage of Highly Qualified Teachers: 94%
Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 218

- African American: 73.9%
- Hispanic/Latino: 26.1%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 13.8%
- Low Income: 100.0%
- Special Education: 11.9%

Transportation

Metro/Bus Service*
Mt. Vernon Square–7th Street–Convention Center Metro Station/70

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>64.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Progress Results

- **60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment.**
- **60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.**

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>57.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Achievement Results

- **60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.**
- **60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment.**

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 96.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Results

- **On average, pre-kindergarten-4 students will attend school 88% of the days.**
- **On average, kindergarten through second-grade students will attend school 92% of the days.**

## Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>83.5% of classrooms met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Mission-Specific Results

- **Classrooms will earn an 85% or above on the Capstone Project.**

## TOTAL TARGETS MET

5 of 7
2013 School Performance Report

Center City PCS – Shaw

711 N Street, NW
Washington, DC 20001

Tier
2013 Score: 52.3%
2012 Score: 50.4%
2011 Score: 46.9%

School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09
Executive Director: Russ E. Williams, Jr.
Principal: Demetria Gartrell

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
Before Care
After Care
Percentage of Highly Qualified Teachers: 94%
Student-to-Teacher Ratio: 11 to 1

Unique School Characteristics
- Yearlong, curricular, and thematic capstone project focused on our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
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Student Demographics (2012–13)

Total Enrollment: 218

- African American: 73.9%
- Hispanic/Latino: 26.1%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 13.8%
Low Income: 100.0%
Special Education: 11.9%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

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Transportation

Metro/Bus Service*
Mt. Vernon Square–7th Street–Convention Center Metro Station/70

*Please check www.wmata.com for updates.
Center City PCS – Shaw
2013 School Performance Report

(2012–13)
Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time
0 30.0 70.0 100
Points Earned: 60.0
Points Possible: 20.0
Percent of Possible Points: 75.0%

Growth on DC-CAS Mathematics over time
0 30.0 70.0 100
Points Earned: 56.2
Points Possible: 20.0
Percent of Possible Points: 65.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading
Proficient and Advanced
0 27.0 100
Points Earned: 27.9
Points Possible: 5.0
Percent of Possible Points: 2.0%

Advanced only
0 25.0 100
Points Earned: 1.6
Points Possible: 1.25
Percent of Possible Points: 6.4%

Elementary grades DC-CAS Mathematics
Proficient and Advanced
0 20.4 100
Points Earned: 41.0
Points Possible: 5.0
Percent of Possible Points: 26.0%

Advanced only
0 25.0 100
Points Earned: 3.3
Points Possible: 1.25
Percent of Possible Points: 13.6%

Middle grades DC-CAS Reading
Proficient and Advanced
0 28.9 100
Points Earned: 52.3
Points Possible: 5.0
Percent of Possible Points: 32.0%

Advanced only
0 25.0 100
Points Earned: 15.4
Points Possible: 1.25
Percent of Possible Points: 61.6%

Middle grades DC-CAS Mathematics
Proficient and Advanced
0 30.5 100
Points Earned: 49.2
Points Possible: 5.0
Percent of Possible Points: 26.0%

Advanced only
0 25.0 100
Points Earned: 9.2
Points Possible: 1.25
Percent of Possible Points: 36.8%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade
Reading
0 17.4 100
Points Earned: 23.1
Points Possible: 7.5
Percent of Possible Points: 6.7%

Proficient and Advanced 8th grade
Mathematics
0 29.2 100
Points Earned: 68.4
Points Possible: 7.5
Percent of Possible Points: 56.0%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance
0 85.0 95.0
Points Earned: 97.1
Points Possible: 10.0
Percent of Possible Points: 100.0%

Re-enrollment in this school
0 60.0 90.0 100
Points Earned: 71.0
Points Possible: 10.0
Percent of Possible Points: 37.0%

TOTAL SCORE

Percent of Possible Points: 52.3%

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09
Executive Director: Russ E. Williams, Jr.
Principal: LaRon Martin

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 86%
Student-to-Teacher Ratio: 16 to 1

PMF Pilot — Early Childhood

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Student Demographics (2012–13)

Total Enrollment: 230

- African American: 97.8%
- Hispanic/Latino: 1.3%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.9%

- English Language Learners: 0.9%
- Low Income: 100.0%
- Special Education: 10.0%

Transportation

Metro/Bus Service*
- NoMa-Galludet Metro Station/90, 92, 93; D3, D4, D8, X3

*Please check www.wmata.com for updates.
## Center City PCS – Trinidad

### 2013 School Performance Report

#### Grades measured: PK4–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-4 students will meet or exceed the average growth goal in literacy/language on the Every Child Ready assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>78.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>70.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>74.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 90.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.1%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms will earn an 85% or above on the Capstone Project.</td>
<td>100.0% of classrooms met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 OF 7
School Profile (2013–14)

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09
Executive Director: Russ E. Williams, Jr.
Principal: LaRon Martin

Grades Served: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
Part of a PK–8 network
Before Care After Care

Percentage of Highly Qualified Teachers: 86%
Student-to-Teacher Ratio: 16 to 1

Unique School Characteristics
- Yearlong, curricular, and thematic capstone project focused on our 12 core values for all students in grades PK4–8, including book study, authentic field trips, service learning, journals, oral and visual presentations, and a final writing product
- Extended learning program with chess, Legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting
- Saturday sports programs in flag football, basketball, volleyball, and soccer

School Mission/Purpose:
The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Student Demographics (2012–13)

Total Enrollment: 230

- African American: 97.8%
- Hispanic/Latino: 1.3%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.9%

English Language Learners: 0.9%
Low Income: 100.0%
Special Education: 10.0%

Transportation

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Target</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>44.8</td>
<td>70.0</td>
<td>7.4</td>
<td>20.0</td>
<td>37.0%</td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>49.2</td>
<td>70.0</td>
<td>9.6</td>
<td>20.0</td>
<td>48.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Target</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>27.0</td>
<td>100</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.7</td>
<td>100</td>
<td>0.14</td>
<td>1.25</td>
<td>11.2%</td>
<td></td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>43.2</td>
<td>100</td>
<td>1.4</td>
<td>5.0</td>
<td>28.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.7</td>
<td>100</td>
<td>0.14</td>
<td>1.25</td>
<td>11.2%</td>
<td></td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>45.9</td>
<td>100</td>
<td>1.2</td>
<td>5.0</td>
<td>24.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.3</td>
<td>100</td>
<td>0.17</td>
<td>1.25</td>
<td>13.6%</td>
<td></td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>54.1</td>
<td>100</td>
<td>1.7</td>
<td>5.0</td>
<td>34.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.3</td>
<td>100</td>
<td>0.17</td>
<td>1.25</td>
<td>13.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Target</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>34.8</td>
<td>75.0</td>
<td>1.6</td>
<td>7.5</td>
<td>21.3%</td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>68.4</td>
<td>75.0</td>
<td>4.2</td>
<td>7.5</td>
<td>56.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Target</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.6</td>
<td>100</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>76.5</td>
<td>90.0</td>
<td>5.5</td>
<td>10.0</td>
<td>55.0%</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percentage</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.2</td>
<td>100.0</td>
<td></td>
<td>43.2%</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile (2013–14)

Board Chair: Kathy Bihr
First School Year: 1998–99
Principal: Daneen Keaton

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a 6–12 network

Before Care

After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The César Chávez Schools mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics
- Collegiate prep program includes advisory, AP courses, and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program
- Extracurricular activities include varsity sports, debate, and many other clubs

Student Demographics (2012–13)

Total Enrollment: 409

- African American: 84.6%
- Hispanic/Latino: 15.4%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 3.4%
Low Income: 81.7%
Special Education: 13.7%

Transportation

Metro/Bus Service*
Eastern Market or Potomac Avenue Metro Station/32, 34, 36

*Please check www.wmata.com for updates.
### Student Progress (15 points): Test score improvement over time

- **Growth on DC-CAS Reading over time**
  - Points Earned: 53.9
  - Points Possible: 65.0
  - Percent of Possible Points: 82.9%

- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 66.4
  - Points Possible: 100.0
  - Percent of Possible Points: 100.0%

### Student Achievement (30 points): Meeting or exceeding standards

- **High grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 47.5
    - Points Possible: 100.0
    - Percent of Possible Points: 47.5%
  - Advanced only
    - Points Earned: 5.9
    - Points Possible: 25.0
    - Percent of Possible Points: 23.6%

- **High grades DC-CAS Mathematics**
  - Proficient and Advanced
    - Points Earned: 41.6
    - Points Possible: 100.0
    - Percent of Possible Points: 41.6%
  - Advanced only
    - Points Earned: 0.0
    - Points Possible: 25.0
    - Percent of Possible Points: 0.0%

- **Advanced Placement and International Baccalaureate performance (12th)**
  - Points Earned: 15.0
  - Points Possible: 25.0
  - Percent of Possible Points: 60.0%

### Gateway (30 points): Outcomes aligned to college and career readiness

- **Graduation rate**
  - Points Earned: 65.0
  - Points Possible: 100.0
  - Percent of Possible Points: 65.0%

- **PSAT performance (11th)**
  - Points Earned: 33.8
  - Points Possible: 50.0
  - Percent of Possible Points: 67.6%

- **SAT performance (12th)**
  - Points Earned: 48.0
  - Points Possible: 75.0
  - Percent of Possible Points: 64.0%

- **College acceptance rate**
  - Points Earned: 66.1
  - Points Possible: 100.0
  - Percent of Possible Points: 66.1%

### Leading Indicators (25 points): Predictors of future student progress and achievement

- **Attendance**
  - Points Earned: 94.8
  - Points Possible: 100.0
  - Percent of Possible Points: 94.8%

- **Re-enrollment in this school**
  - Points Earned: 76.9
  - Points Possible: 100.0
  - Percent of Possible Points: 76.9%

- **9th grade credits (on track to graduate)**
  - Points Earned: 65.7
  - Points Possible: 100.0
  - Percent of Possible Points: 65.7%

### TOTAL SCORE

**Tier 2**

- Points Earned: 57.7
- Points Possible: 100.0
- Percent of Possible Points: 57.7%

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

César Chávez PCS for Public Policy – Chávez Prep

770 Kenyon Street, NW
Washington, DC 20010
202-723-3975
www.chavezschools.org

2013 Score: 65.2%
2012 Score: 66.6%
2011 Score: 73.6%

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile (2013–14)

Board Chair:
Kathy Bihr

Principal:
Bryan Eberwein

First School Year: 2007–08

Grades Served:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

Part of a 6–12 network
Before Care

After Care

Percentage of Highly Qualified Teachers: 97%
Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:
The César Chávez Schools mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics

- Public policy integrated into curriculum via advocacy experience and critical reasoning
- College preparation through academics and extracurriculars
- Strong emphasis in interdisciplinary literacy and mathematical reasoning

- Structured culture of mutual respect and academic excellence

Student Demographics (2012–13)

Total Enrollment: 318

African American 27.7%
Hispanic/Latino 72.3%
White 0.0%
Asian/Pacific Islander 0.0%
Native American/Indian 0.0%
Other 0.0%

English Language Learners: 38.4%
Low Income: 94.0%
Special Education: 11.9%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/62, 63; 70

*Please check www.wmata.com for updates.
### Grades measured: 6–9

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td></td>
<td></td>
<td>11.1</td>
<td>55.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>61.1</td>
<td>15.6</td>
<td>78.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
<td>3.4</td>
<td>34.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>53.1</td>
<td>6.8</td>
<td>68.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>23.6</td>
<td>2.4</td>
<td>96.0%</td>
<td></td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>78.0</td>
<td>12.9</td>
<td>86.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>29.2</td>
<td>5.2</td>
<td>52.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>90.3</td>
<td>7.1</td>
<td>71.0%</td>
<td></td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>92.1</td>
<td>7.1</td>
<td>71.0%</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>75.6</td>
<td>5.2</td>
<td>52.0%</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>65.2</td>
<td>65.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
César Chávez PCS for Public Policy – Parkside Middle School

2013 School Performance Report

School Profile (2013–14)

Board Chair: Kathy Bihr

Principal: Felecia Irick

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
The César Chávez Schools mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics
- Early collegiate prep program rich in literacy and math
- Public policy integrated into curriculum through field trips and advisory experience
- Tiger Woods Learning Center Robotics and Media program

Student-to-Teacher Ratio: 11 to 1

Percentage of Highly Qualified Teachers: 93%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Minnesota Avenue Metro Station/U5, U6

*Please check www.wmata.com for updates.

Student Demographics (2012–13)

Total Enrollment: 318

- African American: 95.3%
- Hispanic/Latino: 4.7%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.6%
Low Income: 87.7%
Special Education: 16.7%
## Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>43.6</td>
<td>20.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.8</td>
<td>20.0</td>
</tr>
</tbody>
</table>

## Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading Proficient and Advanced</td>
<td>40.8</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.4</td>
<td>2.5</td>
</tr>
<tr>
<td>DC-CAS Mathematics Proficient and Advanced</td>
<td>50.3</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

## Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>63.1</td>
<td>15.0</td>
</tr>
</tbody>
</table>

## Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.6</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>81.0</td>
<td>10.0</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

- **Tier 2**
- **Score: 48.7**
- **Percent: 48.7%**

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

César Chávez PCS for Public Policy – Parkside High School

3701 Hayes Street, NE 202-398-2230 Washington, DC 20019 www.chavezschools.org

School Profile (2013–14)

Board Chair: Kathy Bihr
First School Year: 2003–04
Principal: Dwan Jordan
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a 6-12 network
- Before Care
- After Care
Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The César Chávez Schools mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics
- Collegiate prep program includes advisory, AP courses, and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After school engineering and environmental science program
- Extracurricular activities include varsity sports, debate, and many other clubs

Student Demographics (2012–13)

Total Enrollment: 391

- African American: 91.3%
- Hispanic/Latino: 8.2%
- White: 0.5%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 1.8%
Low Income: 81.1%
Special Education: 12.3%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Minnesota Avenue Metro Station/U5, U6

*Please check www.wmata.com for updates.
### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0-30.0</td>
<td>61.7</td>
<td>7.5</td>
<td>90.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0-30.0</td>
<td>57.5</td>
<td>7.5</td>
<td>78.7%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>0-26.4</td>
<td>52.6</td>
<td>10.0</td>
<td>36.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.2</td>
<td>0.9</td>
<td>2.5</td>
<td>36.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>0-20.3</td>
<td>64.5</td>
<td>10.0</td>
<td>55.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>7.9</td>
<td>0.8</td>
<td>2.5</td>
<td>32.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0-15.0</td>
<td>12.5</td>
<td>5.0</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>0-57.0</td>
<td>71.0</td>
<td>7.5</td>
<td>32.0%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>0-50.0</td>
<td>29.3</td>
<td>7.5</td>
<td>56.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>0-75.0</td>
<td>41.9</td>
<td>7.5</td>
<td>49.3%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>0-66.1</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0-85.0</td>
<td>93.0</td>
<td>10.0</td>
<td>80.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0-90.0</td>
<td>78.5</td>
<td>10.0</td>
<td>55.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>0-50.5</td>
<td>87.6</td>
<td>5.0</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

- **TIER 2**
- **Score:** 62.7
- **Percent:** 62.7%
School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 1997–98

Principal: Masi Preston

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–5 (through 8 online) network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 19 to 1

School Mission/Purpose:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Focus on humanities
- Classes in music, art, and physical education
- After-school clubs include music, leadership, art, and seasonal sports
- Interactive whiteboards and laptop computers used with all students in grades 1–5

Student Demographics (2012–13)

Total Enrollment: 510

- African American: 65.9%
- Hispanic/Latino: 32.2%
- White: 0.0%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 1.4%
- Other: 0.4%

English Language Learners: 40.2%
Low Income: 87.8%
Special Education: 12.0%

Transportation

Metro/Bus Service*
Georgia Avenue-Petworth Metro Station/70

*Please check www.wmata.com for updates.
### Grades measured: PK3-2

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>80.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Progress Targets**
- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.
- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.
- 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>96.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>43.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

**Achievement Targets**
- 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.
- 60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 96.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 97.0%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Leading Indicators Targets**
- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten through second-grade students will attend school 92% of the days.

### TOTAL TARGETS MET

| Of 7 | 6 |
2013 School Performance Report

Community Academy PCS – Amos 1

1300 Allison Street, NW
Washington, DC 20011

202-723-4100
www.capcs.org

School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 1997–98
Principal: Masi Preston

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–5 (through 8 online) network
☑ Before Care ☑ After Care

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Student-to-Teacher Ratio: 19 to 1

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Student Demographics (2012–13)

Total Enrollment: 510

- African American: 65.9%
- Hispanic/Latino: 32.2%
- White: 0.0%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 1.4%
- Other: 0.4%

English Language Learners: 40.2%
Low Income: 87.8%
Special Education: 12.0%

Tier Explanations

1 High Performing
(65.0–100)

2 Mid Performing
(35.0–64.9)

3 Low Performing
(0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Georgia Avenue–Petworth Metro Station/70

*Please check www.wmata.com for updates.
Community Academy PCS – Amos 1
2013 School Performance Report

(2012–13)
Grades measured: 3–5

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress (40 points): Academic improvement over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.1 20.0 50.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.9 20.0 35.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement (25 points): Meeting or exceeding academic standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 27.0 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.8 10.0 28.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 25.0 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.3 2.5 12.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 20.4 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 10.0 34.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 25.0 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.9 2.5 36.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gateway (15 points): Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 17.4 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4 15.0 29.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading Indicators (20 points): Predictors of future student progress and achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 85.0 95.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.0 100.0 100.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 60.0 90.0 100.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.4 100.0 24.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCORE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIER 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.2 100.0 41.2%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 2005–06
Principal: Tanya Morgan
Grades Served: PK-4, K-3, K-4
Part of a PK–5 (through 8 online) network
Before Care, After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 19 to 1

School Mission/Purpose:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Strong ESL program
- Reggio-inspired curriculum and instruction
- Spanish, art, and physical education for all students
- Strong parental involvement

Student Demographics (2012–13)

Total Enrollment: 280

- African American: 62.5%
- Hispanic/Latino: 35.4%
- White: 0.7%
- Asian/Pacific Islander: 0.7%
- Native American/Indian: 0.0%
- Other: 0.7%
- English Language Learners: 45.7%
- Low Income: 77.9%
- Special Education: 6.4%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Fort Totten Metro Station/E2, E4

*Please check www.wmata.com for updates.
### Grades measured: PK3–K

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.</td>
<td>65.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>91.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>89.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 89.5%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

6 OF 6
2013 School Performance Report

Community Academy PCS – Amos 3

WARD 9

1400 1st Street, NW
Washington, DC 20001

202-234-2122
www.capcs.org

School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 2008–09
Principal: Rachelle Roberts
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a PK–5 (through 8 online) network
☑ Before Care ☑ After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 18 to 1

School Mission/Purpose:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Science, Technology, Engineering, and Math (STEM)-focused school
- Enrichment curriculum supported by Project Lead The Way (PLTW) and "Let’s Go"
- Interactive whiteboards in each classroom
- Each classroom has four desktop computers for student use
- Spanish, music, physical education, and art classes

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Mt. Vernon Square–7th Street–Convention Center or NoMa-Gallaudet Metro Station

*Please check www.wmata.com for updates.

Student Demographics (2012–13)

Total Enrollment: 479

- African American: 99.0%
- Hispanic/Latino: 0.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.2%
- Other: 0.2%

English Language Learners: 2.9%
Low Income: 89.4%
Special Education: 12.9%
## 2013 School Performance Report

### Community Academy PCS – Amos 3

#### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.</td>
<td>66.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.</td>
<td>95.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>61.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>70.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>38.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 90.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 91.4%.</td>
<td>No</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

5 OF 7
School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 2008–09

Principal: Rachelle Roberts

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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- After Care

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Student-to-Teacher Ratio: 18 to 1

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- Enrichment curriculum supported by Project Lead The Way (PLTW) and “Let’s Go”
- Interactive whiteboards in each classroom
- Each classroom has four desktop computers for student use
- Spanish, music, physical education, and art classes

Student Demographics (2012–13)

Total Enrollment: 479

- African American: 99.0%
- Hispanic/Latino: 0.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.2%
- Other: 0.2%

English Language Learners: 2.9%
Low Income: 89.4%
Special Education: 12.9%

Transportation

Metro/Bus Service*
Mt. Vernon Square–7th Street–Convention Center or NoMa-Gallaudet Metro Station

*Please check www.wmata.com for updates.
### Community Academy PCS – Amos 3
#### 2013 School Performance Report

**Grades measured: 3–8**

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>5.8</td>
<td>29.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>6.2</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading Proficient and Advanced</td>
<td>0.3</td>
<td>6.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.06</td>
<td>4.8%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics Proficient and Advanced</td>
<td>0.2</td>
<td>4.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.24</td>
<td>19.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading Proficient and Advanced</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.17</td>
<td>13.6%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics Proficient and Advanced</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.06</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>0.5</td>
<td>6.7%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>0.9</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>7.5</td>
<td>75.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>3.8</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>25.7</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 2004–05
Principal: William N. Thomas, IV

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–5 (through 8 online) network
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 18 to 1

School Mission/Purpose:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically, to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Spanish is taught to all students in grades PK3–5
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
- Extensive use of technology
- Global education focus

Student Demographics (2012–13)

Total Enrollment: 308

- African American: 61.7%
- Hispanic/Latino: 28.2%
- White: 3.2%
- Asian/Pacific Islander: 2.9%
- Native American/Indian: 0.6%
- Other: 3.2%

- English Language Learners: 31.5%
- Low Income: 70.1%
- Special Education: 10.7%
### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.</td>
<td>74.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>90.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>99.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>67.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 94.5%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 94.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 OF 7
Community Academy
PCS – Butler Global

1400 First Street, NW
Washington, DC 20001
202-332-6565
www.capcs.org

2013 Score: 59.1%
2012 Score: 65.0%
2011 Score: 76.2%

School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 2004–05

Principal: William N. Thomas, IV

Grades Served:
PK-3  PK-4  K  1  2  3  4  5  6  7  8  9  10  11  12  GED  ADULT ED

Part of a PK–5 (through 8 online) network
☑ Before Care  ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 18 to 1

School Mission/Purpose:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
■ Spanish is taught to all students in grades PK3–5
■ Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
■ Extensive use of technology
■ Global education focus

Student Demographics (2012–13)

Total Enrollment: 308

- African American: 61.7%
- Hispanic/Latino: 28.2%
- White: 3.2%
- Asian/Pacific Islander: 2.9%
- Native American/Indian: 0.6%
- Other: 3.2%

English Language Learners: 31.5%
Low Income: 70.1%
Special Education: 10.7%

Transportation

Metro/Bus Service*
Mt. Vernon Square–7th Street–Convention Center or NoMa-Gallaudet Metro Station

*Please check www.wmata.com for updates.
(2012–13)
Grades measured: 3–5

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Progress (40 points): Academic improvement over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>55.4</td>
<td>20.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>51.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Students Achievement (25 points): Meeting or exceeding academic standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading Proficient and Advanced</td>
<td>70.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.3</td>
<td>2.5</td>
</tr>
<tr>
<td>DC-CAS Mathematics Proficient and Advanced</td>
<td>77.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>21.1</td>
<td>2.5</td>
</tr>
<tr>
<td>Gateway (15 points): Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>37.5</td>
<td>15.0</td>
</tr>
<tr>
<td>Leading Indicators (20 points): Predictors of future student progress and achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>96.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>79.7</td>
<td>100.0</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>59.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ernest Green, Jr.

First School Year: 2003–04

Principal: John Tracy Sloane

Grades Served:

- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–5 (through 8 online) network

Before Care

After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 26 to 1

School Mission/Purpose:

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

- Only virtual K-8 school in DC
- Uses the award-winning Advanced Accredited K¹² curriculum
- Each student receives an individualized learning plan

Student Demographics (2012–13)

Total Enrollment: 120

- African American: 75.0%
- Hispanic/Latino: 5.0%
- White: 18.3%
- Asian/Pacific Islander: 0.8%
- Native American/Indian: 0.0%
- Other: 0.8%
- English Language Learners: 0.0%
- Low Income: 68.3%
- Special Education: 14.2%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*

N/A – Online

*Please check www.wmata.com for updates.
### Grades measured: K–2

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>No</td>
</tr>
<tr>
<td>28.0% of students met this goal.</td>
<td></td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>No</td>
</tr>
<tr>
<td>35.0% of students met this goal.</td>
<td></td>
</tr>
<tr>
<td>60% of second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>No</td>
</tr>
<tr>
<td>25.0% of students met this goal.</td>
<td></td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will progress from baseline to mastery in reading on the K-12 Online assessment.</td>
<td>Yes</td>
</tr>
<tr>
<td>85.0% of students met this goal.</td>
<td></td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will progress from baseline to mastery in mathematics on the K-12 Online assessment.</td>
<td>Yes</td>
</tr>
<tr>
<td>91.0% of students met this goal.</td>
<td></td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 99.1%.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

3 OF 6
2013 School Performance Report

Community Academy
PCS – CAPCS Online

Headquarters: 1351 Nicholson Street, NW  202-234-5437 or 703-887-8078
Washington, DC 20011

2013 Score: 53.1%
2012 Score: 55.4%
2011 Score: 64.1%

School Profile (2013–14)

Board Chair: Ernest Green, Jr.
First School Year: 2003–04
Principal: John Tracy Sloane

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–5 (through 8 online) network
☐ Before Care
☐ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 26 to 1

School Mission/Purpose:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Only virtual K–8 school in DC
- Uses the award-winning Advanced Accredited K¹² curriculum
- Each student receives an individualized learning plan

Student Demographics (2012–13)

Total Enrollment: 120

- African American: 75.0%
- Hispanic/Latino: 5.0%
- White: 18.3%
- Asian/Pacific Islander: 0.8%
- Native American/Indian: 0.0%
- Other: 0.8%

- English Language Learners: 0.0%
- Low Income: 68.3%
- Special Education: 14.2%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
N/A – Online

* Please check www.wmata.com for updates.

DC Public Charter School Board School Performance Report © 2013
<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>9.8</td>
<td>49.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>10.4</td>
<td>52.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.9</td>
<td>58.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.28</td>
<td>22.4%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>1.8</td>
<td>36.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.54</td>
<td>43.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.8</td>
<td>56.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.78</td>
<td>62.4%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>3.2</td>
<td>64.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.78</td>
<td>62.4%</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>4.0</td>
<td>53.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>5.1</td>
<td>68.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0.7</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIER 2</td>
<td>53.1</td>
<td>53.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Philippa Tarrant

Executive Director: Golnar Abedin, Ph.D.

Principal: Golnar Abedin, Ph.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Will grow to fifth grade
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 8 to 1

School Mission/Purpose:
Creative Minds International PCS is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society.

Unique School Characteristics
- Only DC public charter school implementing the International Primary Curriculum
- Arts education and arts integration
- Foreign language instruction
- Developmentally appropriate, inclusive education

Student Demographics (2012–13)

Total Enrollment: 105

- African American: 34.3%
- Hispanic/Latino: 17.1%
- White: 41.9%
- Asian/Pacific Islander: 4.8%
- Native American/Indian: 1.9%
- Other: 0.0%
- English Language Learners: 5.7%
- Low Income: 36.2%
- Special Education: 21.9%

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score, PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service
Columbia Heights Metro Station

*Please check www.wmata.com for updates.
## Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Literacy assessment.</td>
<td>98.1% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations of growth between the fall and spring administration of the GOLD Mathematics assessment.</td>
<td>90.8% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 50% of kindergarten through second-grade students will demonstrate one year of growth between fall and spring administrations of the Developmental Reading assessment.</td>
<td>78.1% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 50% of first-grade students will score a Level 16 or greater on the Developmental Reading assessment.</td>
<td>66.7% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 50% of second-grade students will score a Level 28 or greater on the Developmental Reading assessment.</td>
<td>75.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 99.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 98.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 OF 7
2013 School Performance Report
DC Bilingual PCS

1420 Columbia Road, NW
Washington, DC 20009
202-332-4200
www.dcbilingual.org

School Profile (2013–14)

Board Chair: Lester Matlock
Lester Matlock

Principal: Wanda Perez

Grades Served:

PK-3 PK-4 PK-5 PK-6 PK-7 PK-8 PK-9 PK-10 PK-11 PK-12

PK-12 DCI network

Before Care

After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

Unique School Characteristics

- 50/50 two-way bilingual and biliteracy immersion Spanish/English program
- Recipient of the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in March 2011
- Part of the DC nonprofit CentroNía and its umbrella of educational and family services
- Fifth grade trip to Puerto Rico

Student Demographics (2012–13)

Total Enrollment: 339

- African American: 10.3%
- Hispanic/Latino: 84.7%
- White: 5.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 65.8%
Low Income: 85.5%
Special Education: 15.6%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.
### Grades measured: PK3–2

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.2% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>46.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>47.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>48.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 93.7%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### TOTAL TARGETS MET

3 of 7
For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**School Mission/Purpose:**
DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

**Unique School Characteristics**
- 50/50 two-way bilingual and biliteracy immersion Spanish/English program
- Recipient of the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in March 2011
- Part of the DC nonprofit CentroNia and its umbrella of educational and family services
- Fifth grade trip to Puerto Rico

**Student Demographics (2012–13)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>84.7%</td>
</tr>
<tr>
<td>White</td>
<td>5.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Transportation**

- **Metro/Bus Service**
  - Columbia Heights Metro Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.*
## Grade Scores (2012–13)

**Grades measured: 3–5**

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points):</strong> Academic improvement over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Growth on DC-CAS Reading over time</em></td>
<td>65.3</td>
<td>70.0</td>
<td>88.5%</td>
</tr>
<tr>
<td><em>Growth on DC-CAS Mathematics over time</em></td>
<td>47.6</td>
<td>70.0</td>
<td>44.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points):</strong> Meeting or exceeding academic standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>DC-CAS Reading</em></td>
<td>62.9</td>
<td>10.0</td>
<td>49.0%</td>
</tr>
<tr>
<td><strong>Proficient and Advanced</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>27.0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
<td>9.8</td>
<td>25.0</td>
<td>40.0%</td>
</tr>
<tr>
<td><em>DC-CAS Mathematics</em></td>
<td>57.6</td>
<td>10.0</td>
<td>47.0%</td>
</tr>
<tr>
<td><strong>Proficient and Advanced</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20.4</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
<td>14.4</td>
<td>25.0</td>
<td>56.0%</td>
</tr>
<tr>
<td><strong>Gateway (15 points):</strong> Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Proficient and Advanced 3rd grade Reading</em></td>
<td>62.0</td>
<td>15.0</td>
<td>54.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points):</strong> Predictors of future student progress and achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Attendance</em></td>
<td>96.0</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td><em>Re-enrollment in this school</em></td>
<td>85.9</td>
<td>10.0</td>
<td>86.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>65.2</td>
<td>100.0</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
DC Prep PCS – Benning Elementary

School Profile (2013–14)

Board Chair: Le Roy (Terry) Eakin III
First School Year: 2008–09
Executive Director: Rick Cruz
Principal: Raymond Weeden

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK-8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:
Founded in 2003, DC Prep is celebrating its first decade of bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics
- Twin focus on rigorous academics and character education for success in high school, college, and beyond
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership
- PrepNext program helps student alumni transition to high school and into college; 100% of graduates entered college-preparatory high schools
- Decade-long track record of outstanding academic performance

Student Demographics (2012–13)

Total Enrollment: 431

- African American: 94.7%
- Hispanic/Latino: 1.9%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 3.5%

English Language Learners: 1.6%
Low Income: 81.7%
Special Education: 7.4%

Transportation

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

* Please check www wmata com for updates.
### Progress Results

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by the spring administration of the Phonological Awareness Literacy Screening assessment.</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by the spring administration of the Strategic Teaching and Evaluation of Progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Achievement Results

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of kindergarten through third-grade students will score at or above the 40th percentile in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.</td>
<td>Yes</td>
</tr>
<tr>
<td>50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>51% of third-grade students will score proficient or advance in reading on the DC-CAS.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Results

<table>
<thead>
<tr>
<th>Target Description</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through third-grade students will attend school 92% of the days.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 of 8
2013 School Performance Report

DC Prep PCS – Edgewood Elementary

707 Edgewood Street, NE
Washington, DC 20017

School Profile (2013–14)

Board Chair: Le Roy (Terry) Eakin III
Executive Director: Rick Cruz
Principal: Shaunte Edmonds

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network

Before Care
After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:
Founded in 2003, DC Prep is celebrating its first decade of bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics
- Twin focus on rigorous academics and character education for success in high school, college, and beyond
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership

PrepNext program helps student alumni transition to high school and on into college; 100% of graduates entered college-preparatory high schools
- Decade-long track record of outstanding academic performance

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score, PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 420

- African American: 90.0%
- Hispanic/Latino: 6.7%
- White: 0.2%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.2%
- Other: 2.6%

English Language Learners: 1.4%
Low Income: 83.6%
Special Education: 7.1%

Transportation

Metro/Bus Service:
Rhode Island Avenue or Brookland-CUA Metro Station/D8; G8

*Please check www.wmata.com for updates.
### Grades measured: PK3–3

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by the spring administration of the Phonological Awareness Literacy Screening assessment.</td>
<td>68.7% of students mastered at least 21 letter identifications and 31.3% of students increased their scores by an average of 13.6 letter identifications.</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by the spring administration of the Strategic Teaching and Evaluation of Progress.</td>
<td>75.0% of students mastered at least 24 letter sounds and 25.0% of students increased their scores by an average of 14.3 letter sounds.</td>
<td>Yes</td>
</tr>
<tr>
<td>Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.</td>
<td>Students achieved an average growth of 4.0 percentile points.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of kindergarten through third-grade students will score at or above the 40th percentile in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.</td>
<td>74.1% of students scored at or above the 40th percentile.</td>
<td>Yes</td>
</tr>
<tr>
<td>50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress.</td>
<td>84.7% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
<tr>
<td>70.4% of third-grade students will score proficient or advanced in reading on the DC-CAS.</td>
<td>67.6% scored proficient or advanced.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through third-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 96.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

| 6 OF 8 |
2013 School Performance Report

DC Prep PCS – Edgewood Middle

701 Edgewood Street, NE 202-832-5700
Washington, DC 20017

2013 Score: 89.6%
2012 Score: 90.8%
2011 Score: 92.3%

Tier Explanations

1 High Performing
(65.0–100)
2 Mid Performing
(35.0–64.9)
3 Low Performing
(0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile (2013–14)

Board Chair: Le Roy (Terry) Eakin III
Executive Director: Rick Cruz
Principal: Cassie Pergament

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
☐ Before Care ☑ After Care

School Mission/Purpose:
Founded in 2003, DC Prep is celebrating its first decade of bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics
- Twin focus on rigorous academics and character education for success in high school, college, and beyond
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership

PrepNext program helps student alumni transition to high school and into college; 100% of graduates entered college-preparatory high schools
Decade-long track record of outstanding academic performance

Student Demographics (2012–13)

Total Enrollment: 287

- African American: 91.6%
- Hispanic/Latino: 4.9%
- White: 0.0%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.0%
- Other: 3.1%
- English Language Learners: 1.0%
- Low Income: 79.4%
- Special Education: 15.3%

Transportation

Metro/Bus Service*
Rhode Island Avenue or Brookland–CUA Metro Station/D8; G8

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>64.5</td>
<td>86.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>69.5</td>
<td>99.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade and Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>75.8</td>
<td>66.0%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>89.4</td>
<td>86.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>82.4</td>
<td>76.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>93.9</td>
<td>92.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade and Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>17.3</td>
<td>85.0%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97.2</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>80.0</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>89.6</td>
<td>89.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
DC Scholars PCS

School Profile (2013–14)

Board Chair: Mieka Wick
First School Year: 2012–13
Principal: Rebecca Crouch
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Will grow to eighth grade
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 98%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

Unique School Characteristics
- Member of Scholar Academies’ network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instruction time, increased parent engagement, and character education drive achievement

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 183

- African American: 99.5%
- Hispanic/Latino: 0.5%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.5%
- Low Income: 96.0%
- Special Education: 9.3%

Transportation

Metro/Bus Service*
Capitol Heights Metro Station/96, 97

*Please check www.wmata.com for updates.
## (2012–13)  
**Grades measured: PK3–3**

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy on the Teaching Strategies GOLD assessment.</td>
<td>94.6% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.</td>
<td>90.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten students will score on grade level or higher in reading on the Fountas and Pinnell assessment.</td>
<td>88.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.</td>
<td>27.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.</td>
<td>75.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>55% of third-grade students will score proficient or advanced in reading on the DC-CAS.</td>
<td>53.3% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.</td>
<td>66.7% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 90.8%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through third-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET
7 OF 9
2013 School Performance Report

E.L. Haynes PCS – Georgia Avenue
3600 Georgia Avenue, NW
Washington, DC 20010
202-667-4446
www.elhaynes.org

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Georgia Avenue–Petworth Metro Station/62, 63, 70, 79

*Please check www.wmata.com for updates.

School Profile (2013–14)

Board Chair: Michael Hall
Executive Director: Jennifer C. Niles
Principal: Myron Long

Grades Served: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
Part of a PK–12 network: Before Care ✅ After Care

Percentage of Highly Qualified Teachers: 92%
Student-to-Teacher Ratio: 9 to 1

School Mission/Purpose:
Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics
- Rigorous academics for grades PK–11 (growing to PK-12) across our three schools
- Optional intersession opportunities annually and extended day programming from 7:30 a.m. to 6 p.m.
- Electives in Spanish, Arabic, art, music, health/fitness, drama, Marimba Ensemble, and Choir
- Organized sports including flag football, soccer, basketball, volleyball, cross country, and track

Student Demographics (2012–13)

Total Enrollment: 395

- African American: 47.8%
- Hispanic/Latino: 37.0%
- White: 7.8%
- Asian/Pacific Islander: 2.5%
- Native American/Indian: 0.3%
- Other: 4.6%

English Language Learners: 19.7%
Low Income: 75.4%
Special Education: 21.0%

Unique School Characteristics

- African American
- Hispanic/Latino
- White
- Asian/Pacific Islander
- Native American/Indian
- Other

2013 Score: 60.9%
2012 Score: 65.6%
2011 Score: 78.9%
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Growth on DC-CAS Reading over time</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54.7</td>
<td>20.0</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth on DC-CAS Mathematics over time</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41.8</td>
<td>20.0</td>
<td>29.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>56.2</td>
<td>5.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.0</td>
<td>1.25</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>47.9</td>
<td>5.0</td>
<td>34.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.43</td>
<td>1.25</td>
<td>34.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>61.9</td>
<td>5.0</td>
<td>46.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.64</td>
<td>1.25</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>69.9</td>
<td>5.0</td>
<td>56.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.12</td>
<td>1.25</td>
<td>89.6%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Proficient and Advanced 3rd grade Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>—</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient and Advanced 8th grade Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82.4</td>
<td>15.0</td>
<td>75.3%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.1</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment in this school</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.6</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60.9</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Michael Hall
Executive Director: Jennifer C. Niles
Principal: Michelle Molitor

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics
- Rigorous academics for grades PK–11 (growing to PK-12) across our three schools
- Optional intersession opportunities annually and extended day programming from 7:30 a.m. to 6 p.m.
- Electives in Spanish, Arabic, art, music, health/fitness, drama, Marimba Ensemble, and Choir
- Organized sports including flag football, soccer, basketball, volleyball, cross country, and track

Student Demographics (2012–13)

Total Enrollment: 327

- African American: 43.4%
- Hispanic/Latino: 31.8%
- White: 17.4%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.3%
- Other: 6.4%

English Language Learners: 28.4%
Low Income: 60.2%
Special Education: 13.5%

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
- Georgia Avenue-Petworth
- Metro Station/62, 63

*Please check www.wmata.com for updates.
## E.L. Haynes PCS – Kansas Avenue (Elementary School)

### 2013 School Performance Report

#### Grades measured: PK3–3

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed their projected growth goals by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.</td>
<td>74.0% of students met or exceeded their projected growth goals.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of kindergarten through second-grade students will make at least one year’s growth by the spring administration on the Fountas and Pinnell assessment.</td>
<td>60.0% of students made at least one year’s growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of first- and second-grade students will read on grade level or higher on the Fountas and Pinnell assessment.</td>
<td>76.0% of students read on grade level or higher.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through third-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

4 OF 5
School Profile (2013–14)

Board Chair: Michael Hall
Executive Director: Jennifer C. Niles
Principal: Caroline Hill

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Will grow to 12th grade; part of a PK–12 network

Before Care
After Care

Percentage of Highly Qualified Teachers: 94%
Student-to-Teacher Ratio: 8 to 1

School Mission/Purpose:
Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics
- Rigorous academics for grades PK–11 (growing to PK-12) across our three schools
- Extensive city-wide field work to museums, landmarks, parks, businesses; visits to colleges in and outside of Washington, DC
- Electives in Spanish, Arabic, art, music, health/fitness, drama, and Marimba Ensemble
- Organized sports including soccer, basketball, volleyball, cheerleading, cross country, and track

Student Demographics (2012–13)

Total Enrollment: 227

- African American: 62.1%
- Hispanic/Latino: 33.9%
- White: 0.4%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.0%
- Other: 2.6%

English Language Learners: 18.9%
Low Income: 77.1%
Special Education: 20.7%

Transportation

Metro/Bus Service*
Georgia Avenue-Petworth Metro Station/62, 63

*Please check www.wmata.com for updates.
### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>3.6/7.5</td>
<td>47.0</td>
<td>48.6%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>3.9/7.5</td>
<td>48.0</td>
<td>51.4%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>4.1/10.0</td>
<td>56.8</td>
<td>41.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6/2.5</td>
<td>15.8</td>
<td>64.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>5.0/10.0</td>
<td>60.0</td>
<td>50.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6/2.5</td>
<td>15.8</td>
<td>64.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>—</td>
<td>—</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>—</td>
<td>—</td>
<td>N/A</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>—</td>
<td>—</td>
<td>N/A</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>—</td>
<td>—</td>
<td>N/A</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>—</td>
<td>—</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Possible</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>7.6/10.0</td>
<td>92.6</td>
<td>76.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>8.5/10.0</td>
<td>86.1</td>
<td>85.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>2.0/5.0</td>
<td>70.4</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.9</td>
<td>65.0</td>
<td>58.3%</td>
</tr>
</tbody>
</table>

TIER 2

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Davene B. McCarthy White
First School Year: 2003–04

Executive Director: Cassandra S. Pinkney, M. Ed.
Principal: Jeff Cline

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–3 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

School Mission/Purpose:
Eagle Academy Public Charter School’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social, and emotional growth by engaging children as active learners.

Unique School Characteristics
- Science, technology, engineering, and mathematics (STEM) program
- Before and after care programs
- Middle States Accreditation
- Expansion of facilities in 2014
- Wide array of technology in every room
- Art, music, physical education, and academic enrichment

Student Demographics (2012–13)

Total Enrollment: 640

- African American: 95.2%
- Hispanic/Latino: 0.5%
- White: 1.3%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 2.8%
- Other: 0.2%
- English Language Learners: 0.0%
- Low Income: 65.0%
- Special Education: 13.9%
(2012–13)

### Grades measured: PK3–3

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment.

- 60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

- 55% of third-grade students will score proficient or advanced in reading on the DC-CAS.

- 45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 91.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.

- On average, kindergarten through third-grade students will attend school 92% of the days.

<table>
<thead>
<tr>
<th>TOTAL TARGETS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 OF 7</td>
</tr>
</tbody>
</table>
**Eagle Academy PCS – New Jersey Avenue**

**School Profile (2013–14)**

**Board Chair:** Davene B. McCarthy White  
**First School Year:** 2012–13

**Executive Director:** Cassandra S. Pinkney, M. Ed.

**Principal:** Trenice Jett-Jones

**Grades Served:**  
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Will grow to third grade; part of a PK–3 network**

**Before Care**  
**After Care**

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 12 to 1

**School Mission/Purpose:** Eagle Academy Public Charter School’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social, and emotional growth by engaging children as active learners.

**Unique School Characteristics**
- Science, technology, engineering, and mathematics (STEM) program
- Before and after care programs
- Community partnership with Department of Transportation
- Art, music, physical education, and academic enrichment
- Middle States Accreditation

**Student Demographics (2012–13)**

**Total Enrollment:** 125

- **African American** 95.2%
- **Hispanic/Latino** 0.0%
- **White** 0.8%
- **Asian/Pacific Islander** 0.8%
- **Native American/Indian** 3.2%
- **Other** 0.0%
- **English Language Learners:** 0.0%
- **Low Income:** 56.0%
- **Special Education:** 7.2%

**PMF Pilot — Early Childhood**

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

**Transportation**

- **Metro/Bus Service**  
  - Navy Yard Metro Station

*Please check www wmata.com for updates.*
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Individual Growth and Development Indicators assessment.

- 60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

- 60% of kindergarten through first-grade students will score on grade level or higher in mathematics on the Easy Curriculum-Based Measures.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 96.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.

- On average, kindergarten through first-grade students will attend school 92% of the days.

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of pre-kindergarten-3 through first-grade students will receive an 85 or above on the Social Skills Improvement System.

### TOTAL TARGETS MET

7 of 7
Early Childhood Academy PCS

School Profile (2013–14)

Board Chair: Dennis Sawyers
First School Year: 2005–06
Executive Director: Wendy Edwards
Principal: Thann Ingraham
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
It is the mission of Early Childhood Academy PCS to foster the academic, social, and emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.

Unique School Characteristics
- Child-centered environment that uniquely supports the academic and social-emotional growth and development of students in grades PK3–3
- Teachers use computers, iPads, and smartboards in classrooms; quarterly field trips connect student learning with real-world experiences
- Before and after care programs run by teachers as an extension of classroom learning

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 11 to 1

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 135

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>96.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1.5%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 11.1%

Transportation

Metro/Bus Service*
A2; E13; M8, M9; W15

*Please check www.wmata.com for updates.
## Early Childhood Academy PCS

### 2013 School Performance Report

(2012–13)

**Grades measured: PK3–3**

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance to the spring developmental range in literacy/language on the Phonological Awareness Literacy Screening.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>46.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score on grade level or higher in reading on the Developmental Reading assessment.</td>
<td>72.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>55% of third-grade students will score proficient or advanced in reading on the DC-CAS.</td>
<td>53.8% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.</td>
<td>43.6% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 90.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through third-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of parents will report &quot;Satisfied&quot; or &quot;Highly Satisfied&quot; on the end-of-the-year Parent Satisfaction Survey indicator stating &quot;ECA provides a warm and nurturing environment for my child.&quot;</td>
<td>97.0% of parents answered &quot;Satisfied&quot; or &quot;Highly Satisfied&quot; on the end-of-the-year Parent Satisfaction Survey indicator stating &quot;ECA provides a warm and nurturing environment for my child.&quot;</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

5 OF 8
2013 School Performance Report

Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace, NE Washington, DC 20017
202-265-7237
www.ewstokes.org

School Profile (2013–14)

Board Chair: Lisa Hall
Executive Director: Erika Bryant
Principal: Maura Varley-Gutierrez (PK–2) and Alejandra Maudet (3–6)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of the PK–12 DCI network
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics
- Teaches students to think, read, write, and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- Aims to increase students’ knowledge of and respect for their own cultures and the cultures of others
- Supports students’ emotional, physical, and cognitive development and well-being

School Mission/Purpose:
The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse elementary school students in the District of Columbia to be leaders, scholars, and responsible citizens who are committed to social justice. Stokes teaches children to think, speak, read, write, and learn in two languages: English and French or English and Spanish.

Student Demographics (2012–13)

Total Enrollment: 335

- African American: 51.0%
- Hispanic/Latino: 34.3%
- White: 13.4%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.0%
- Other: 0.6%

English Language Learners: 24.8%
Low Income: 68.7%
Special Education: 12.5%

Transportation

Brookland-CUA Metro Station

Tier Explanations

- **Tier 1:** High Performing (65.0–100)
- **Tier 2:** Mid Performing (35.0–64.9)
- **Tier 3:** Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.*
## Elsie Whitlow Stokes Community Freedom PCS
### 2013 School Performance Report

### Grades measured: 3–6

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>55.4</td>
<td>63.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>59.0</td>
<td>73.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>63.7</td>
<td>50.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>70.5</td>
<td>63.0%</td>
</tr>
<tr>
<td><strong>Gateway (15 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>65.2</td>
<td>58.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>97.7</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>77.5</td>
<td>58.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>66.0</td>
<td>66.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace, NE
Washington, DC 20017

202-265-7237
www.ewstokes.org

School Profile (2013–14)

Board Chair: Lisa Hall
Executive Director: Erika Bryant
Principal: Maura Varley-Gutierrez (PK–2) and Alejandra Maudet (3–6)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
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- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of the PK–12 DCI network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics
- Teaches students to think, read, write, and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- Aims to increase students’ knowledge of and respect for their own cultures and the cultures of others
- Supports students’ emotional, physical, and cognitive development and well-being

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The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse elementary school students in the District of Columbia to be leaders, scholars, and responsible citizens who are committed to social justice. Stokes teaches children to think, speak, read, write, and learn in two languages: English and French or English and Spanish.

Student Demographics (2012–13)

Total Enrollment: 335

- African American: 51.0%
- Hispanic/Latino: 34.3%
- White: 13.4%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.0%
- Other: 0.6%

English Language Learners: 24.8%
Low Income: 68.7%
Special Education: 12.5%

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Brookland-CUA Metro Station

*Please check www.wmata.com for updates.
## Elsie Whitlow Stokes Community Freedom PCS
### (2012–13) School Performance Report

#### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed growth expectations by the spring administration in literacy on the Teaching Strategies GOLD assessment.</td>
<td>96.0% of students met or exceeded growth expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten students will increase by one level or maintain their benchmark score by the spring administration on the Dynamic Inventory of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>65.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>70% of first- and second-grade students will increase at least one NCE above their previous year's score in literacy on the Terra Nova assessment.</td>
<td>68.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Terra Nova assessment.</td>
<td>85.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will score at or above stanine 4 in math on the Terra Nova assessment.</td>
<td>90.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 97.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 98.1%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of parents of pre-kindergarten students will report being &quot;Satisfied&quot; or &quot;Highly Satisfied&quot; with the school on the end-of-year parent survey.</td>
<td>90.5% of parents were satisfied or highly satisfied on the end-of-year parent survey.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET** 6 OF 8
Excel Academy PCS

**School Profile (2013–14)**

- **Board Chair:** Vito Germinario
- **Executive Director:** Kaye Savage
- **Principal:** Lela Johnson

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

- Will grow to eighth grade
- Before Care
- After Care

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 13 to 1

**School Mission/Purpose:**
Excel Academy Public Charter School provides preschool through eighth grade girls a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college and to develop the skills and confidence they need to make healthy, positive lifestyle choices.

**Unique School Characteristics**
- All-girls, single-sex education
- High-performing early childhood program (K-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Before- and after-school programs available
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy
- Fresh food prepared daily at our on-site kitchen

**Student Demographics (2012–13)**

**Total Enrollment:** 515

- African American: 98.8%
- Hispanic/Latino: 0.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.6%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 7.2%

**Transportation**

- Metro/Bus Service
  - Anacostia Metro Station

*Please check www.wmata.com for updates.*

**PMF Pilot — Early Childhood**

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.
### Grades measured: PK3–2

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance from Emerging to Satisfactory in literacy/language on the mCLASS CIRCLE: letter assessment.</td>
<td>88.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 through first-grade students will advance at least one level in mathematics on the mCLASS CIRCLE: math.</td>
<td>80.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>77.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through first-grade students will score at the 40th percentile or higher in Reading/Math Composite score on the Terra Nova assessment.</td>
<td>86.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Text Reading Comprehension assessment.</td>
<td>76.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 90.8%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 93.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### TOTAL TARGETS MET

<table>
<thead>
<tr>
<th>TOTAL TARGETS MET</th>
<th>7 OF 7</th>
</tr>
</thead>
</table>
Excel Academy PCS

2501 Martin Luther King Jr. Avenue, SE
Washington, DC 20020
202-373-0097
www.excelpcs.org

2013 School Performance Report

2013 Score: 46.5%

2012 Score: N/A

2011 Score: N/A

School Profile (2013–14)

Board Chair: Vito Germinario
Executive Director: Kaye Savage
Principal: Lela Johnson

School Mission/Purpose:
Excel Academy Public Charter School provides preschool through eighth grade girls a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college and to develop the skills and confidence they need to make healthy, positive lifestyle choices.

Unique School Characteristics
- All-girls, single-sex education
- High-performing early childhood program (K-2)
- Academically rigorous curriculum aligned with Common Core State Standards

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 13 to 1

Transportation

Metro/Bus Service*

Anacostia Metro Station

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 7.2%

*Please check www.wmata.com for updates.

Student Demographics (2012–13)

Total Enrollment: 515

- African American: 98.8%
- Hispanic/Latino: 0.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.4%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 7.2%
## Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>56.0</td>
<td>20.0</td>
<td>65.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>39.0</td>
<td>20.0</td>
<td>23.0%</td>
</tr>
</tbody>
</table>

## Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>45.7</td>
<td>10.0</td>
<td>26.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.2</td>
<td>2.5</td>
<td>8.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>58.7</td>
<td>10.0</td>
<td>48.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>8.7</td>
<td>2.5</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

## Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>33.3</td>
<td>15.0</td>
<td>19.3%</td>
</tr>
</tbody>
</table>

## Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.0</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>82.7</td>
<td>10.0</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.5</td>
<td>100.0</td>
<td>46.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Friendship PCS – Blow-Pierce Elementary

725 19th Street, NE
Washington, DC 20002

School Profile (2013–14)

Board Chair: Donald L. Hense
First School Year: 1999–2000
Principal: Jeffrey Grant, Ed.D.
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a PK–12 network: Yes
Before Care: Yes
After Care: Yes
Percentage of Highly Qualified Teachers: 92%
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

Student Demographics (2012–13)

Total Enrollment: 683

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.9%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 12.7%

Transportation

Metro/Bus Service:
- X1, X2, X3, X8, X9; D6; B2

*Please check www.wmata.com for updates.
### Friendship PCS – Blow-Pierce Elementary
#### 2013 School Performance Report

**Grades measured: PK3–3**

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>67.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>61.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>79.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>55% of third-grade students will score proficient or advanced in reading on the DC-CAS.</td>
<td>13.3% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.</td>
<td>10.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 93.7%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 94.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Friendship PCS – Blow-Pierce Elementary

**2013 School Performance Report**

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.</td>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

| TOTAL TARGETS MET | 7 OF 9 |
School Profile (2013–14)

Board Chair: Donald L. Hense
Principal: Jeffrey Grant, Ed.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 92%
Student-to-Teacher Ratio: Not Reported

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

Student Demographics (2012–13)

Total Enrollment: 310

- African American: 99.0%
- Hispanic/Latino: 1.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 1.0%
Low Income: 100.0%
Special Education: 20.3%

Transportation

Metro/Bus Service*
- X1, X2, X3, X8, X9; D6;
- B2

*Please check www.wmata.com for updates.
(2012–13)
Grades measured: 4–8

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>45.0</td>
<td>37.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>55.0</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>26.6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>42.2</td>
<td>28.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.7</td>
<td>19.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>33.9</td>
<td>8.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.6</td>
<td>10.4%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>50.4</td>
<td>28.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.2</td>
<td>20.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>62.3</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.9</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>80.2</td>
<td>67.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

For a more detailed explanation of the indicators, see our user guide.
**School Profile (2013–14)**

**Board Chair:**
Donald L. Hense

**First School Year:** 1998–99

**Principal:**
Morrise Harbour

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Before Care**  **After Care**

**Percentage of Highly Qualified Teachers:** 98%

**Student-to-Teacher Ratio:** Not reported

---

**School Mission/Purpose:**
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

---

**Student Demographics (2012–13)**

**Total Enrollment:** 760

- African American: 99.5%
- Hispanic/Latino: 0.5%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 10.0%

---

**Transportation**

**Metro/Bus Service**
- Potomac Avenue Metro Station/32, 34, 36; V7, V8, V9

*Please check www wmata.com for updates.*
### Student Progress Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.</td>
<td>69.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>80.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>55% of third-grade students will score proficient or advanced in reading on the DC-CAS.</td>
<td>41.7% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.</td>
<td>40.3% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 92.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 94.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>Mission-Specific Measures Targets</td>
<td>Mission-Specific Results</td>
<td>Met Target?</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 OF 9
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school & college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

Student Demographics (2012–13)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.8%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 13.5%

Transportation

Metro/Bus Service*
Potomac Avenue Metro Station/32, 34, 36; V7, V8, V9

*Please check www.wmata.com for updates.
Friendship PCS – Chamberlain Middle
2013 School Performance Report

(2012–13)
Grades measured: 4–8

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>0 30.0 70.0 100 51.0 100 10.5 20.0 52.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>0 30.0 70.0 100 60.3 100 15.2 20.0 76.0%</td>
</tr>
<tr>
<td>Student Achievement (25 points): Meeting or exceeding academic standards</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Reading</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 27.0 100 44.5 5.0 24.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100 2.2 1.25 8.8%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 20.4 100 49.6 5.0 36.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100 11.7 0.59 47.2%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 28.9 100 49.6 5.0 30.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100 7.6 0.38 30.4%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 30.5 100 64.7 5.0 50.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100 17.2 0.86 68.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
</tr>
<tr>
<td>17.4 100 14.2 15.0 94.7%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
</tr>
<tr>
<td>29.2 100 64.3 15.0 94.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>85.0 100 95.4 100.0 100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>60.0 90.0 84.5 100.0 82.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.0 100.0 67.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Donald L. Hense  
Principal: Peggy Jones  
Grades Served: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED  
Part of a PK–12 network  
Percentage of Highly Qualified Teachers: Not reported  
Student-to-Teacher Ratio: Not reported  

School Mission/Purpose: The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics
- College preparatory program that prepares students for college and work in a global economy
- AP courses starting in ninth grade, allowing high school students to take college-level work

School Transportation

| Metro/Bus Service* | Minnesota Avenue Metro Station |

Tier Explanations
1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet high performance standards; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 1040

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.1%</td>
</tr>
<tr>
<td>White</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.1%</td>
</tr>
<tr>
<td>Other</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%  
Low Income: 100.0%  
Special Education: 14.5%
### Friendship PCS – Collegiate Academy
#### 2013 School Performance Report

<table>
<thead>
<tr>
<th>(2012–13)</th>
<th><strong>Grades measured: 9–12</strong></th>
</tr>
</thead>
</table>

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>46.5</td>
<td>75</td>
<td>46.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.1</td>
<td>75</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.7</td>
<td>10.0</td>
<td>7.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.5</td>
<td>2.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>1.9</td>
<td>10.0</td>
<td>19.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.1</td>
<td>2.5</td>
<td>4.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>2.6</td>
<td>5.0</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>95.2</td>
<td>75</td>
<td>89.3%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>20.9</td>
<td>25</td>
<td>37.3%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>29.3</td>
<td>25</td>
<td>29.3%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>92.4</td>
<td>90</td>
<td>74.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>84.0</td>
<td>90</td>
<td>76.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>95.7</td>
<td>100</td>
<td>92.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER</td>
<td>2</td>
<td></td>
<td>53.1</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*  
Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8, 42, 46, 48, W2, W3

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>65.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.**
- **60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.**

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>89.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.**
- **60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.**

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 95.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.**
- **On average, kindergarten through second-grade students will attend school 92% of the days.**

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.**

### TOTAL TARGETS MET

7 OF 7
2013 School Performance Report

Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place, SE 202-562-1980 Washington, DC 20032

School Profile (2013–14)

Board Chair: Donald L. Hense
First School Year: 2005–06
Principal: Joseph Speight
Grades Served: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
Part of a PK–12 network:
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

Student Demographics (2012–13)

Total Enrollment: 551

- African American: 99.1%
- Hispanic/Latino: 0.7%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.2%

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 10.2%

Transportation

Metro/Bus Service*
Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8, 42, 46, 48; W2, W3

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

**Growth on DC-CAS Reading over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.5</td>
<td>20.0</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Mathematics over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.5</td>
<td>20.0</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

**DC-CAS Reading**

- **Proficient and Advanced**
  - Score: 47.0
  - Points Earned: 2.7
  - Points Possible: 10.0
  - Percent of Possible: 27.0%
- **Advanced only**
  - Score: 2.8
  - Points Earned: 0.3
  - Points Possible: 2.5
  - Percent of Possible: 12.0%

**DC-CAS Mathematics**

- **Proficient and Advanced**
  - Score: 51.2
  - Points Earned: 3.9
  - Points Possible: 10.0
  - Percent of Possible: 39.0%
- **Advanced only**
  - Score: 6.5
  - Points Earned: 0.7
  - Points Possible: 2.5
  - Percent of Possible: 28.0%

### Gateway (15 points): Outcomes in key subjects that predict future educational success

**Proficient and Advanced 3rd grade Reading**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0</td>
<td>15.0</td>
<td>39.3%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

**Attendance**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.7</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Re-enrollment in this school**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>86.6</td>
<td>90.0</td>
<td>95.7%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.0</td>
<td>100.0</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

TIER 2

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Friendship PCS – Technology Preparatory Academy (Middle)

620 Milwaukee Place, SE
Washington, DC 20032
202-562-1681
www.friendshipschools.org

2013 Score: 37.5%
2012 Score: 50.1%
2011 Score: 51.8%

School Profile (2013–14)

Board Chair: Donald L. Hense

Principal: Doranna Tindle

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Will grow to 12th grade; part of a PK–12 network

☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics
- Prepares students for college and careers in science, technology, engineering, and mathematics
- Equips students with iPads to engage them in learning
- Students learn math and science content through hands-on projects
- Partners with community organizations to expose students to a variety of college and career opportunities

Student Demographics (2012–13)

Total Enrollment: 369

- African American: 98.4%
- Hispanic/Latino: 0.5%
- White: 0.8%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.3%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 22.0%

Transportation

Metro/Bus Service*
Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8; 42, 46, 48; W2, W3

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>6.9</td>
<td>20.0</td>
<td>34.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>9.1</td>
<td>20.0</td>
<td>45.5%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.6</td>
<td>10.0</td>
<td>6.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3</td>
<td>2.5</td>
<td>12.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.1</td>
<td>10.0</td>
<td>21.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.5</td>
<td>2.5</td>
<td>20.0%</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>6.4</td>
<td>15.0</td>
<td>42.7%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>8.5</td>
<td>10.0</td>
<td>85.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>3.1</td>
<td>10.0</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

TIER 2

37.5%

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile (2013–14)

Board Chair: Donald L. Hense
First School Year: 2008–09
Principal: Doranna Tindle
Grades Served: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
Will grow to 12th grade; part of a PK–12 network

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not reported

Unique School Characteristics
- Prepares students for college and careers in science, technology, engineering, and mathematics
- Equips students with iPads to engage them in learning
- Students learn math and science content through hands-on projects
- Partners with community organizations to expose students to a variety of college and career opportunities

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Student Demographics (2012–13)

Total Enrollment: 369

- African American: 98.4%
- Hispanic/Latino: 0.5%
- White: 0.8%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.3%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 22.0%

Transportation

Metro/Bus Service:
- Anacostia or Congress Heights Metro Station/A2, A4, A6, A7, A8; 42, 46, 48; W2, W3

*Please check www.wmata.com for updates.
### Friendship PCS – Technology Preparatory Academy (High)

**2013 School Performance Report**

#### (2012–13)

**Grades measured: 9–10**

<table>
<thead>
<tr>
<th><strong>Student Progress (15 points): Test score improvement over time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
</tr>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>52.5</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
</tr>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>55.0</td>
</tr>
</tbody>
</table>

#### **Student Achievement (30 points): Meeting or exceeding standards**

<table>
<thead>
<tr>
<th><strong>High grades DC-CAS Reading</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>56.3</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
</tr>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>9.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>High grades DC-CAS Mathematics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>70.0</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
</tr>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>3.3</td>
</tr>
</tbody>
</table>

| **Advanced Placement and International**                      |
| Baccalaureate performance (12th)                              |
| ![Score](image)                                              |
| Points Earned | Points Possible | Percent of Possible |
| —             | N/A             | —                   |

#### **Gateway (30 points): Outcomes aligned to college and career readiness**

<table>
<thead>
<tr>
<th><strong>Graduation rate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PSAT performance (11th)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SAT performance (12th)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>—</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>College acceptance rate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>—</td>
</tr>
</tbody>
</table>

#### **Leading Indicators (25 points): Predictors of future student progress and achievement**

<table>
<thead>
<tr>
<th><strong>Attendance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>90.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Re-enrollment in this school</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>80.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>9th grade credits (on track to graduate)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>96.8</td>
</tr>
</tbody>
</table>

#### **TOTAL SCORE**

<table>
<thead>
<tr>
<th>TIER</th>
<th>Score</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>38.6</td>
<td>59.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Donald L. Hense
First School Year: 1998–99
Principal: Rictor Craig
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a PK–12 network
☑ Before Care  ☑ After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not reported

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 477
- African American: 95.4%
- Hispanic/Latino: 4.2%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.4%
- English Language Learners: 0.2%
- Low Income: 100.0%
- Special Education: 14.3%

Transportation

Metro/Bus Service*
- 82, 83, B8; G8; H6

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>66.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age in literacy/language on the Teaching Strategies GOLD assessment.**
- **60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.**

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>88.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>41.9% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>35.5% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

- **60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.**
- **60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.**
- **55% of third-grade students will score proficient or advanced in reading on the DC-CAS.**
- **45% of third-grade students will score proficient or advanced in mathematics on the DC-CAS.**

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.**
- **On average, kindergarten through second-grade students will attend school 92% of the days.**
### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely held expectations or will make appropriate growth for their age in the Social Emotional domain of the GOLD assessment.</td>
<td>100.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

<table>
<thead>
<tr>
<th>TOTAL TARGETS MET</th>
<th>7 OF 9</th>
</tr>
</thead>
</table>
School Profile (2013–14)

Board Chair: Donald L. Hense
Principal: Rictor Craig
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Part of a PK–12 network
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not Reported

School Mission/Purpose:
The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and co-curricular activities

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
- 82, 83, B8; G8; H6

*Please check www.wmata.com for updates.

Student Demographics (2012–13)

Total Enrollment: 218

- African American: 95.9%
- Hispanic/Latino: 4.1%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 2.3%
- Low Income: 100.0%
- Special Education: 21.1%
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>50.6</td>
<td>20.0</td>
<td>51.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>47.1</td>
<td>20.0</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>42.3</td>
<td>5.0</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.8</td>
<td>1.25</td>
<td>11.2%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>39.4</td>
<td>5.0</td>
<td>24.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.2</td>
<td>1.25</td>
<td>16.8%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>47.0</td>
<td>5.0</td>
<td>26.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.8</td>
<td>1.25</td>
<td>15.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>56.7</td>
<td>5.0</td>
<td>38.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.7</td>
<td>1.25</td>
<td>27.2%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td></td>
<td>15.0</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.7</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>77.2</td>
<td>10.0</td>
<td>57.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCORE</td>
<td>49.9</td>
<td>100.0</td>
<td>49.9%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Hope Community PCS – Lamond

School Profile (2013–14)

Board Chair: James Kemp
Principal: Danah Telfaire

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics
- Recipient of 2011 Parent Choice Award from Imagine Schools
- In-house academic intervention program; after-school tutoring services
- Uses Common Core State Standards
- Dance, music, art, and physical education elective classes for all students in grades PK–6

Student Demographics (2012–13)

Total Enrollment: 391

- African American: 91.3%
- Hispanic/Latino: 7.7%
- White: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.3%
- Other: 0.5%
- English Language Learners: 8.7%
- Low Income: 82.6%
- Special Education: 7.7%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service* K6

*Please check www.wmata.com for updates.
### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.</td>
<td>40.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.</td>
<td>66.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Stanford Achievement Test.</td>
<td>39.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test.</td>
<td>70.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test.</td>
<td>75.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 90.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 91.8%.</td>
<td>No</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

| 4 OF 7 |
School Profile (2013–14)

Board Chair: James Kemp
First School Year: 2008–09

Principal: Danah Telfaire

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

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- Uses Common Core State Standards
- Dance, music, art, and physical education elective classes for all students in grades PK–6

Student Demographics (2012–13)

Total Enrollment: 391

- African American: 91.3%
- Hispanic/Latino: 7.7%
- White: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.3%
- Other: 0.5%
- English Language Learners: 8.7%
- Low Income: 82.6%
- Special Education: 7.7%

Transportation

Metro/Bus Service*
- K6

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

DC Public Charter School Board School Performance Report © 2013
### Hope Community PCS – Lamond

#### 2013 School Performance Report

**Grades measured: 3–6**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>4.3</td>
<td>20.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>6.8</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>1.8</td>
<td>10.0</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>27.0</td>
<td>100</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>2.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>20.4</td>
<td>100</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>4.8</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>8.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0.0</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>28.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Hope Community PCS – Tolson

School Profile (2013–14)

Board Chair: James Kemp
Principal: Chloe Marshall, Ph.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–8 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 24 to 1

School Mission/Purpose:
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics
- Strong results in shared values, parent choice, academic achievement, and positive character development
- Core knowledge in language arts, history, geography, math, science, and fine arts
- Nurtures and promotes positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps, and Stanford Math

Student Demographics (2012–13)

Total Enrollment: 432

- African American: 94.0%
- Hispanic/Latino: 4.9%
- White: 0.7%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.2%

- English Language Learners: 2.3%
- Low Income: 81.3%
- Special Education: 10.0%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

*For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Brookland-CUA Metro Station

*Please check www.wmata.com for updates.
Hope Community PCS – Tolson  
2013 School Performance Report

<table>
<thead>
<tr>
<th>Grades measured: PK3–2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress Targets</strong></td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Stanford Achievement Test.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Achievement Targets</strong></th>
<th><strong>Achievement Results</strong></th>
<th><strong>Met Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test.</td>
<td>86.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test.</td>
<td>96.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leading Indicators Targets</strong></th>
<th><strong>Leading Indicators Results</strong></th>
<th><strong>Met Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 96.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**  
7 OF 7
Hope Community PCS – Tolson

2013 Score: 45.2%
2012 Score: 54.2%
2011 Score: 51.4%

School Profile (2013–14)

Board Chair: James Kemp
Principal: Chloe Marshall, Ph.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK-8 network
☐ Before Care  ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 24 to 1

School Mission/Purpose:
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students positively, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics
- Strong results in shared values, parent choice, academic achievement, and positive character development
- Core knowledge in language arts, history, geography, math, science, and fine arts
- Nurtures and promotes positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps, and Stanford Math

Student Demographics (2012–13)

Total Enrollment: 432

- African American: 94.0%
- Hispanic/Latino: 4.9%
- White: 0.7%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.2%

English Language Learners: 2.3%
Low Income: 81.3%
Special Education: 10.0%

Transportation

Metro/Bus Service*
Brookland-CUA Metro Station

*Please check www.wmata.com for updates.
### Hope Community PCS – Tolson
#### 2013 School Performance Report

**Grades measured:** 3–8

<table>
<thead>
<tr>
<th><strong>Student Progress (40 points): Academic improvement over time</strong></th>
<th><strong>Points Earned</strong></th>
<th><strong>Percent of Possible Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>53.3</td>
<td>58.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>47.6</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></th>
<th><strong>Points Earned</strong></th>
<th><strong>Percent of Possible Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>41.1</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.2</td>
<td>8.8%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>53.3</td>
<td>42.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>8.9</td>
<td>36.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>60.9</td>
<td>46.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>7.2</td>
<td>28.8%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>55.1</td>
<td>36.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.1</td>
<td>40.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></th>
<th><strong>Points Earned</strong></th>
<th><strong>Percent of Possible Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>35.1</td>
<td>21.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>52.6</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></th>
<th><strong>Points Earned</strong></th>
<th><strong>Percent of Possible Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97.3</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>66.0</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

**TIER 2**

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

**Board Chair:** Michael Durso  
**Principal:** Rodney McBride  
**First School Year:** 1999–2000  
**Grades Served:** PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, Adult Ed  
**School Mission/Purpose:** The mission of Hospitality High PCS is to ensure that students have access to an excellent educational program designed to promote success in college and in the hospitality industry.

Unique School Characteristics
- Career and college preparatory curriculum
- College counseling and scholarships
- Hands-on business industry exposure

Tier Explanations

<table>
<thead>
<tr>
<th>Tier</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>High Performing (65.0–100)</td>
</tr>
<tr>
<td>2</td>
<td>Mid Performing (35.0–64.9)</td>
</tr>
<tr>
<td>3</td>
<td>Low Performing (0.0–34.9)</td>
</tr>
</tbody>
</table>

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

**Total Enrollment:** 201

- African American: 92.5%
- English Language Learners: 10.4%
- Hispanic/Latino: 7.0%
- Low Income: 100.0%
- White: 0.0%
- Asian/Pacific Islander: 0.5%
- Special Education: 24.9%
- Native American/Indian: 0.0%
- Other: 0.0%

Transportation

- **Metro/Bus Service*:** Shaw-Howard Metro Station  
*Please check www.wmata.com for updates.*
## Hospitality High PCS 2013 School Performance Report

### Grades measured: 9–12

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>47.5</td>
<td>75.0</td>
<td>50.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>45.2</td>
<td>75.0</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>81.5</td>
<td>100.0</td>
<td>7.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.6</td>
<td>5.0</td>
<td>24.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>87.0</td>
<td>87.0</td>
<td>21.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.9</td>
<td>2.5</td>
<td>8.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>74.0</td>
<td>75.0</td>
<td>98.6%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>15.0</td>
<td>15.0</td>
<td>98.6%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>31.8</td>
<td>35.0</td>
<td>92.9%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>91.3</td>
<td>91.3</td>
<td>92.9%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>91.7</td>
<td>91.7</td>
<td>98.6%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>75.1</td>
<td>90.0</td>
<td>83.5%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>74.4</td>
<td>74.4</td>
<td>83.5%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>36.9</td>
<td>36.9%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Howard University Middle
School of Math and Science PCS

405 Howard Place, NW
Washington, DC 20059
202-806-7725
www.howard.edu/ms2

2013 School Performance Report

School Profile (2013–14)

Board Chair: Aprille J. Ericcson, Ph.D.
Executive Director: Yohance Maqubela
Principal: Allison L. Artis

School Mission/Purpose: Through collaborative efforts with the school community, the mission of the Howard University Middle School of Mathematics and Science is to provide a sound foundation in all academic subjects, with a concentration in mathematics and science. The intellectual, social, and emotional growth of each student will be nurtured, while an appreciation for diversity and sensitivity for all individuals will be encouraged in an enriched educational environment that will prepare students to succeed in high school and beyond.

Unique School Characteristics
- Located on the campus of Howard University
- Strong emphasis on mathematics, science, and technology
- Small class sizes
- Numerous public and private partnerships

School Tier: 2
2013 Score: 62.5%
2012 Score: 69.6%
2011 Score: 71.0%

Tier Explanations
1 High Performing
   (65.0–100)
2 Mid Performing
   (35.0–64.9)
3 Low Performing
   (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 316

- African American: 93.7%
- Hispanic/Latino: 4.1%
- White: 0.0%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.3%
- Other: 1.6%

English Language Learners: 2.8%
Low Income: 62.0%
Special Education: 4.1%

Transportation

Metro/Bus Service*
Shaw-Howard Metro Station/70, 79

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Growth on DC-CAS Reading over time</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.4</td>
<td>8.2</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth on DC-CAS Mathematics over time</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.2</td>
<td>6.1</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>DC-CAS Reading</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>73.0</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced only</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.0</td>
<td>1.6</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DC-CAS Mathematics</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>78.5</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced only</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.1</td>
<td>2.4</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Proficient and Advanced 8th grade Mathematics</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0</td>
<td>12.9</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.4</td>
<td>9.4</td>
<td>94.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment in this school</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>86.5</td>
<td>8.8</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>62.5</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet high performance standards; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile (2013–14)

Board Chair: David Owens
Executive Director: John Goldman
Principal: Justin Rydstrom
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
The mission of IDEA Public Charter School is to prepare students with the academic, social, leadership, and occupational skills for postsecondary opportunities and to be responsible citizens who contribute to the community.

Unique School Characteristics
- College-preparatory high school
- Dedicated, highly qualified educators
- Individualized instruction and student support

Student Demographics (2012–13)

Total Enrollment: 298

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>16.8%</td>
</tr>
</tbody>
</table>

Transportation

Metro/Bus Service*
Deanwood or Minnesota Avenue Metro Station/U4

*Please check www.wmata.com for updates.
(2012–13)

Grades measured: 9–12

**Student Progress (15 points):** Test score improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>57.6</td>
<td>7.5</td>
<td>78.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.1</td>
<td>7.5</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

**Student Achievement (30 points):** Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>56.6</td>
<td>10.0</td>
<td>41.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>38.5</td>
<td>10.0</td>
<td>23.0%</td>
</tr>
<tr>
<td>Advanced Placement and International</td>
<td>1.9</td>
<td>2.5</td>
<td>8.0%</td>
</tr>
<tr>
<td>Baccalaureate performance (12th)</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Gateway (30 points):** Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>75.0</td>
<td>7.5</td>
<td>41.3%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>20.0</td>
<td>7.5</td>
<td>36.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>18.2</td>
<td>7.5</td>
<td>12.0%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>66.1</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Leading Indicators (25 points):** Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>91.2</td>
<td>10.0</td>
<td>62.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>68.8</td>
<td>10.0</td>
<td>17.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>77.8</td>
<td>5.0</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.7</td>
<td>100.0</td>
<td>43.7%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
**Ideal Academy PCS**

**School Profile (2013–14)**

- **Board Chair:** Patricia Cooks
- **First School Year:** 1999–2000
- **Principal:** George H. Rutherford II, Ph.D.
- **Grades Served:**
  - PK-3
  - PK-4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - GED
  - ADULT ED

- **Before Care:** Yes
- **After Care:** Yes
- **Percentage of Highly Qualified Teachers:** 100%
- **Student-to-Teacher Ratio:** 15 to 1

**School Mission/Purpose:**

The mission of the Ideal Academy Public Charter School is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens. At IAPCS we believe that we must embrace the whole child. We believe that learning nurtures not only cognitive development, but social, emotional, physical, and creative growth as well. We achieve our mission through a balanced academic and effective program.

**Unique School Characteristics**

- Not reported

**Student Demographics (2012–13)**

- **Total Enrollment:** 279

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>94.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>5.0%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
</tr>
</tbody>
</table>

- **English Language Learners:** 1.1%
- **Low Income:** 86.7%
- **Special Education:** 8.6%

**PMF Pilot — Early Childhood**

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

*For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*

**Transportation**

- **Metro/Bus Service:**
  - K2, K6

*Please check www.wmata.com for updates.*
## Ideal Academy PCS

### 2013 School Performance Report

#### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance to the spring developmental range in literacy/language on the Phonological Awareness Literacy Screening.</td>
<td>81.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will achieve average growth or higher in reading on the Discovery Predictive assessment.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test.</td>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 94.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of parents will &quot;Agree&quot; or &quot;Strongly Agree&quot; with the school on the end-of-the-year survey on the indicator stating, &quot;The school offers excellent instruction in all core subjects areas: reading, math, science and social studies.&quot;</td>
<td>85.7% of parents agreed or strongly agreed with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### TOTAL TARGETS MET

7 of 7
School Profile (2013–14)

Board Chair: Patricia Cooks
First School Year: 1999–2000

Principal: George H. Rutherford II, Ph.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care ☑  After Care ☑
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

School Mission/Purpose:
The mission of the Ideal Academy Public Charter School is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens. At IAPCS we believe that we must embrace the whole child. We believe that learning nurtures not only cognitive development, but social, emotional, physical, and creative growth as well. We achieve our mission through a balanced academic and effective program.

Unique School Characteristics
- Not reported

Student Demographics (2012–13)

Total Enrollment: 279

- African American: 94.3%
- Hispanic/Latino: 5.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.4%
- Other: 0.4%
- English Language Learners: 1.1%
- Low Income: 86.7%
- Special Education: 8.6%

Transportation

Metro/Bus Service*
- K2, K6

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
### (2012-13) Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>30.0</td>
<td>53.3</td>
<td>70.0</td>
<td>58.5%</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>30.0</td>
<td>42.8</td>
<td>70.0</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary grades DC-CAS Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>27.0</td>
<td>58.8</td>
<td>100</td>
<td>44.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>25.0</td>
<td>0.49</td>
<td>100</td>
<td>39.2%</td>
</tr>
<tr>
<td><strong>Elementary grades DC-CAS Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>20.4</td>
<td>54.9</td>
<td>100</td>
<td>44.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>25.0</td>
<td>0.69</td>
<td>100</td>
<td>55.2%</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>28.9</td>
<td>40.0</td>
<td>100</td>
<td>16.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>25.0</td>
<td>0.8</td>
<td>100</td>
<td>8.8%</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>30.5</td>
<td>44.4</td>
<td>100</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>25.0</td>
<td>0.22</td>
<td>100</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient and Advanced 3rd grade Reading</strong></td>
<td>17.4</td>
<td>47.8</td>
<td>75</td>
<td>37.3%</td>
</tr>
<tr>
<td><strong>Proficient and Advanced 8th grade Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>29.2</td>
<td>80.0</td>
<td>100</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>85.0</td>
<td>95.5</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment in this school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>60.0</td>
<td>56.5</td>
<td>90.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Imagine Southeast Public Charter School will prepare students to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement, and student leadership.

- Gender-specific instruction for all students; single-sex classes starting in first grade
- Data-driven instruction based on each child’s individual learning capacity and style
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Integration of learning through project-based learning and field trips

**Student Demographics (2012–13)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1.0%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>100.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

**Transportation**

- **Metro/Bus Service**
  - Congress Heights or Anacostia Metro Station

*Please check www.wmata.com for updates.*

*For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.*
### Grades measured: PK3–2

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in literacy/language on the Core Knowledge Preschool Assessment test.</td>
<td>Results unavailable.*</td>
<td>No</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level in mathematics on the Core Knowledge Preschool Assessment test.</td>
<td>Results unavailable.*</td>
<td>No</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will make 0 or greater NCE in reading on the Stanford Achievement Test.</td>
<td>34.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Stanford Achievement Test.</td>
<td>62.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Stanford Achievement Test.</td>
<td>70.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 92.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

4 of 7
School Profile (2013–14)

Board Chair: Barbara Bazron, Ph.D.
Executive Director: Michael DePass
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose: Imagine Southeast Public Charter School will prepare students to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement, and student leadership.

Unique School Characteristics
- Gender-specific instruction for all students; single-sex classes starting in first grade
- Data-driven instruction based on each child’s individual learning capacity and style
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Integration of learning through project-based learning and field trips

Student Demographics (2012–13)

Total Enrollment: 611

- African American: 99.0%
- Hispanic/Latino: 0.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 1.0%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 10.6%

Transportation

Metro/Bus Service* Congress Heights or Anacostia Metro Station

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
Imagine Southeast PCS
2013 School Performance Report

(2012–13)
Grades measured: 3–7

Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>4.6</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading Proficient and Advanced</td>
<td>26.8</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics Proficient and Advanced</td>
<td>29.9</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading Proficient and Advanced</td>
<td>23.8</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.8</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics Proficient and Advanced</td>
<td>36.3</td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.3</td>
</tr>
</tbody>
</table>

Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>16.7</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>—</td>
</tr>
</tbody>
</table>

Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>92.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>82.2</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER 3</td>
<td>26.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Inspired Teaching Demonstration PCS

1328 Florida Avenue, NW 202-248-6825
Washington, DC 20009 www.inspiredteachingschool.org

School Profile (2013–14)

Board Chair: Gary Cohen
First School Year: 2011–12
Executive Director: Deborah Dantzler Williams
Principal: Zoe Duskin

Grades Served:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
Will grow to eighth grade
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10.3 to 1

Unique School Characteristics

□ Inquiry-based classrooms in which teachers challenge students to ask, investigate, and answer questions
□ Standards-based curriculum and student goals are centered on the 4 Is (Intellect, Inquiry, Imagination, and Integrity), and instruction structured around Common Core

School Mission/Purpose: At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

State Standards, with mathematics, reading, and writing taught through a workshop model
□ Student-directed, differentiated learning to meet the needs of each child

Student Demographics (2012–13)

Total Enrollment: 207

- African American: 53.1%
- Hispanic/Latino: 1.9%
- White: 37.7%
- Asian/Pacific Islander: 4.3%
- Native American/Indian: 0.5%
- Other: 2.4%

- English Language Learners: 0.0%
- Low Income: 21.3%
- Special Education: 6.8%

Transportation

Metro/Bus Service*
U Street Metro Station/52, 53, 54; S1, S2, S4

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www wmata com for updates.
### (2012–13) Grades measured: 3–4

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>61.0</td>
<td>20.0</td>
<td>77.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>51.0</td>
<td>20.0</td>
<td>53.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>DC-CAS Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>56.8</td>
<td>10.0</td>
<td>41.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.8</td>
<td>2.5</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DC-CAS Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>64.9</td>
<td>10.0</td>
<td>56.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.8</td>
<td>2.5</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Proficient and Advanced 3rd grade Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>60.9</td>
<td>15.0</td>
<td>52.7%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96.6</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment in this school</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.4</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.8</td>
<td>100.0</td>
<td>55.8%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Inspired Teaching Demonstration
PCS

WARD

1328 Florida Avenue, NW
Washington, DC 20009

School Profile (2013–14)

Board Chair: Gary Cohen
First School Year: 2011–12
Executive Director: Deborah Dantzler Williams
Principal: Zoe Duskin

Grades Served:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
Will grow to eighth grade
☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10.3 to 1

School Mission/Purpose:
At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Unique School Characteristics
- Inquiry-based classrooms in which teachers challenge students to ask, investigate, and answer questions
- Standards-based curriculum and student goals are centered on the 4 Is (Intellect, Inquiry, Imagination, and Integrity) and instruction is structured around Common Core State Standards, with mathematics, reading, and writing taught through a workshop model
- Student-directed, differentiated learning to meet the needs of each child

Student Demographics (2012–13)

Total Enrollment: 207

- African American: 53.1%
- Hispanic/Latino: 1.9%
- White: 37.7%
- Asian/Pacific Islander: 4.3%
- Native American/Indian: 0.5%
- Other: 2.4%

English Language Learners: 0.0%
Low Income: 21.3%
Special Education: 6.8%

Transportation

Metro/Bus Service*
U Street Metro
Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.
## Inspired Teaching Demonstration PCS

### 2013 School Performance Report

#### (2012–13)

**Grades measured: PK3–2**

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment.</td>
<td>99.4% of students demonstrated one year of growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>- 70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment.</td>
<td>99.1% of students demonstrated one year of growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>- 70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the Developmental Reading assessment.</td>
<td>72.7% of students demonstrated one year of growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 70% of first-grade students will score on grade level (level 18) on the Developmental Reading assessment.</td>
<td>61.9% of students scored on grade level.</td>
<td>No</td>
</tr>
<tr>
<td>- 70% of second-grade students will score on grade level (level 28) on the Developmental Reading assessment.</td>
<td>72.2% of students scored on grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 98.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>- On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

| Of 7 |
KIPP DC – AIM Academy
PCS

2013 School Performance Report

WARD 0

2600 Douglass Road, SE
Washington, DC 20020
202-678-5477
www.kippdc.org

School Profile (2013–14)

Board Chair: Terry Golden
Principal: Kristy Ochs

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network

Before Care

After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics
- College preparatory curriculum
- Extended day, week, month, and school year
- Saturday school program with a focus on the arts
- Focus on building character and college readiness
- Daily, individualized, small-group instruction
- Foreign language and arts offered daily

Student Demographics (2012–13)

Total Enrollment: 330

- African American: 95.5%
- Hispanic/Latino: 2.4%
- White: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 1.8%

English Language Learners: 0.3%
Low Income: 85.5%
Special Education: 17.9%

Transportation

Metro/Bus Service*
- Anacostia Metro Station/93, 94; W2, W3, W6, W8

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>63.9</td>
<td>17.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>77.5</td>
<td>20.0</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>58.0</td>
<td>4.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.9</td>
<td>1.0</td>
<td>2.5</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>77.7</td>
<td>6.8</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>38.2</td>
<td>2.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>91.2</td>
<td>13.1</td>
<td>15.0</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>96.7</td>
<td>10.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>85.2</td>
<td>8.4</td>
<td>10.0</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER 1</td>
<td>82.9</td>
<td>82.9%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
KIPP DC – College Preparatory PCS

2013 Score: 76.2%
2012 Score: 66.7%
2011 Score: 81.2%

**School Profile (2013–14)**

**Board Chair:**
Terry Golden

**Principal:**
Jessica Cunningham

**First School Year:** 2009–10

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Part of a PK–12 network:**
- Before Care
- After Care

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 11 to 1

**School Mission/Purpose:**
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

**Unique School Characteristics**
- College preparatory curriculum including AP courses
- College transition course aiding with application process and test preparation
- 100% college acceptance rate for graduating seniors

**Student Demographics (2012–13)**

**Total Enrollment:** 399

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>97.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.8%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

**Transportation**

**Metro/Bus Service**
- Anacostia Metro
  - Station/93, 94; W2, W3, W6, W8

*Please check www.wmata.com for updates.

**Tier Explanations**

1. **High Performing** (65.0–100)
2. **Mid Performing** (35.0–64.9)
3. **Low Performing** (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

DC Public Charter School Board School Performance Report © 2013
### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>45.3</td>
<td>75.0</td>
<td>44.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>54.0</td>
<td>75.0</td>
<td>68.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>67.6</td>
<td>100.0</td>
<td>56.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.8</td>
<td>25.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>87.3</td>
<td>100.0</td>
<td>84.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>26.5</td>
<td>25.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Advanced Placement and International</td>
<td>31.6</td>
<td>50.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Baccalaureate performance (12th)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>95.0</td>
<td>100.0</td>
<td>88.0%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>42.5</td>
<td>50.0</td>
<td>84.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>61.5</td>
<td>75.0</td>
<td>78.7%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>75.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>96.6</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>79.2</td>
<td>100.0</td>
<td>57.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>83.1</td>
<td>100.0</td>
<td>66.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

- **Score:** 76.2
- **Tier:** TIER 1

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

KIPP DC – Discover Academy PCS

WARD 0

2600 Douglass Road, SE
Washington, DC 20020

School Profile (2013–14)

Board Chair: Terry Golden
Principal: Philonda Johnson

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network
☐ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 9 to 1

School Mission/Purpose:
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education, and field trips

Student Demographics (2012–13)

Total Enrollment: 305

- African American: 96.1%
- Hispanic/Latino: 1.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 2.3%

English Language Learners: 0.0%
Low Income: 85.2%
Special Education: 8.9%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Anacostia Metro Station/W2, W3, W6, W8; 93, 94

* Please check www.wmata.com for updates.
## Grades measured: PK3–K

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>92.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>74.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>88.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>99.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten students will attend school 92% of the days.</td>
<td>The average daily attendance was 94.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college.</td>
<td>99.0% of parents agreed or strongly agreed with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**: **8 OF 8**
School Profile (2013–14)

**Board Chair:**
Terry Golden

**Principal:**
Stacie Kossoy

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Part of a PK–12 network:**
☑ Before Care  ☑ After Care

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 10 to 1

**School Mission/Purpose:**
KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

**Unique School Characteristics**
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education, and field trips

Student Demographics (2012–13)

**Total Enrollment:** 308

- **African American:** 91.6%
- **Hispanic/Latino:** 3.2%
- **White:** 1.3%
- **Asian/Pacific Islander:** 1.0%
- **Native American/Indian:** 0.0%
- **Other:** 2.9%

**English Language Learners:** 2.9%

**Low Income:** 73.7%

**Special Education:** 8.4%

**Transportation**

**Metro/Bus Service**
Shaw–Howard Metro Station/G2, G8, X3; 90, 92, 96

*Please check www.wmata.com for updates.*

PMF Pilot —
Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.
(2012–13)
Grades measured: PK3–K

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least 4 standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>84.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>75.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>87.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>91.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 96.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.4%.</td>
<td>Yes</td>
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<table>
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<th>Mission-Specific Measures Targets</th>
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<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college.</td>
<td>98.0% of parents agreed or strongly agreed with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

8 OF 8
**School Profile (2013–14)**

**Board Chair:**
Terry Golden

**Principal:**
Cherese Brauer

**Grades Served:**
PK-3  PK-4  K  1  2  3
4  5  6  7  8  9  10
11  12  GED  ADULT ED

*Will grow to 4th grade; part of a PK–12 network*

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 12 to 1

**School Mission/Purpose:**
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

**Unique School Characteristics**
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning

**Student Demographics (2012–13)**

- Total Enrollment: 209

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>96.2%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1.0%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2.9%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>89.5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>9.6%</td>
</tr>
</tbody>
</table>

**Transportation**

**Metro/Bus Service**
Anacostia Metro Station/W2, W3, W6, W8; 93, 94

*Please check www.wmata.com for updates.

**PMF Pilot — Early Childhood**

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.
### Grades measured: 1–3

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first through second-grade students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>No</td>
</tr>
<tr>
<td>70.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>59.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>Yes</td>
</tr>
<tr>
<td>76.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>90.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, first through second-grade students will attend school 92% of the days.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college.</td>
<td>Yes</td>
</tr>
<tr>
<td>96.0% of parents agreed or strongly agreed with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

5 OF 6
School Profile (2013–14)

Board Chair: Terry Golden
Principal: David Ayala

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics
- College preparatory curriculum
- Extended day, week, month, and school year
- Saturday school program with a focus on the arts
- Focus on building character and college readiness
- Daily, individualized, small-group instruction
- Foreign language and arts offered daily

Student Demographics (2012–13)

Total Enrollment: 327

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>96.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.9%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Transportation

Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8, W4

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade Range</th>
<th>Percent of Possible Points</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Math</td>
<td>8th Grade Mathematics</td>
<td>81.0%</td>
<td>8.1</td>
<td>10.0</td>
<td>81.0%</td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>67.0%</td>
<td>6.7</td>
<td>10.0</td>
<td>67.0%</td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>Advanced only</td>
<td>72.0%</td>
<td>1.8</td>
<td>2.5</td>
<td>72.0%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td>Proficient and Advanced</td>
<td>89.3%</td>
<td>13.4</td>
<td>15.0</td>
<td>89.3%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td>Advanced only</td>
<td>100.0%</td>
<td>2.5</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>100.0%</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td>Advanced only</td>
<td>85.0%</td>
<td>8.5</td>
<td>10.0</td>
<td>85.0%</td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>91.0%</td>
<td>91.0</td>
<td>100.0</td>
<td>91.0%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td>Advanced only</td>
<td>100.0%</td>
<td>2.5</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>100.0%</td>
<td>10.0</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td>Advanced only</td>
<td>85.0%</td>
<td>8.5</td>
<td>10.0</td>
<td>85.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

KIPP DC – LEAD Academy PCS

WARD 9

421 P Street, NW
Washington, DC 20001

2012–13

School Profile (2013–14)

Board Chair: Terry Golden
Principal: Mekia Love

Grades Served: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 13 GED ADULT ED

Will grow to third grade; part of a PK–12 network

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education, and field trips

Student Demographics (2012–13)

Total Enrollment: 107

- African American: 92.5%
- Hispanic/Latino: 2.8%
- White: 0.9%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 3.7%

English Language Learners: 2.8%
Low Income: 75.7%
Special Education: 5.6%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
D2, B8, X8

*Please check www.wmata.com for updates.
### Grades measured: 1–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ 60% of first-grade students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>92.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>‣ 60% of first-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ 60% of first-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>94.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>‣ 60% of first-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>95.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ On average, first through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ 75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college.</td>
<td>98.0% of parents agreed or strongly agreed with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

6 OF 6
School Profile (2013–14)

Board Chair: Terry Golden
Principal: Abraham Clayman

Grades Served: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
Part of a PK–12 network
☐ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
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- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education, and field trips

Student Demographics (2012–13)

Total Enrollment: 302

- African American 93.0%
- Hispanic/Latino 3.0%
- White 0.0%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.3%
- Other 3.6%

- English Language Learners: 0.7%
- Low Income: 89.4%
- Special Education: 9.9%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

*For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8, W4

*Please check www.wmata.com for updates.
### Grades measured: PK3–K

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td></td>
</tr>
<tr>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td></td>
</tr>
<tr>
<td>78.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td></td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td></td>
</tr>
<tr>
<td>99.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td></td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td></td>
</tr>
<tr>
<td>The average daily attendance was 96.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten students will attend school 92% of the days.</td>
<td></td>
</tr>
</tbody>
</table>

#### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0% of parents agreed or strongly agreed that their child, with hard work, is capable of going to college.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college.</td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL TARGETS MET

| 8 OF 8 |
KIPP DC – Promise Academy PCS

School Profile (2013–14)

Board Chair: Terry Golden
Principal: Casey McNabb

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 14 to 1

School Mission/Purpose:
KIPP DC’s mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education, and field trips

Student Demographics (2012–13)

Total Enrollment: 415

- African American: 96.4%
- Hispanic/Latino: 1.4%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.2%
- Other: 1.9%
- English Language Learners: 0.0%
- Low Income: 84.1%
- Special Education: 11.3%
### Grades measured: 1–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first through second-grade students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>76.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>75.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
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<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>81.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
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</thead>
<tbody>
<tr>
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<td>Yes</td>
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</table>

<table>
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<tr>
<th>Mission-Specific Measures Targets</th>
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<td>75% of parents will agree or strongly agree that their child, with hard work, is capable of going to college.</td>
<td>96.0% of parents agreed or strongly agreed with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

6 of 6
2013 School Performance Report

KIPP DC – Promise Academy PCS

4801 Benning Road, SE
Washington, DC 20019
202-582-1390
www.kippdc.org

School Profile (2013–14)

Board Chair: Terry Golden
Principal: Casey McNabb

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a PK–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 14 to 1

School Mission/Purpose:
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- We believe in educating the whole child and offer art, music, physical education, and field trips

Student Demographics (2012–13)

Total Enrollment: 415

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>96.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1.4%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%
Low Income: 84.1%
Special Education: 11.3%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8, W4

*Please check www.wmata.com for updates.
### (2012–13) Grades measured: 3–4

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>20.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>20.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>4.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.7</td>
<td>28.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>5.3</td>
<td>53.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.1</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>3.5</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74.6</td>
<td>74.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile (2013–14)

Board Chair: Terry Golden
Principal: Kate Finley

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- Adult Ed

Part of a PK–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
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Unique School Characteristics
- College preparatory curriculum
- Extended day, week, month, and school year
- Saturday school program with a focus on the arts
- Focus on building character and college readiness
- Daily, individualized, small-group instruction
- Foreign language and arts offered daily

Student Demographics (2012–13)

Total Enrollment: 337

- African American: 93.5%
- Hispanic/Latino: 2.4%
- White: 0.0%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.3%
- Other: 3.6%
- English Language Learners: 0.0%
- Low Income: 75.4%
- Special Education: 18.1%

Transportation

Metro/Bus Service*
- Shaw-Howard Metro Station/90, 92, 96; G2, G8; X3

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>58.0/70.0</td>
<td>20.0/100</td>
<td>70.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>72.0/70.0</td>
<td>20.0/100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading Proficient and Advanced</td>
<td>61.2/100</td>
<td>10.0/45.0</td>
<td>45.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>11.5/25.0</td>
<td>2.5/48.0</td>
<td>48.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics Proficient and Advanced</td>
<td>81.9/100</td>
<td>10.0/74.0</td>
<td>74.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>44.1/25.0</td>
<td>2.5/100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>88.3/15.0</td>
<td>15.0/83.3</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97.3/100</td>
<td>10.0/100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>85.8/100</td>
<td>10.0/86.0</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80.7/100.0</td>
<td>100.0/80.7</td>
<td>80.7%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Latin American Montessori Bilingual PCS

School Profile (2013–14)

Board Chair: Barrie Lynn Tapia
Executive Director: Diane Cottman
Principal: Cristina Encinas

School Mission/Purpose:
The Latin American Montessori Bilingual Public Charter School’s mission is to foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

Unique School Characteristics
- Montessori education program for students ages 3–11
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens
- Recognized by the National Council of La Raza in August 2012

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
53, 54, 70, 79; S1, S2, S4

*Please check www.wmata.com for updates.
## Latin American Montessori Bilingual PCS

### 2013 School Performance Report

**Grades measured: PK3–2**

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in language composite on the Learning Accomplishment Profile-Diagnostic.</td>
<td>83.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>67.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dinamicos del Exito en la Lectura.</td>
<td>74.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score on grade level or higher in mathematics on the Easy Curriculum-Based Measures.</td>
<td>62.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 96.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of second-grade students will read on grade level according to the School Reading Inventory lexile framework.</td>
<td>68.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 OF 7
Latin American Montessori Bilingual PCS

1375 Missouri Avenue, NW
Washington, DC 20011
202-726-6200
www.lambpcs.org

School Profile (2013–14)

Board Chair: Barrie Lynn Tapia
First School Year: 2003–04

Executive Director: Diane Cottman
Principal: Cristina Encinas

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of the PK–12 DCI network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

Unique School Characteristics
- Montessori education program for students ages 3–11
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens
- Recognized by the National Council of La Raza in August 2012

School Mission/Purpose:
The Latin American Montessori Bilingual Public Charter School’s mission is to foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

Student Demographics (2012–13)

Total Enrollment: 273

- African American: 19.0%
- Hispanic/Latino: 56.0%
- White: 21.6%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 3.3%

English Language Learners: 51.6%
Low Income: 29.7%
Special Education: 11.7%

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
53, 54, 70, 79; S1, S2, S4

*Please check www.wmata.com for updates.
## Latin American Montessori Bilingual PCS

2013 School Performance Report

### Grades measured: 3–5

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
</tr>
<tr>
<td>63.5</td>
</tr>
<tr>
<td>16.8</td>
</tr>
<tr>
<td>20.0</td>
</tr>
<tr>
<td>84.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
</tr>
<tr>
<td>72.0</td>
</tr>
<tr>
<td>20.0</td>
</tr>
<tr>
<td>20.0</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 27.0 70.0 100</td>
</tr>
<tr>
<td>76.2</td>
</tr>
<tr>
<td>6.7</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>67.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td>11.9</td>
</tr>
<tr>
<td>1.2</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>48.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 20.4 70.0 100</td>
</tr>
<tr>
<td>71.4</td>
</tr>
<tr>
<td>6.4</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>64.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td>16.7</td>
</tr>
<tr>
<td>1.7</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>68.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
</tr>
<tr>
<td>0 17.4 100</td>
</tr>
<tr>
<td>77.3</td>
</tr>
<tr>
<td>10.9</td>
</tr>
<tr>
<td>15.0</td>
</tr>
<tr>
<td>72.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>0 85.0 95.0</td>
</tr>
<tr>
<td>97.8</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>0 60.0 90.0</td>
</tr>
<tr>
<td>80.4</td>
</tr>
<tr>
<td>6.8</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>68.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.5</td>
<td>100.0</td>
<td>80.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Ken Robinson
Executive Director: Nicole Hanrahan
Principal: Angela Stepancic

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care
After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 13 to 1

School Mission/Purpose:
LAYC Career Academy (LAYCCA)
Public Charter School opened in the fall of 2012 to serve students of the District of Columbia. LAYCCA envisions a future in which all youth have a successful pathway to college and careers and become engaged members of the community. To this end, we engage and empower students between the ages of 16 and 24 years old by providing a college preparatory education, career training in high-growth occupations, and college credit classes.

Unique School Characteristics
- Medical assistant training
- A+ IT Certificate
- Opportunity to earn free college credits
- GED program; positive youth development model
- Student support services department
- Assistance in finding internships

Student Demographics (2012–13)

Total Enrollment: 103

- African American: 50.5%
- Hispanic/Latino: 28.2%
- White: 0%
- Asian/Pacific Islander: 0%
- Native American/Indian: 0%
- Other: 21.4%

English Language Learners: 25.2%
Low Income: 98.1%
Special Education: 1.0%

New Adult Education Program

This year, PCSB consulted with a taskforce to draft a pilot Adult Education PMF, which will be fully implemented in 2013–14. In anticipation of the pilot, this school did not create an Accountability Plan; instead, the school reported data on several targets aligned to the indicators on the new Adult Education PMF.

Transportation

Metro/Bus Service*
Columbia Heights
Metro Station

*Please check www.wmata.com for updates.
Grades measured: Adult Education

Student Progress Results

- Literacy/Numeracy: 45.1% of students grew the equivalent of at least one grade level in Reading on the NWEA MAP assessment.

Student Achievement Results

- GED Completion: In 2012–13, 100.0% of students who attempted the GED test succeeded in attaining the credential.

Leading Indicators Results

- Attendance: In 2012–13, students maintained an average daily attendance rate of 64.6%.
- Retention: In 2012–13, the retention rate of pre- and post-tested students was 49.5%.

Career/College Readiness Results

- Career/College Readiness: In 2012–13, 100.0% of graduates scored 240 or higher, which denotes college readiness. 100.0% of graduates earned an IC3 certification in Information Technology.
- Entered Employment/Postsecondary: 36.9% of students are employed and are in internships.

Note: All results are pre-validated.
School Profile (2013–14)

Board Chair: Valerie Smith
Executive Director: Dr. Linda McKay
Principal: Jubria A. Lewis (Elementary) and C. Maurice Porter (Middle)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 366

- African American: 93.7%
- Hispanic/Latino: 4.1%
- White: 1.6%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.5%

- English Language Learners: 4.1%
- Low Income: 100.0%
- Special Education: 13.1%

Transportation

Metro/Bus Service*
Brookland-CUA Metro Station/H6. Free transportation provided; bus stops throughout the city.

*Please check www.wmata.com for updates.
## Grades measured: PK3–2

### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>66.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Learning Accomplishment Profile-Diagnostic composite assessment.
- 60% of kindergarten through second grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>89.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of kindergarten through second-grade students will score a stanine four or higher in reading on the Metropolitan Achievement Test-8.
- 60% of kindergarten through second-grade students will score a stanine four or higher in mathematics on the Metropolitan Achievement Test-8.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 98.7%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 98.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten through second-grade students will attend school 92% of the days.

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.0% of parents showed satisfaction with (1) school climate, and (2) instruction/learning.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of parents of pre-kindergarten-3 through second-grade students will show satisfaction with (1) school climate, and (2) instruction/learning.

## TOTAL TARGETS MET

7 OF 7

DC Public Charter School Board School Performance Report © 2013
Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE 202-459-4710
Washington, DC 20017
www.mmbethune.org

School Profile (2013–14)

Board Chair: Valerie Smith
Executive Director: Dr. Linda McKay
Principal: Jubria A. Lewis (Elementary) and C. Maurice Porter (Middle)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics
- Half-day Spanish language immersion program for students in grades PK–2
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city

School Mission/Purpose:
The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

English Language Learners: 4.1%
Low Income: 100.0%
Special Education: 13.1%

Student Demographics (2012–13)

Total Enrollment: 366

- African American: 93.7%
- Hispanic/Latino: 4.1%
- White: 1.6%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.2%

Transportation

Metro/Bus Service*
Brookland-CUA Metro Station/H6. Free transportation provided; bus stops throughout the city.

*Please check www.wmata.com for updates.
# Mary McLeod Bethune Day Academy PCS

## 2013 School Performance Report

### Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>48.9</td>
<td>9.5/20.0 47.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>55.5</td>
<td>12.8/20.0 64.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>44.7</td>
<td>1.2/5.0</td>
<td>24.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>0.06/1.25</td>
<td>4.8%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>41.9</td>
<td>1.4/5.0</td>
<td>28.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>0.00/1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>45.9</td>
<td>1.2/5.0</td>
<td>24.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>0.33/1.25</td>
<td>26.4%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>65.6</td>
<td>2.5/5.0</td>
<td>50.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>0.49/1.25</td>
<td>39.2%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>25.0</td>
<td>0.7/7.5</td>
<td>9.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>75.0</td>
<td>4.9/7.5</td>
<td>65.3%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>96.1</td>
<td>10.0/10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>77.7</td>
<td>5.9/10.0</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.0</td>
<td>51.0/100.0</td>
<td>51.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Maya Angelou PCS – Evans Middle School

5600 East Capitol Street, NE
Washington, DC 20019

Board Chair: Jane Dimyan-Ehrenfeld
Executive Director: Heather Wathington, Ph.D.
Principal: Harold Miles

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
Our mission is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential and prepare for college, career, and a lifetime of success. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Unique School Characteristics
- Saturday morning enrichment
- Sports and music opportunities
- Parent involvement programs
- Children’s Defense Fund Freedom School
- Carrera Program School

Student Demographics (2012–13)

Total Enrollment: 196

- African American: 99.0%
- Hispanic/Latino: 0.5%
- White: 0.0%
- Asian/Pacific Islander: 0.5%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.5%
Low Income: 100.0%
Special Education: 31.6%

Transportation

Metro/Bus Service*
Capitol Heights Metro Station/96, 97

Tier Explanations

1. High Performing
   (65.0–100)
2. Mid Performing
   (35.0–64.9)
3. Low Performing
   (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
# Maya Angelou PCS – Evans Middle School

## 2013 School Performance Report

### Grades measured: 6–8

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points):</strong> Academic improvement over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>45.4</td>
<td>70.0</td>
<td>38.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>38.7</td>
<td>70.0</td>
<td>22.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points):</strong> Meeting or exceeding academic standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>36.5</td>
<td>10.0</td>
<td>11.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.5</td>
<td>2.5</td>
<td>16.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>37.6</td>
<td>10.0</td>
<td>10.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.8</td>
<td>2.5</td>
<td>8.0%</td>
</tr>
<tr>
<td><strong>Gateway (15 points):</strong> Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>54.5</td>
<td>15.0</td>
<td>36.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points):</strong> Predictors of future student progress and achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>92.1</td>
<td>10.0</td>
<td>71.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>84.5</td>
<td>10.0</td>
<td>82.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>35.5</td>
<td>100.0</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Maya Angelou PCS – Evans High School

5600 East Capitol Street, NE
Washington, DC 20019

2013 Score: 13.6%
2012 Score: 18.4%
2011 Score: 21.5%

School Profile (2013–14)

Board Chair: Jane Dimyan-Ehrenfeld
First School Year: 1998–99

Executive Director: Heather Wathington, Ph.D.
Principal: Steven K. Foster

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care ☐ After Care ☑

Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

Unique School Characteristics
- Entrepreneurship and internship program
- Integrated college planning and preparation
- College scholarship partners
- Enrichment programs

School Mission/Purpose:
Our mission is to create learning communities in lower income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential and prepare for college, career, and a lifetime of success. Our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Alternative Accountability

Some schools do not receive a Performance Management Framework (PMF) rank because they serve a markedly different population from other K–12 schools. PCSB is working with the Office of the State Superintendent of Education (OSSE) and the Alternative Schools task force on a definition of such alternative schools for accountability purposes.

Student Demographics (2012–13)

Total Enrollment: 298

- African American: 99.7%
- Hispanic/Latino: 0.3%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 33.6%

Transportation

Capitol Heights Metro Station/96, 97

*Please check www.wmata.com for updates.
### Maya Angelou PCS – Evans High School
#### 2013 School Performance Report

**Grades measured: 9–12**

#### Points Earned vs Points Possible

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (15 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test score improvement over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>54.8</td>
<td>70.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>37.8</td>
<td>22.7%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting or exceeding standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High grades DC-CAS Reading</td>
<td>21.8</td>
<td>0.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>12.7</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Gateway (30 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes aligned to college and career readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td>48.2</td>
<td>0.0%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>3.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>55.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (25 points):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predictors of future student progress and achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>64.3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>78.0</td>
<td>53.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>61.7</td>
<td>22.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>13.6</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Maya Angelou PCS – Young Adult Learning Center

5600 East Capitol Street, NE
Washington, DC 20019

School Profile (2013–14)

Board Chair: Jane Dimyan-Ehrenfeld
First School Year: 2012–13

Executive Director: Heather Wathington, Ph.D.

Principal: Sarah Navarro

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: Not applicable

Student-to-Teacher Ratio: Not applicable

School Mission/Purpose:
Our goal is to help students reach their potential and prepare for college, career, and a lifetime of success.

Unique School Characteristics
- Academic classes to earn a GED
- Job training program
- Life skills coaching
- Individualized learning environment
- Summer session available

New Adult Education Program

This year, PCSB consulted with a taskforce to draft a pilot Adult Education PMF, which will be fully implemented in 2013–14. In anticipation of the pilot, this school did not create an Accountability Plan; instead, the school reported data on several targets aligned to the indicators on the new Adult Education PMF.

Student Demographics (2012–13)

Total Enrollment: 82

- African American: 100%
- Hispanic/Latino: 0%
- White: 0%
- Asian/Pacific Islander: 0%
- Native American/Indian: 0%
- Other: 0%

English Language Learners: 0.0%
Low Income: 100.0%
Special Education: 6.1%

Transportation

Metro/Bus Service*
Capitol Heights Metro Station/96, 97

*Please check www.wmata.com for updates.
(2012–13)

Grades measured: Adult Education

<table>
<thead>
<tr>
<th>Student Progress Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy/Numeracy:</strong> In 2012–13, students made an average of one full grade level gain in literacy and 1.5 grade level gains in math on the TABE.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GED Completion:</strong> In 2012–13, 89.3% of students who attempted the GED test succeeded in attaining the credential.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance:</strong> In 2012–13, students maintained an average daily attendance rate of 73.8%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career/College Readiness Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entered Employment/Postsecondary:</strong> In 2012–13, 77.3% of graduates were employed or enrolled in postsecondary education within three months of completing their program.</td>
</tr>
</tbody>
</table>

Note: All results are pre-validated.
For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Meridian’s mission is to instill within each and every student a lifelong love of learning, the inspiration to dream, the discipline to succeed, and the skills they need to reach for the stars. Meridian seeks to give each child the foundation of basic skills they need to succeed in today’s world, while at the same time stimulating each child to learn, explore, and develop their own special talents.

Unique School Characteristics
- Meridian celebrated 11 years of service to the community
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012
- Awarded $1 million grant from City Build to support Harrison School renovations

Student Demographics (2012–13)

Total Enrollment: 567

- African American: 62.3%
- Hispanic/Latino: 35.1%
- White: 1.1%
- Asian/Pacific Islander: 1.2%
- Native American/Indian: 0.2%
- Other: 0.2%

English Language Learners: 33.3%
Low Income: 100.0%
Special Education: 17.6%

Transportation

Metro/Bus Service*
U Street Metro Station/52, 53, 54; 90, 92, 93, 96

*Please check www.wmata.com for updates.
### Meridian PCS

#### 2013 School Performance Report

### (2012–13) Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>53.3</td>
<td>20.0</td>
<td>58.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>55.9</td>
<td>20.0</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>54.7</td>
<td>5.0</td>
<td>38.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.9</td>
<td>1.25</td>
<td>16.0%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>44.5</td>
<td>5.0</td>
<td>30.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.5</td>
<td>1.25</td>
<td>22.4%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>59.8</td>
<td>5.0</td>
<td>44.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.3</td>
<td>1.25</td>
<td>41.6%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>72.4</td>
<td>5.0</td>
<td>60.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>15.3</td>
<td>1.25</td>
<td>61.6%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>53.2</td>
<td>7.5</td>
<td>44.0%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>90.5</td>
<td>7.5</td>
<td>86.7%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.9</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>83.7</td>
<td>10.0</td>
<td>79.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

- **TIER 2**
- **Score:** 62.8
- **Out of:** 100.0
- **Percentage:** 62.8%

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: Christopher Siddall
First School Year: 1999–2000

Principal: Tamara Cooper

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care  After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

School Mission/Purpose:
Meridian’s mission is to instill within each and every student a lifelong love of learning, the inspiration to dream, the discipline to succeed, and the skills they need to reach for the stars. Meridian seeks to give each child the foundation of basic skills they need to succeed in today’s world, while at the same time stimulating each child to learn, explore, and develop their own special talents.

Unique School Characteristics
- Meridian celebrated 11 years of service to the community
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012
- Awarded $1 million grant from City Build to support Harrison School renovations

Student Demographics (2012–13)

Total Enrollment: 567

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>62.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>35.1%</td>
</tr>
<tr>
<td>White</td>
<td>1.1%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.2%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

English Language Learners: 33.3%
Low Income: 100.0%
Special Education: 17.6%

Transportation

Metro/Bus Service*
U Street Metro Station/52, 53, 54; 90, 92, 93, 96

*Please check www.wmata.com for updates.

Accountability Plans
For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.
(2012–13)
Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve at or above 70% or improve from fall to spring by 10% on the Brigance Inventory of Early Development Basic Skills assessment.</td>
<td>99.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will demonstrate a school year of academic growth or demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in reading.</td>
<td>81.2% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will demonstrate a school year of academic growth or demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in mathematics.</td>
<td>87.8% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of kindergarten through second-grade students will demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in reading.</td>
<td>79.1% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will demonstrate proficiency, as determined by the Grade Equivalent Score on the Stanford Achievement Test in mathematics.</td>
<td>77.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 92.9%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 94.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

<table>
<thead>
<tr>
<th>TOTAL TARGETS MET</th>
<th>7 OF 7</th>
</tr>
</thead>
</table>
2013 School Performance Report

Mundo Verde Bilingual PCS

WARD 1
3220 16th Street, NW
Washington, DC 20010
202-630-8373
www.mundoverdepcs.org

School Profile (2013–14)

Board Chair: Sara Elliott
Executive Director: Kristin Scotchmer
Principal: Dahlia Aguilar

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Will grow to fifth grade; part of the PK–12 DCI network

☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 8 to 1

School Mission/Purpose:
Mundo Verde aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities through an engaging curriculum focused on biliteracy and sustainability.

Unique School Characteristics
- Focus on sustainability teaches that natural, social, and economic systems are linked and interdependent
- All students learn to speak, read, and write in Spanish and English, attaining high levels of proficiency and developing cross-cultural competence
- Expeditionary Learning model with hands-on, project-based approach and learner-centered instruction fosters critical thinking and deep understanding of complex subjects that require perseverance, craftsmanship, imagination, and significant achievement

Student Demographics (2012–13)

Total Enrollment: 237

- African American: 19.4%
- Hispanic/Latino: 44.7%
- White: 27.8%
- Asian/Pacific Islander: 3.0%
- Native American/Indian: 0.0%
- Other: 5.1%

- English Language Learners: 27.0%
- Low Income: 33.3%
- Special Education: 8.4%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/S1, S2, S4

* Please check www.wmata.com for updates.
## Grades measured: PK3–1

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD literacy assessment.</td>
<td>95.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD mathematics assessment.</td>
<td>85.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make appropriate growth for their age on the Teaching Strategies GOLD social-emotional development assessment.</td>
<td>93.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through first-grade students will make 0 or greater NCE in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.</td>
<td>74.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through first-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first-grade students will score a stanine 4 or higher in mathematics on the Group Mathematics assessment and Diagnostic Evaluation.</td>
<td>78.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 97.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through first-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.4%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Mundo Verde Bilingual PCS  
2013 School Performance Report

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school will attain &quot;achieving&quot; on at least 60% of the 12 domains of the rubric (seven out of 12) on the Education for Sustainability Audit observation tool.</td>
<td>The school attained &quot;achieving&quot; on 66.7% of the 12 domains of the rubric (eight out of 12).</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

9 OF 9
School Profile (2013–14)

Board Chair: Allison Mayas
First School Year: 2009–10

Executive Director: Jennifer L. Ross, MSW, LCSW
Principal: Dianne Brown, Ed.D.

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care
After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

Unique School Characteristics
- College preparatory curriculum; offers International Baccalaureate Diploma as an authorized IBO school
- Candidacy Stage for accreditation from Middle States Commission on Secondary Schools
- International studies program with opportunities to travel abroad
- Entire senior class graduated and was accepted to college
- Small class size
- College preparatory curriculum; offers International Baccalaureate Diploma as an authorized IBO school
- Candidacy Stage for accreditation from Middle States Commission on Secondary Schools
- International studies program with opportunities to travel abroad
- Entire senior class graduated and was accepted to college
- Small class size

Student Demographics (2012–13)

Total Enrollment: 310

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.6%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.4%</td>
</tr>
<tr>
<td>English Language Learners: 0.0%</td>
<td></td>
</tr>
<tr>
<td>Low Income: 89.7%</td>
<td></td>
</tr>
<tr>
<td>Special Education: 18.1%</td>
<td></td>
</tr>
</tbody>
</table>

Transportation

Metro/Bus Service*
Anacostia Metro Station/A4, A5, A6

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
## Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>7.5</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Reading over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4</td>
<td>7.5</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Mathematics over time**

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7</td>
<td>10.0</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

**High grades DC-CAS Reading**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1</td>
<td>2.5</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>2.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Advanced Placement and International Baccalaureate performance (12th)**

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>7.5</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

**Graduation rate**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>7.5</td>
<td>45.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>7.5</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

**PSAT performance (11th)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**SAT performance (12th)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.4</td>
<td>10.0</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

**College acceptance rate**

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.9</td>
<td>10.0</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

**Attendance**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7</td>
<td>5.0</td>
<td>74.0%</td>
</tr>
</tbody>
</table>

**Re-enrollment in this school**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**9th grade credits (on track to graduate)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>2</td>
<td>51.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
The Next Step/El Próximo Paso
PCS

School Profile (2013–14)

Board Chair: Eduardo Ferrer
Executive Director: Julie Meyer
Principal: Susan Evans-Espinoza

First School Year: 1998–99

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care  After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 11 to 1

School Mission/Purpose:
The mission of The Next Step/El Próximo Paso Public Charter School is to provide students who face extraordinary challenges and who are not supported in traditional high schools the opportunity to continue their education.

Unique School Characteristics
- Bilingual GED program (English/Spanish)
- ESOL classes
- Day and night classes
- Full- and part-time options
- Dual enrollment and college scholarships
- English Language Learners: 60.6%
- Low Income: 94.0%
- Special Education: 5.1%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates.
### Grades measured: Adult Ed/GED

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieved an average increase of 2.6 grade levels.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students achieved an average increase of 2.0 grade levels.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students achieved an average increase of at least a grade level equivalent of growth in English language proficiency on the Test of Adult Basic Education (TABE).</td>
<td>No</td>
</tr>
</tbody>
</table>

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.6% of the students passed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled attended, on average, 76.0% of the time.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

4 OF 5
Some schools do not receive a Performance Management Framework (PMF) rank because they serve a markedly different population from other K–12 schools. PCSB is working with the Office of the State Superintendent of Education (OSSE) and the Alternative Schools task force on a definition of such alternative schools for accountability purposes.

School Mission/Purpose: The mission of the Options Public Charter School is to provide a high-quality, unique educational experience for all students, including those students most at-risk of dropping out of school because they are underachieving, truant, have experienced behavior problems, or have exceptionalities requiring intensive therapeutic special education services.

Unique School Characteristics
- Technology-infused curriculum
- Academic programming that provides college/career readiness
- Reading strategies infused into all core content areas
- Championship sports program
- School culture of learning, leadership, and loyalty
- State-of-the-art vocational education program

Transportation

Metro/Bus Service*
- B2; D6; X8

*Please check www.wmata.com for updates.
Options PCS (Middle School)
2013 School Performance Report

(2012–13)
Grades measured: 6–8

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Progress (40 points): Academic improvement over time**

**Growth on DC-CAS Reading over time**

- Points Earned: 47.6
- Points Possible: 70.0
- Percent of Possible: 68.0%

**Growth on DC-CAS Mathematics over time**

- Points Earned: 46.1
- Points Possible: 70.0
- Percent of Possible: 66.0%

**Student Achievement (25 points): Meeting or exceeding academic standards**

**DC-CAS Reading**

- Proficient and Advanced
  - Points Earned: 20.0
  - Points Possible: 16.0
  - Percent of Possible: 12.5%
- Advanced only
  - Points Earned: 4.7
  - Points Possible: 2.5
  - Percent of Possible: 18.6%

**DC-CAS Mathematics**

- Proficient and Advanced
  - Points Earned: 25.9
  - Points Possible: 16.0
  - Percent of Possible: 16.2%
- Advanced only
  - Points Earned: 10.6
  - Points Possible: 2.5
  - Percent of Possible: 41.6%

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- Proficient and Advanced 8th grade Mathematics
  - Points Earned: 20.7
  - Points Possible: 16.0
  - Percent of Possible: 12.9%

**Leading Indicators (20 points): Predictors of future student progress and achievement**

**Attendance**

- Percent: 97.2%
- Points Earned: 10.0
- Points Possible: 10.0
- Percent of Possible: 100.0%

**Re-enrollment in this school**

- Percent: 71.6%
- Points Earned: 3.9
- Points Possible: 10.0
- Percent of Possible: 39.0%

**TOTAL SCORE**

- Percent: 32.4%
- Points Earned: 32.4
- Points Possible: 100.0
- Percent of Possible: 32.4%

For a more detailed explanation of the indicators, see our user guide.
Options PCS (High School)

School Profile (2013–14)

Board Chair: Lloyd Anderson
Executive Director: Charles Vincent, Ph.D.
Principal: Simon Earle, Ph.D.
Grades Served:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

School Mission/Purpose:
The mission of the Options Public Charter School is to provide a high-quality, unique educational experience for all students, including those students most at-risk of dropping out of school because they are underachieving, truant, have experienced behavior problems, or have exceptionalities requiring intensive therapeutic special education services.

Unique School Characteristics
- Technology-infused curriculum
- Academic programming that provides college/career readiness
- Reading strategies infused into all core content areas
- Championship sports program
- School culture of learning, leadership, and loyalty
- State-of-the-art vocational education program

Student Demographics (2012–13)

Total Enrollment: 415

- African American 100.0%
- Hispanic/Latino 0.0%
- White 0.0%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.0%
- Other 0.0%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 68.0%

Alternative Accountability

Some schools do not receive a Performance Management Framework (PMF) rank because they serve a markedly different population from other K–12 schools. PCSB is working with the Office of the State Superintendent of Education (OSSE) and the Alternative Schools task force on a definition of such alternative schools for accountability purposes.

Transportation

Metro/Bus Service*
B2; D6; X8

*Please check www.wmata.com for updates.

DC Public Charter School Board School Performance Report © 2013
**Options PCS (High School)**

**2013 School Performance Report**

(2012–13)

**Grades measured: 9–12**

<table>
<thead>
<tr>
<th>Student Progress (15 points): Test score improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (30 points): Meeting or exceeding standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High grades DC-CAS Reading</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
<tr>
<td><strong>High grades DC-CAS Mathematics</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
<tr>
<td><strong>Advanced Placement and International Baccalaureate performance (12th)</strong></td>
</tr>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

**Gateway (30 points): Outcomes aligned to college and career readiness**

<table>
<thead>
<tr>
<th>Graduation rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSAT performance (11th)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT performance (12th)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College acceptance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

**Leading Indicators (25 points): Predictors of future student progress and achievement**

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment in this school</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9th grade credits (on track to graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Score</a></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20.3</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Paul PCS – Middle School

School Profile (2013–14)

Board Chair: Sterling Ward
Principal: Jami Dunham

Grades Served: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

Will grow to 12th grade; part of a 6–10 network

Before Care After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

Unique School Characteristics
- Comprehensive and rigorous curriculum
- More than 20 after-school enrichment programs
- Championship athletic programs
- Technology for the 21st-century learner

Student Demographics (2012–13)

Total Enrollment: 556

- African American 88.3%
- Hispanic/Latino 11.2%
- White 0.4%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.2%
- Other 0.0%
- English Language Learners: 5.6%
- Low Income: 73.7%
- Special Education: 9.2%

Transportation

Metro/Bus Service*

*Please check www.wmata.com for updates.

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>52.6</td>
<td>20.0</td>
<td>56.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.5</td>
<td>20.0</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>61.2</td>
<td>10.0</td>
<td>45.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>13.4</td>
<td>2.5</td>
<td>52.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>80.9</td>
<td>10.0</td>
<td>73.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>19.9</td>
<td>2.5</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>87.7</td>
<td>15.0</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97.2</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>83.0</td>
<td>10.0</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.3</td>
<td>100.0</td>
<td>68.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Perry Street Preparatory PCS (Lower School)

1800 Perry Street, NE
Washington, DC 20018

School Profile (2013–14)

Board Chair: Cynthia Brown
First School Year: 1998–99

Executive Director: Shadwick Jenkins
Principal: Tenina Reeves (PK-8) and Cordelia Postell (9-12)

Grades Served:

- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:

Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares them for unlimited global opportunities.

Unique School Characteristics

- Offers a college-preparatory education to every student, PK-12
- Honors and AP classes, college placement/counseling, sports programs, and clubs
- Safe learning environment that emphasizes respect, responsibility, and perseverance
- Builds and nurtures strong relationships with families through Parent Program

Student Demographics (2012–13)

Total Enrollment: 951

- African American: 96.6%
- Hispanic/Latino: 1.6%
- White: 0.0%
- Asian/Pacific Islander: 1.3%
- Native American/Indian: 0.2%
- Other: 0.3%
- English Language Learners: 0.4%
- Low Income: 79.6%
- Special Education: 14.6%

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Brookland-CUA or Fort Totten Metro Station/G8; E2; H6; R4

* Please check www.wmata.com for updates.
Grades measured: PK3–2

### Student Progress Targets

<table>
<thead>
<tr>
<th>Objective</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalence in literacy/language on the Brigance Developmental Inventory Standardized assessment.</td>
<td>92.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>68.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will make 0 or greater NCE in mathematics on the Terra Nova assessment.</td>
<td>52.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Objective</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>67.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at the 40th percentile or higher in mathematics on the Terra Nova assessment.</td>
<td>50.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Objective</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 87.9%.</td>
<td>No</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 91.0%.</td>
<td>No</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

3 of 7
2013 School Performance Report

Perry Street Preparatory PCS (Lower School)

1800 Perry Street, NE Washington, DC 20018

202-529-4400 www.pspdc.org

Student Demographics (2012–13)

Total Enrollment: 951

- African American: 96.6%
- Hispanic/Latino: 1.6%
- White: 0.0%
- Asian/Pacific Islander: 1.3%
- Native American/Indian: 0.2%
- Other: 0.3%

English Language Learners: 0.4%
Low Income: 79.6%
Special Education: 14.6%

School Profile (2013–14)

Board Chair: Cynthia Brown  First School Year: 1998–99
Executive Director: Shadwick Jenkins  Principal: Tenina Reeves (PK-8) and Cordelia Postell (9-12)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

- Before Care
- After Care

Percentage of Highly Qualified Teachers: 88%
Student-to-Teacher Ratio: 18 to 1

Unique School Characteristics
- Offers a college-preparatory education to every student, PK-12
- Honors and AP classes, college placement/counseling, sports programs, and clubs
- Safe learning environment that emphasizes respect, responsibility, and perseverance
- Builds and nurtures strong relationships with families through Parent Program

School Mission/Purpose:
Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high quality education that prepares them for unlimited global opportunities.

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
- Brookland-CUA or Fort Totten Metro Station/G8; E2; H6; R4

*Please check www.wmata.com for updates.
## Perry Street Preparatory PCS (Lower School)
### 2013 School Performance Report

<table>
<thead>
<tr>
<th>(2012–13)</th>
<th>Grades measured: 3–8</th>
</tr>
</thead>
</table>

### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Growth on DC-CAS Reading over time</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.4</td>
<td>20.0</td>
<td>46.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>60.8</td>
<td>20.0</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Reading</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>43.3</td>
<td>5.0</td>
<td>22.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.7</td>
<td>1.25</td>
<td>7.2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Mathematics</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>35.8</td>
<td>5.0</td>
<td>20.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.7</td>
<td>1.25</td>
<td>27.2%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Reading</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>45.6</td>
<td>5.0</td>
<td>24.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.3</td>
<td>1.25</td>
<td>21.6%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Mathematics</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>54.7</td>
<td>5.0</td>
<td>34.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>12.4</td>
<td>1.25</td>
<td>49.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Proficient and Advanced 3rd grade Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>62.1</td>
<td>7.5</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-enrollment in this school</td>
<td>69.3</td>
<td>10.0</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

| TIER 2 | 47.2 | 100.0 | 47.2% |

For a more detailed explanation of the indicators, see our user guide.
Perry Street Preparatory
PCS (Upper School)

1800 Perry Street, NE
Washington, DC 20018
202-529-4400
www.pspdc.org

2013 School Performance Report

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Unique School Characteristics

- Offers a college-preparatory education to every student, PK-12
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School Mission/Purpose:
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Transportation

Metro/Bus Service*
Brookland-CUA or Fort Totten Metro Station/G8; E2; H6; R4

*Please check www.wmata.com for updates.

Student Demographics (2012–13)

Total Enrollment: 951

- African American: 96.6%
- Hispanic/Latino: 1.6%
- White: 0.0%
- Asian/Pacific Islander: 1.3%
- Native American/Indian: 0.2%
- Other: 0.3%
- English Language Learners: 0.4%
- Low Income: 79.6%
- Special Education: 14.6%

Board Chair: Cynthia Brown
First School Year: 1998–99

Executive Director: Shadwick Jenkins
Principal: Tenina Reeves (PK-8) and Cordelia Postell (9-12)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care □ After Care
Percentage of Highly Qualified Teachers: 88%
Student-to-Teacher Ratio: 20 to 1
Perry Street Preparatory PCS (Upper School)
2013 School Performance Report

<table>
<thead>
<tr>
<th>(2012–13)</th>
<th>KEY</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades measured: 9–12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Progress (15 points): Test score improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>41.4</td>
<td>2.4</td>
<td>32.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>36.8</td>
<td>1.5</td>
<td>20.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Meeting or exceeding standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High grades DC-CAS Reading</td>
<td>36.7</td>
<td>1.4</td>
<td>14.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>5.1</td>
<td>0.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>41.4</td>
<td>2.6</td>
<td>26.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>20.3</td>
<td>1.0</td>
<td>4.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.0</td>
<td>0.1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Gateway (30 points): Outcomes aligned to college and career readiness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td>82.0</td>
<td>4.4</td>
<td>58.7%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>8.9</td>
<td>0.9</td>
<td>12.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>24.2</td>
<td>1.6</td>
<td>21.3%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>66.1</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (25 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>82.9</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>79.1</td>
<td>5.7</td>
<td>57.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>81.6</td>
<td>3.1</td>
<td>62.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIER 3</td>
<td>31.7</td>
<td>31.7%</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Potomac Lighthouse PCS

2013 School Performance Report

WARD 9

4401 8th Street, NE
Washington, DC 20017

202-526-6003
www.lighthouse-academies.org

School Profile (2013–14)

Board Chair: Keirston Woods
First School Year: 2005–06
Principal: Ramon Richardson
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
Students at the Potomac Lighthouse Public Charter School will acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers, through a curriculum that infuses fine and performing arts into a rigorous core of content.

Unique School Characteristics
- Arts-infused curriculum
- Extended school year services
- Provides eight-week Saturday SHINE Academy for scholars in grades 3 and above
- Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

Student Demographics (2012–13)

Total Enrollment: 397
- African American: 99.2%
- Hispanic/Latino: 0.0%
- White: 0.5%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.0%
- Other: 0.0%

Transportation

Metro/Bus Service*
- H8; 80

PMF Pilot —
Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

*Please check www.wmata.com for updates.
(2012–13)
Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth goal on the Every Child Ready composite assessment.</td>
<td>100% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at or above typical growth in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>36.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at or above typical growth in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>50.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>72.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>91.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 85.2%.</td>
<td>No</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 90.0%.</td>
<td>No</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

| 3 OF 7 |
2013 School Performance Report

Potomac Lighthouse
PCS

4401 8th Street, NE
Washington, DC 20017
202-526-6003
www.lighthouse-academies.org

School Profile (2013–14)

Board Chair: Keirston Woods
First School Year: 2005–06

Principal: Ramon Richardson

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care
After Care

Percentage of Highly Qualified Teachers: Not reported

Student-to-Teacher Ratio: 22 to 1

School Mission/Purpose:
Students at the Potomac Lighthouse Public Charter School will acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers, through a curriculum that infuses fine and performing arts into a rigorous core of content.

Unique School Characteristics
- Arts-infused curriculum
- Extended school year services
- Provides eight-week Saturday SHINE Academy for scholars in grades 3 and above

Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

Student Demographics (2012–13)

Total Enrollment: 397

- African American: 99.2%
- Hispanic/Latino: 0.0%
- White: 0.5%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 100.0%
- Special Education: 6.0%

Transportation

Metro/Bus Service*
H8; 80

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading</td>
<td>41.2</td>
<td>28.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Math</td>
<td>40.4</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>42.4</td>
<td>22.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.1</td>
<td>12.0%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>46.5</td>
<td>32.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6</td>
<td>48.8%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade Reading</td>
<td>29.0</td>
<td>14.0%</td>
</tr>
<tr>
<td>8th grade Math</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metrics</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.6</td>
<td>86.0%</td>
</tr>
<tr>
<td>Re-enrollment in school</td>
<td>75.5</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.3</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.

DC Public Charter School Board School Performance Report © 2013
School Profile (2013–14)

Board Chair: Rhonda Wells-Wilbon, Ph.D.
First School Year: 2011–12

Executive Director: Marco Clark, Ph.D.
Principal: Marco Clark, Ph.D.

Grades Served:
- PK 3
- PK 4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Will grow to 12th grade

Percentage of Highly Qualified Teachers: 95%
Student-to-Teacher Ratio: 22 to 1

Unique School Characteristics
- Focused on journalism and media arts
- Latin-based curriculum
- Forward-focused media contributors
- Focused on classical and modern languages

School Mission/Purpose:
The mission of Richard Wright PCS for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Student Demographics (2012–13)

Total Enrollment: 202

- African American: 99.0%
- Hispanic/Latino: 0.5%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.5%

- English Language Learners: 0.5%
- Low Income: 100.0%
- Special Education: 18.3%

Transportation

Metro/Bus Service*
Eastern Market or Navy Yard Metro Station/90, 92, 93; A42, 46; A48; P6; V7, V8, V9

*Please check www.wmata.com for updates.
## Points Earned, Points Possible, Percent of Possible Points

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress (15 points): Test score improvement over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>53.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>31.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Student Achievement (30 points): Meeting or exceeding standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High grades DC-CAS Reading Proficient and Advanced</td>
<td>44.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.9</td>
<td>2.5</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics Proficient and Advanced</td>
<td>25.0</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Gateway (30 points): Outcomes aligned to college and career readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Leading Indicators (25 points): Predictors of future student progress and achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>92.4</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>71.1</td>
<td>10.0</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>98.6</td>
<td>5.0</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>23.3</td>
<td>65.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Unique School Characteristics
- Afro-centric curriculum; open space facility design
- Multi-age, family style grouping of classes (looping)
- Exposure lessons in Spanish, French, and Kiswahili

School Mission/Purpose:
Promote and secure the connection of Mother Africa within our children; prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; provide students with a strong African-centered learning environment; guide students toward academic excellence, exemplary character, and social responsibility; and encourage success leading to self-reliance and economic, social, and political contributions to society.

Accredited by Middle States Association–Commission on Elementary Schools; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs; and National Association for the Education of Young Children

Transportation

Metro/Bus Service*
Fort Totten Metro Station/K6; E2; 64

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>7.6</td>
<td>38.0%</td>
</tr>
<tr>
<td>S.3 – 5.0</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>6.5</td>
<td>32.5%</td>
</tr>
<tr>
<td>S.3 – 5.0</td>
<td>20.0</td>
<td></td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary grades DC-CAS Reading</strong></td>
<td></td>
<td>57.9</td>
<td>2.1</td>
<td>42.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td></td>
<td>0.0</td>
<td>1.25</td>
</tr>
<tr>
<td><strong>Elementary grades DC-CAS Mathematics</strong></td>
<td></td>
<td>57.9</td>
<td>2.4</td>
<td>48.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td></td>
<td>0.0</td>
<td>1.25</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Reading</strong></td>
<td></td>
<td>75.0</td>
<td>3.2</td>
<td>64.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td></td>
<td>0.0</td>
<td>1.25</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Mathematics</strong></td>
<td></td>
<td>50.0</td>
<td>1.4</td>
<td>28.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td></td>
<td>0.42</td>
<td>1.25</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient and Advanced 3rd grade Reading</strong></td>
<td></td>
<td></td>
<td>—</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Proficient and Advanced 8th grade Mathematics</strong></td>
<td></td>
<td></td>
<td>—</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>3.0</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>36.6</td>
</tr>
<tr>
<td>85.0</td>
<td>43.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Roots PCS

15 Kennedy Street, NW
Washington, DC 20011
202-882-8073
www.rootspcs.org

School Profile (2013–14)

Board Chair: Gilda Sherrod-Ali
First School Year: 1999–2000
Principal: Bernida Thompson, Ed.D.
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care
After Care

Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
Promote and secure the connection of Mother Africa within our children; prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; provide students with a strong African-centered learning environment; guide students toward academic excellence, exemplary character, and social responsibility; and encourage success leading to self-reliance and economic, social, and political contributions to society.

Unique School Characteristics
- Afro-centric curriculum; open space facility design
- Multi-age, family style grouping of classes (looping)
- Exposure lessons in Spanish, French, and Kiswahili
- Accredited by Middle States Association–Commission on Elementary Schools; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs; and National Association for the Education of Young Children

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 120

- African American: 100.0%
- Hispanic/Latino: 0.0%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 89.2%
- Special Education: 2.5%

Transportation

Metro/Bus Service*
Fort Totten Metro Station/K6; E2; 64

*Please check www wmata com for updates.
### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase their score by eight points or master all items by the spring administration on the Roots Preprimary Language Arts Objectives assessment.</td>
<td>97.4% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of kindergarten through second-grade students will increase by at least one reading level or maintain proficiency by the spring administration on the Scholastic Reading assessment (SRA) reading mastery test.</td>
<td>92.5% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of first- and second-grade students will score proficient on the Scholastic Reading assessment (SRA) reading mastery test.</td>
<td>82.5% of student met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 98.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 99.0%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of parents of pre-kindergarten through second-grade students will report being &quot;Frequently Satisfied&quot; or &quot;Always Satisfied&quot; with implementation of the African-Centered program on the end-of-year parent survey.</td>
<td>99.0% of parents surveyed reported being always or frequently satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

6 OF 6
SEED Public Charter School of Washington, DC (Middle)

School Profile (2013–14)

Board Chair: Vasco Fernandez
Executive Director: Charles Barrett Adams
Principal: Kara Stacks

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 17 to 1

Unique School Characteristics
- College preparatory, boarding-school model

Transportation

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 341

- African American: 99.4%
- Hispanic/Latino: 0.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 73.0%
Special Education: 12.9%

*Please check www.wmata.com for updates.
## SEED Public Charter School School Performance Report

### 2013 School Performance Report

#### Grades measured: 6–8

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>0 30.0 70.0 100</td>
</tr>
<tr>
<td>48.9</td>
</tr>
<tr>
<td>9.5</td>
</tr>
<tr>
<td>20.0</td>
</tr>
<tr>
<td>47.5%</td>
</tr>
</tbody>
</table>

| Growth on DC-CAS Mathematics over time                     |
| 0 30.0 70.0 100                                            |
| 60.5                                                       |
| 15.3                                                       |
| 20.0                                                       |
| 76.5%                                                      |

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>DC-CAS Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 28.9 100</td>
</tr>
<tr>
<td>45.3</td>
</tr>
<tr>
<td>2.3</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>23.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced only</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td>6.3</td>
</tr>
<tr>
<td>0.6</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>24.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DC-CAS Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 30.5 100</td>
</tr>
<tr>
<td>66.3</td>
</tr>
<tr>
<td>5.2</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>52.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced only</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 25.0 100</td>
</tr>
<tr>
<td>17.9</td>
</tr>
<tr>
<td>1.8</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>72.0%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Proficient and Advanced 8th grade Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 29.2 100</td>
</tr>
<tr>
<td>82.9</td>
</tr>
<tr>
<td>11.4</td>
</tr>
<tr>
<td>15.0</td>
</tr>
<tr>
<td>76.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 85.0 95.0</td>
</tr>
<tr>
<td>98.0</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment in this school</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 60.0 90.0 100</td>
</tr>
<tr>
<td>78.0</td>
</tr>
<tr>
<td>6.0</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>60.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.1</td>
</tr>
<tr>
<td>100.0</td>
</tr>
<tr>
<td>62.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
SEED Public Charter School of Washington, DC (High)

School Profile (2013–14)

Board Chair: Vasco Fernandez
Executive Director: Charles Barrett Adams
Principal: Kara Stacks

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

Unique School Characteristics
- College preparatory, boarding-school model

Student Demographics (2012–13)

Total Enrollment: 341

- African American: 99.4%
- Hispanic/Latino: 0.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 73.0%
Special Education: 12.9%

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Benning Road Metro Station/B2; D6

*Please check www.wmata.com for updates.
### SEED Public Charter School School of Washington, DC (High)

#### 2013 School Performance Report

**Grades measured: 9–12**

**Student Progress (15 points): Test score improvement over time**

- **Growth on DC-CAS Reading over time**
  - Points Earned: 49.2
  - Points Possible: 100
  - Percent of Possible Points: 54.7%

- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 57.2
  - Points Possible: 100
  - Percent of Possible Points: 77.3%

**Student Achievement (30 points): Meeting or exceeding standards**

- **High grades DC-CAS Reading**
  - Proficient and Advanced: 66.7
  - Points Earned: 5.5
  - Points Possible: 10.0
  - Percent of Possible Points: 55.0%

- **Advanced only**
  - Points Earned: 0.0
  - Points Possible: 2.5
  - Percent of Possible Points: 0.0%

- **High grades DC-CAS Mathematics**
  - Proficient and Advanced: 85.7
  - Points Earned: 8.2
  - Points Possible: 10.0
  - Percent of Possible Points: 82.0%

- **Advanced only**
  - Points Earned: 1.9
  - Points Possible: 2.5
  - Percent of Possible Points: 76.0%

- **Advanced Placement and International Baccalaureate performance (12th)**
  - Points Earned: 3.0
  - Points Possible: 5.0
  - Percent of Possible Points: 20.0%

**Gateway (30 points): Outcomes aligned to college and career readiness**

- **Graduation rate**
  - Points Earned: 78.0
  - Points Possible: 100
  - Percent of Possible Points: 78.0%

- **PSAT performance (11th)**
  - Points Earned: 50.0
  - Points Possible: 100
  - Percent of Possible Points: 50.0%

- **SAT performance (12th)**
  - Points Earned: 51.4
  - Points Possible: 100
  - Percent of Possible Points: 51.4%

- **College acceptance rate**
  - Points Earned: 76.5
  - Points Possible: 100
  - Percent of Possible Points: 76.5%

**Leading Indicators (25 points): Predictors of future student progress and achievement**

- **Attendance**
  - Points Earned: 97.2
  - Points Possible: 100
  - Percent of Possible Points: 97.2%

- **Re-enrollment in this school**
  - Points Earned: 87.9
  - Points Possible: 100
  - Percent of Possible Points: 87.9%

- **9th grade credits (on track to graduate)**
  - Points Earned: 88.1
  - Points Possible: 100
  - Percent of Possible Points: 88.1%

**TOTAL SCORE**

- **Score: 67.8**
- **Tier: 1**
- **Percent of Possible Points: 67.8%**

For a more detailed explanation of the indicators, see our user guide.
**School Profile (2013–14)**

**Board Chair:** Allison Brown  
**First School Year:** 2011–12  
**Principal:** Rhonda Sabater  
**Grades Served:**  
- PK-3  
- PK-4  
- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12  
- GED  
- ADULT ED  
Will grow to sixth grade  
☐ Before Care  
☐ After Care  
**Percentage of Highly Qualified Teachers:** 100%  
**Student-to-Teacher Ratio:** 11 to 1

**School Mission/Purpose:**  
Shining Stars Montessori Academy’s mission is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.

**Unique School Characteristics**  
- Committed to providing a quality Montessori experience for inner-city children  
- Montessori curriculum enhanced with culturally inclusive principles to meet the developmental needs of students  
- Provides the means whereby students can begin to develop to their fullest potential

**Student Demographics (2012–13)**

**Total Enrollment:** 55

- African American: 72.7%  
- Hispanic/Latino: 10.9%  
- White: 14.5%  
- Asian/Pacific Islander: 0.0%  
- Native American/Indian: 0.0%  
- Other: 1.8%  
- English Language Learners: 12.7%  
- Low Income: 36.4%  
- Special Education: 10.9%
### Student Progress Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will gain at least four standard score points in literacy/language on the Peabody Picture Vocabulary Test.</td>
<td>100% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through first-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through first-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>82.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 92.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through first-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 95.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of families will respond that they are &quot;Satisfied&quot; or &quot;Highly Satisfied&quot; with the school culture on the Family and School Culture Survey.</td>
<td>96.0% of families responded satisfied or highly satisfied with this statement.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

6 of 6
School Profile (2013–14)

Board Chair: Elizabeth Pierce
Executive Director: Sharon Raimo
Principal: Janice Corazza
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care □ After Care
Percentage of Highly Qualified Teachers: 96%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
The mission of St. Coletta Special Education Charter School is the same as it is for St. Coletta of Greater Washington, the parent organization: to serve students with intellectual disabilities and autism and to support their families. We believe in the immeasurable value of the individual human spirit and in the right of each individual to live as full and independent life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes, and builds their self-esteem.

Unique School Characteristics
- Accredited by the National Commission for the Accreditation of Special Education Services
- Designated a National Title I Distinguished School
- Horticulture and cooking programs; students use ingredients from school garden to prepare healthy meals
- Hosted educators from Russia; leadership fellows from EduLearn, New Orleans; and DCPS Early Stages staff

School Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score, PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.

Student Demographics (2012–13)

Total Enrollment: 250

- African American: 81.6%
- Hispanic/Latino: 11.2%
- White: 5.2%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 2.0%
- English Language Learners: 0.0%
- Low Income: 78.0%
- Special Education: 100.0%

DC Public Charter School Board School Performance Report © 2013
### achievement results met target?

<table>
<thead>
<tr>
<th>student achievement targets</th>
<th>achievement results</th>
<th>met target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing, or Mastered level.</td>
<td>The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 87.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.</td>
<td>The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 79.5%.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of students participating in the DC-CAS-Alt will score proficient or advanced in math.</td>
<td>For the 2012–13 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in math was 74.1%.</td>
<td>No</td>
</tr>
<tr>
<td>80% of students participating in the DC-CAS-alt will score proficient or advanced in reading.</td>
<td>For the 2012–13 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in reading was 85.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### leading indicators results met target?

<table>
<thead>
<tr>
<th>leading indicators targets</th>
<th>leading indicators results</th>
<th>met target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will attend school 88% of the school days</td>
<td>According to ProActive data collected on 7/8/13 (confirmed by PCSB ProActive data), students attend 97.4% of the school days.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### gateway results met target?

<table>
<thead>
<tr>
<th>gateway targets</th>
<th>gateway results</th>
<th>met target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).</td>
<td>16 Copies of Certificates of Completion provided for 16 students expected to graduate (100% of eligible students).</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### total targets met

| 5 of 6 |
Thurgood Marshall Academy PCS

2013 School Performance Report

2013 Score: 77.4%

2012 Score: 79.9%

2011 Score: 80.2%

School Profile (2013–14)

Board Chair: George Brown
Executive Director: Alexandra Pardo, Ed.D.
Principal: N/A

Grades Served: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED

School Mission/Purpose:
Our mission is to prepare students to succeed in college and to actively engage in our democratic society.

Unique School Characteristics

- DC’s only law-themed high school
- 100% college acceptance for all nine graduation classes
- Rigorous college preparatory curriculum
- Mentoring and tutoring programs included as wrap-around services
- Competitive athletic program in a state-of-the-art gymnasium

Student Demographics (2012–13)

Total Enrollment: 397

- African American: 99.7%
- Hispanic/Latino: 0.3%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 79.8%
- Special Education: 9.1%

Transportation

Metro/Bus Service*
Anacostia Metro Station

*Please check www wmata com for updates.

Tier Explanations

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
## Thurgood Marshall Academy PCS

### 2013 School Performance Report

(2012–13)

**Grades measured: 9–12**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (15 points): Test score improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>7.5</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Meeting or exceeding standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High grades DC-CAS Reading</td>
<td>62.1</td>
<td>100</td>
<td>62.1%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>4.9</td>
<td>10.0</td>
<td>49.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6</td>
<td>2.5</td>
<td>64.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>87.4</td>
<td>100</td>
<td>87.4%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>8.4</td>
<td>10.0</td>
<td>84.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.0</td>
<td>2.5</td>
<td>40.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>5.0</td>
<td>5.0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Gateway (30 points): Outcomes aligned to college and career readiness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td>76.0</td>
<td>100</td>
<td>76.0%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>43.7</td>
<td>50.0</td>
<td>87.4%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>55.2</td>
<td>75.0</td>
<td>73.6%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (25 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>95.2</td>
<td>100</td>
<td>95.2%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>80.7</td>
<td>100</td>
<td>80.7%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>77.0</td>
<td>100</td>
<td>77.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>77.4</td>
<td>100.0</td>
<td>77.4%</td>
</tr>
</tbody>
</table>

**TIER 1**

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Tree of Life PCS

WARD 9

2315 18th Place, NE
Washington, DC 20018

202-832-1108
www.treeoflifepcs.org

School Profile (2013–14)

Board Chair: First School Year: 2000–01
Carl J. Hampton, Psy.D.

Executive Director:
Patricia L. Williams

Principal:
Tenika Holden

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission/Purpose:
The mission of our charter school is to provide a well-rounded education of high expectations, structure, and accountability for students in grades pre-K through 8 in a holistic, safe, nurturing, and family-friendly environment in a manner that develops academic and social skills, as well as character-building qualities, in our students that will equip them to succeed in life.

Unique School Characteristics
- State-of-the-art facilities and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives
- Technology-rich instruction, including free laptops
- Family support, including parenting workshops

Student Demographics (2012–13)

Total Enrollment: 314

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Learners</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>11.1%</td>
</tr>
</tbody>
</table>

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
- 86; D4; E2

*Please check www.wmata.com for updates.
### Grades measured: PK3–2

#### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>73% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>89.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>54.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

- 60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed the average growth goal in mathematics on the Every Child Ready assessment.
- 60% of kindergarten students will advance at least one literacy classification or intervention level in reading on the STAR Early Literacy assessment.
- 60% of first through second-grade students will make one year of growth in reading on the STAR Reading assessment.

#### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.0% of students met this goal.</td>
<td>No</td>
</tr>
<tr>
<td>69.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of first through second-grade students kindergarten through second grade will score at grade level or higher in reading on the STAR Reading assessment.
- 60% of first through second-grade students will score at grade level or higher in mathematics on the STAR Math assessment.

#### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten through second-grade students will attend school 92% of the days.

#### TOTAL TARGETS MET

- **5 of 7**
2013 School Performance Report

Tree of Life PCS

2315 18th Place, NE
Washington, DC 20018
202-832-1108
www.treeoflifepcs.org

School Profile (2013–14)

Board Chair: Carl J. Hampton, Psy.D.
First School Year: 2000–01

Executive Director: Patricia L. Williams
Principal: Tenika Holden

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Unique School Characteristics
- State-of-the-art facility and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives

School Mission/Purpose:
The mission of our charter school is to provide a well-rounded education of high expectations, structure, and accountability for students in grades pre-K through 8 in a holistic, safe, nurturing, and family-friendly environment in a manner that develops academic and social skills, as well as character-building qualities, in our students that will equip them to succeed in life.

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 20 to 1

Student Demographics (2012–13)

Total Enrollment: 314

- African American: 99.7%
- Hispanic/Latino: 0.0%
- White: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 1.3%
- Low Income: 100.0%
- Special Education: 11.1%

Transportation

Metro/Bus Service*:
- 86; D4; E2

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
**Student Progress (40 points): Academic improvement over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>20.0</td>
<td>49.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>20.0</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or exceeding academic standards**

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Reading</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.0</td>
<td>14.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>1.25</td>
<td>6.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Mathematics</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.0</td>
<td>6.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>1.25</td>
<td>6.4%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Reading</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.0</td>
<td>34.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>1.25</td>
<td>13.6%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Mathematics</th>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.0</td>
<td>38.0%</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>1.25</td>
<td>52.8%</td>
<td></td>
</tr>
</tbody>
</table>

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>7.5</td>
<td>6.7%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>7.5</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of future student progress and achievement**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>10.0</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.6</td>
<td>100.0</td>
<td>55.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Two Rivers PCS

School Profile (2013–14)

Board Chair: Ann Gosier
Executive Director: Jessica Wodatch
Principal: Maggie Bello (Elementary) and Elaine Hou (Middle)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission/Purpose:
To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

Unique School Characteristics
- Expeditionary Learning model, which emphasizes interactive, hands-on, project-based learning
- Responsive Classroom school
- A supportive community of learners
- Integrates the arts, Spanish, and physical education
- Highly skilled, dedicated staff
- An engaged and active parent community

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 496

- African American: 62.9%
- Hispanic/Latino: 7.9%
- White: 26.8%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.0%
- Other: 1.8%
- English Language Learners: 4.0%
- Low Income: 39.3%
- Special Education: 21.4%

Transportation

Metro/Bus Service* NoMa-Gallaudet Metro Station/90, 92, 93

*Please check www wmata com for updates.
### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Brigance Developmental Inventory Standardized assessment.</td>
<td>99.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Reading.</td>
<td>88.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first through second-grade students will meet or exceed college readiness targets in reading on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>84.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will meet or exceed college readiness targets in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress.</td>
<td>95.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 96.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission-Specific Measures Targets</th>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of parents of pre-kindergarten-3 through second-grade students will attend their child’s Showcase of Student Learning.</td>
<td>95.8% of parents attended the Showcase.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET** 7 OF 7
School Profile (2013–14)

Board Chair: Ann Gosier
Executive Director: Jessica Wodatch
Principal: Maggie Bello (Elementary) and Elaine Hou (Middle)

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
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- ADULT ED

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- Highly skilled, dedicated staff
- An engaged and active parent community

Transportation

Two Rivers PCS
1227 4th Street, NE
Washington, DC 20002
202-546-4477
www.tworiverspcs.org

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2012–13)

Total Enrollment: 496

- African American: 63.1%
- Hispanic/Latino: 7.7%
- White: 26.8%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.2%
- Other: 1.6%

English Language Learners: 4.4%
Low Income: 39.3%
Special Education: 23.0%

*Please check www.wmata.com for updates.
## Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>56.5</td>
<td>70</td>
<td>66.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>57.5</td>
<td>70</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

## Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>67.8</td>
<td>5.0</td>
<td>56.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.98</td>
<td>1.25</td>
<td>78.4%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>72.0</td>
<td>5.0</td>
<td>64.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.25</td>
<td>1.25</td>
<td>100.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>61.1</td>
<td>5.0</td>
<td>46.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.44</td>
<td>1.25</td>
<td>35.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>65.1</td>
<td>5.0</td>
<td>50.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.64</td>
<td>1.25</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

## Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>55.1</td>
<td>7.5</td>
<td>45.6%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>82.9</td>
<td>7.5</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

## Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.5</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>88.9</td>
<td>10.0</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>69.9</td>
<td>100.0</td>
<td>69.9%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Washington Latin PCS –
Middle School

5200 2nd Street, NW
Washington, DC 20011
202-223-1111
www.latinpcs.org

School Profile (2013–14)

Board Chair: Chinesom Ejiasa
First School Year: 2006–07

Head of School: Martha Cutts
Principal: Diana Smith

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of a 5–12 network
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 92%
Student-to-Teacher Ratio: 20 to 1

School Mission/Purpose:
Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. Challenging, classical, and accessible are key words in the mission of our school. Our classical curriculum provides a strong foundation in reading, writing, mathematics, science, and critical thinking, and it gives each student an understanding of the basis in history for Western democracy.

Unique School Characteristics
- Education grounded in the classical tradition
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin, and Arabic
- Tier 1 school for three straight years
- Students come from every ward in DC

Student Demographics (2012–13)

Total Enrollment: 352

- African American: 46.0%
- Hispanic/Latino: 8.8%
- White: 38.9%
- Asian/Pacific Islander: 4.0%
- Native American/Indian: 0.0%
- Other: 2.3%

- English Language Learners: 1.4%
- Low Income: 18.5%
- Special Education: 6.5%

Transportation

Metro/Bus Service*
Fort Totten Metro Station/E2; E4, 60, 62, 63, 64

*Please check www.wmata.com for updates.

Tier Explanations

1 High Performing (65.0–100)
2 Mid Performing (35.0–64.9)
3 Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>8.0/20.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>8.0/20.0</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading Proficient and Advanced</td>
<td>7.2/10.0</td>
<td>72.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.4/2.5</td>
<td>96.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics Proficient and Advanced</td>
<td>6.8/10.0</td>
<td>68.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5/2.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>11.0/15.0</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0/10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>9.3/10.0</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.2/100.0</td>
<td>1</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**Washington Latin PCS – Upper School**

5200 2nd Street, NW
Washington, DC 20011

**Tier Explanations**

1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

**School Mission/Purpose:**
Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. Challenging, classical, and accessible are key words in the mission of our school. Our classical curriculum provides a strong foundation in reading, writing, mathematics, science, and critical thinking, and it gives each student an understanding of the basis in history for Western democracy.

**Education grounded in the classical tradition**

**Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin, and Arabic**

**Tier 1 school for three straight years**

**Students come from every ward in DC**

**Transportation**

**Metro/Bus Service**
Fort Totten Metro Station/E2, E4, 60, 62, 63, 64

*Please check [www.wmata.com](http://www.wmata.com) for updates.*
### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>48.0</td>
<td>65.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>67.0</td>
<td>75.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High grades DC-CAS Reading</td>
<td>77.0</td>
<td>100.0</td>
<td>69.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>68.9</td>
<td>100.0</td>
<td>61.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>31.9</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>96.0</td>
<td>100.0</td>
<td>90.7%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>59.3</td>
<td>75.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>76.6</td>
<td>75.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>75.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>97.5</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>90.6</td>
<td>90.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>100.0</td>
<td>5.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

- **Tier 1**
- **Score:** 87.0
- **Total Possible Points:** 100.0
- **Percent of Possible Points:** 87.0%

For a more detailed explanation of the indicators, see our user guide.
**School Profile (2013–14)**

**Board Chair:** Jeneen Y. Ramos  
**First School Year:** 1998–99

**Principal:** N’Deye Diagne, Ph.D.

**Grades Served:**
- PK-3  
- PK-4  
- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12  
- GED  
- ADULT ED

☐ Before Care  ☐ After Care

**Percentage of Highly Qualified Teachers:** 98%  
**Student-to-Teacher Ratio:** 18 to 1

**School Mission/Purpose:**
To provide a rigorous education, integrating mathematics and science instruction with technology, that will enhance analytical reasoning development and result in highly motivated, successful students prepared for further study mathematics, science, or technology and related careers.

**Unique School Characteristics**
- International Baccalaureate program  
- Project Lead The Way  
- Air Force ROTC  
- Full-time Health Corps Initiative coordinator

- Diverse school staff from more than 15 countries  
- Offers a summer program sponsored by Johns Hopkins University

**Student Demographics (2012–13)**

**Total Enrollment:** 356

- **African American:** 98.9%  
- **Hispanic/Latino:** 0.6%  
- **White:** 0.0%  
- **Asian/Pacific Islander:** 0.0%  
- **Native American/Indian:** 0.3%  
- **Other:** 0.3%

**English Language Learners:** 0.0%  
**Low Income:** 59.0%  
**Special Education:** 11.2%

**Transportation**

**Metro/Bus Service***  
B2

*Please check www.wmata.com for updates.

**School Profile (2013–14)**

**Board Chair:** Jeneen Y. Ramos  
**First School Year:** 1998–99

**Principal:** N’Deye Diagne, Ph.D.

**Grades Served:**
- PK-3  
- PK-4  
- K  
- 1  
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- 3  
- 4  
- 5  
- 6  
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- 8  
- 9  
- 10  
- 11  
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- ADULT ED

☐ Before Care  ☐ After Care

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**Total Enrollment:** 356

- **African American:** 98.9%  
- **Hispanic/Latino:** 0.6%  
- **White:** 0.0%  
- **Asian/Pacific Islander:** 0.0%  
- **Native American/Indian:** 0.3%  
- **Other:** 0.3%

**English Language Learners:** 0.0%  
**Low Income:** 59.0%  
**Special Education:** 11.2%

**Transportation**

**Metro/Bus Service***  
B2

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>(2012–13)</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (15 points): Test score improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>60.2</td>
<td>7.5</td>
<td>86.7%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>52.8</td>
<td>7.5</td>
<td>65.3%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Meeting or exceeding standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High grades DC-CAS Reading</td>
<td>52.6</td>
<td>10.0</td>
<td>36.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.7</td>
<td>2.5</td>
<td>28.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.6</td>
<td>2.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>High grades DC-CAS Mathematics</td>
<td>43.4</td>
<td>10.0</td>
<td>29.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.9</td>
<td>2.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.3</td>
<td>2.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>4.1</td>
<td>5.0</td>
<td>28.0%</td>
</tr>
<tr>
<td><strong>Gateway (30 points): Outcomes aligned to college and career readiness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td>91.0</td>
<td>7.5</td>
<td>78.7%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>29.8</td>
<td>7.5</td>
<td>56.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>67.6</td>
<td>7.5</td>
<td>88.0%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>75.0</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (25 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>94.8</td>
<td>10.0</td>
<td>96.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>81.2</td>
<td>10.0</td>
<td>65.0%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>92.6</td>
<td>5.0</td>
<td>86.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>65.1</td>
<td>100.0</td>
<td>65.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

Washington Yu Ying PCS

WARD 9
220 Taylor Street, NE
Washington, DC 20017
202-635-1950
www.washingtonyuying.org

School Profile (2013–14)

Board Chair: Christina Murtaugh
First School Year: 2008–09

Principal: Maquita Alexander

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Part of the PK-12 DCI network
☐ Before Care
☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1 (PK4–K); 16 to 1 (1–5)

School Mission/Purpose:
Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.

Unique School Characteristics
- Chinese/English dual immersion in grades K–5
- Full Chinese immersion in PK
- International Baccalaureate Primary Years Program

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 439

- African American: 39.6%
- Hispanic/Latino: 6.4%
- White: 26.2%
- Asian/Pacific Islander: 8.9%
- Native American/Indian: 0.0%
- Other: 18.9%

English Language Learners: 6.4%
Low Income: 16.6%
Special Education: 8.0%

Transportation

Metro/Bus Service*
60; H8

*Please check www.wmata.com for updates.
### Grades measured: PK4–2

<table>
<thead>
<tr>
<th><strong>Student Progress Targets</strong></th>
<th><strong>Progress Results</strong></th>
<th><strong>Met Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-4 students will progress to age equivalency in literacy/language on the Bracken School Readiness assessment.</td>
<td>97.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>84.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will achieve average growth or higher in mathematics on the Discovery Predictive assessment.</td>
<td>84.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Achievement Targets</strong></th>
<th><strong>Achievement Results</strong></th>
<th><strong>Met Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first through second-grade students will score proficient or higher in reading on the Dynamic Indicators of Basic Early Literacy Skills assessment.</td>
<td>77.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first through second-grade students will score on grade level or higher in reading on the Fountas and Pinnell assessment.</td>
<td>77.0% of students met this goal.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leading Indicators Targets</strong></th>
<th><strong>Leading Indicators Results</strong></th>
<th><strong>Met Target?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 98.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 99.0%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET** | **7 OF 7**
**Washington Yu Ying PCS**

**School Profile (2013–14)**

- **Board Chair:** Christina Murtaugh
- **First School Year:** 2008–09
- **Principal:** Maquita Alexander

**Grades Served:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Part of the PK–12 DCI network**
- Before Care
- After Care

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 10 to 1 (PK4–K); 16 to 1 (1–5)

**School Mission/Purpose:**
Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.

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- Full Chinese immersion in PK
- International Baccalaureate Primary Years Program

**Student Demographics (2012–13)**

- **Total Enrollment:** 439

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>39.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>6.4%</td>
</tr>
<tr>
<td>White</td>
<td>26.2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>8.9%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>18.9%</td>
</tr>
</tbody>
</table>

**Tier Explanations**

1. **High Performing** (65.0–100)
2. **Mid Performing** (35.0–64.9)
3. **Low Performing** (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**Transportation**

**Metro/Bus Service**
- 60; H8

*Please check www.wmata.com for updates.
**Points Earned**  
**Points Possible**  
**Percent of Possible Points**

### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0 30.0 54.8</td>
<td>30.0 70.0 100.0</td>
<td>62.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0 30.0 72.7</td>
<td>30.0 70.0 100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>0 27.0 70.1</td>
<td>27.0 70.0 100.0</td>
<td>59.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>11.1</td>
<td>25.0 100.0</td>
<td>44.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>0 20.4 81.2</td>
<td>20.4 81.2 100.0</td>
<td>76.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>31.6</td>
<td>25.0 100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>0 17.4 66.0</td>
<td>17.4 66.0 100.0</td>
<td>58.7%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0 85.0 99.2</td>
<td>85.0 99.2 100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0 60.0 91.3</td>
<td>60.0 91.3 100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.3</td>
<td>100.0</td>
<td>78.3%</td>
</tr>
</tbody>
</table>

**Tier 1**

For a more detailed explanation of the indicators, see our user guide.
School Profile (2013–14)

Board Chair: John Goldman
First School Year: 2004–05
Principal: Barbara Smith, Ph.D.
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care ☑  After Care ☑
Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional, and artistic development. The school provides a world-class arts experience as well as a strong inquiry program that includes robotics, research, and technology for college preparation.

Unique School Characteristics
- Specialized instruction in music, dance/ballet, theater, and visual arts

PMF Pilot — Early Childhood

Schools serving grades pre-kindergarten through second grade could elect to participate in a Performance Management Framework (PMF) pilot in 2012–13 as an alternative to being evaluated using Accountability Plans. These schools are not being tiered for the 2012–13 school year.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Student Demographics (2012–13)

Total Enrollment: 422

- African American: 95.3%
- English Language Learners: 1.7%
- Low Income: 85.5%
- Special Education: 7.8%
- Hispanic/Latino: 3.8%
- White: 0.9%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

Transportation

* Please check www.wmata.com for updates.
## 2012–13

### Grades measured: PK3–2

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will advance from Emerging in literacy/language to Satisfactory on the mCLASS CIRCLE: letter assessment.</td>
<td>100% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in reading on the mCLASS Reading assessment.</td>
<td>71.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will advance at least one level in mathematics on the mCLASS Math assessment.</td>
<td>54.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient or higher in reading on the mCLASS Reading assessment.</td>
<td>68.0% of students met this goal.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at benchmark or higher in mathematics on the mCLASS Math assessment.</td>
<td>38.0% of students met this goal.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 87.6%.</td>
<td>No</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

---

TOTAL TARGETS MET

4 OF 7
William E. Doar, Jr. PCS for the Performing Arts

2013 Score: 36.5%
2012 Score: 38.4%
2011 Score: 31.3%

School Profile (2013–14)

Board Chair: John Goldman
First School Year: 2004–05
Principal: Barbara Smith, Ph.D.
Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Before Care: Yes
After Care: Yes
Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
The mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional, and artistic development. The school provides a world-class arts experience as well as a strong inquiry program that includes robotics, research, and technology for college preparation.

Unique School Characteristics
- Specialized instruction in music, dance/ballet, theater, and visual arts

Student Demographics (2012–13)

Total Enrollment: 422
- African American: 95.3%
- Hispanic/Latino: 3.8%
- White: 0.9%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 1.7%
- Low Income: 85.5%
- Special Education: 7.8%

Transportation
Metro/Bus Service*
Rhode Island Avenue Metro Station

Tier Explanations
1. High Performing (65.0–100)
2. Mid Performing (35.0–64.9)
3. Low Performing (0.0–34.9)

For schools serving grades 3–12, PCSB has implemented the Performance Management Framework (PMF) to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
(2012–13)
Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time

- 0 30.0 70.0 100
- Points Earned: 49.4
- Points Possible: 20.0
- Percent of Possible Points: 48.5%

Growth on DC-CAS Mathematics over time

- 0 30.0 70.0 100
- Points Earned: 49.4
- Points Possible: 20.0
- Percent of Possible Points: 48.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

- Proficient and Advanced
- 0 27.0 100
- Points Earned: 46.8
- Points Possible: 5.0
- Percent of Possible Points: 28.0%

- Advanced only
- 0 25.0 100
- Points Earned: 1.1
- Points Possible: 1.25
- Percent of Possible Points: 4.8%

Elementary grades DC-CAS Mathematics

- Proficient and Advanced
- 0 20.4 100
- Points Earned: 41.5
- Points Possible: 5.0
- Percent of Possible Points: 26.0%

- Advanced only
- 0 25.0 100
- Points Earned: 7.4
- Points Possible: 1.25
- Percent of Possible Points: 29.6%

Middle grades DC-CAS Reading

- Proficient and Advanced
- 0 28.9 100
- Points Earned: 47.8
- Points Possible: 5.0
- Percent of Possible Points: 26.0%

- Advanced only
- 0 25.0 100
- Points Earned: 6.0
- Points Possible: 1.25
- Percent of Possible Points: 24.0%

Middle grades DC-CAS Mathematics

- Proficient and Advanced
- 0 30.5 100
- Points Earned: 47.8
- Points Possible: 5.0
- Percent of Possible Points: 24.0%

- Advanced only
- 0 25.0 100
- Points Earned: 7.5
- Points Possible: 1.25
- Percent of Possible Points: 30.4%

Gateway (15 points): Outcomes in key subjects that predict future educational success

- Proficient and Advanced 3rd grade Reading
- 0 17.4 100
- Points Earned: 35.9
- Points Possible: 7.5
- Percent of Possible Points: 22.7%

- Proficient and Advanced 8th grade Mathematics
- 0 29.2 100
- Points Earned: 52.4
- Points Possible: 7.5
- Percent of Possible Points: 33.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance

- 0 85.0 95.0
- Points Earned: 91.6
- Points Possible: 10.0
- Percent of Possible Points: 66.0%

Re-enrollment in this school

- 0 60.0 90.0 100
- Points Earned: 57.4
- Points Possible: 10.0
- Percent of Possible Points: 0.0%

TOTAL SCORE

- TIER 2
- Points Earned: 36.5
- Points Possible: 100.0
- Percent of Possible Points: 36.5%

For a more detailed explanation of the indicators, see our user guide.
2013 School Performance Report

YouthBuild PCS

WARD 9

3014 14th Street, NW
Washington, DC 20009
202-319-0141
www.youthbuildpcs.org

School Profile (2013–14)

Board Chair: Mark Jordan
First School Year: 2005–06
Principal: Andrea Hinson

Grades Served:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: Not reported
Student-to-Teacher Ratio: Not reported

School Mission/Purpose:
LAYC YouthBuild PCS will transform the lives of out-of-school youth in the District of Columbia by offering a bilingual educational option that combines an academic program with vocational training, employability skill-building, and community service—a program designed to prepare young people for college or the workplace while they work to create housing for the city’s low-income residents.

Unique School Characteristics
- Academic instruction/GED preparation; college dual-enrollment program
- Construction training—NCCER/PACT certification; Americorps mentoring program
- Student transportation stipend
- Job-readiness training

Student Demographics (2012–13)

Total Enrollment: 116

- African American: 52.6%
- Hispanic/Latino: 46.6%
- White: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.9%

English Language Learners: 45.7%
Low Income: 99.0%
Special Education: 10.3%

Accountability Plans

For schools that do not receive a Performance Management Framework (PMF) score,* PCSB uses the Accountability Plan system to measure academic performance. Accountability Plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by PCSB.

Schools and programs with accountability plans do not receive a PMF tier.

* For a list of reasons why a school would not receive a PMF score, see page 11 of the complete book of reports.

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52, 53, 54

*Please check www.wmata.com for updates.
## Grades measured: Adult Ed/GED (Age 16–24)

### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.6% of the students advanced at least two grade levels.</td>
<td>Yes</td>
</tr>
<tr>
<td>73.5% of the students demonstrated a year of growth.</td>
<td>No</td>
</tr>
<tr>
<td>Results unavailable.*</td>
<td>No</td>
</tr>
</tbody>
</table>

- **85% of students that enter the school with less than an eighth grade reading level and complete the school year will progress at least two grade levels in reading.**
- **90% of students who complete the school year will progress at least one grade level in mathematics.**
- **65% of English Language Learner students will progress at least 20% in their English proficiency as measured by ACCESS for ELL.**

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.4% of students passed.</td>
<td>Yes</td>
</tr>
<tr>
<td>28.1% of students passed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **65% of the students who enter the school year with at least an eighth grade reading level as measured by the TABE and complete the school year will pass the official GED exam.**
- **12% of the students who enter the school year with a reading level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam.**

### Gateway Targets

<table>
<thead>
<tr>
<th>Gateway Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.1% of students earned one or more certification: NCCER; RBI; MOS; or HVAC.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of graduates were placed into the workforce or a postsecondary education institution within three months of graduating.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **95.0% of students who complete the school year will earn at least one of the following certification: NCCER; RBI; MOS; or HVAC.**
- **75.0% of students who graduate will be successfully placed either into the workforce or a postsecondary education institution within three months of completing the school year.**

### Mission-Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission-Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.4% of students advanced 10 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- **50% of students who take the pre- and post-assessment for EQ-I will advance at least 10 points in the effective range in at least two out of the three identified low subscale areas according to the Five Areas of interest from the initial Student Summary Report.**

### TOTAL TARGETS MET

6 of 8

*Primary source data were not available at the time of review.
DC Public Charter School Board would like to thank the following DC and national organizations for their support of the 2013 Performance Management Framework:

Council of the District of Columbia  
CTR Services, Inc.  
GreatSchools  
Kramer Editing Services, Inc.  
KSA-Plus Communications, Inc.  
Michael & Susan Dell Foundation  
Office of the Deputy Mayor for Education  
Office of the State Superintendent of Special Education  
Socrata Inc.  
Tembo Consulting

and

The District’s public charter schools and the nearly 37,000 public charter school students and their families
For more information about public charter school performance and the DC Public Charter School Board:

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Visit www.dcpcsb.org

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