2013-14
DC Public Charter School Performance Reports

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Suite 210
Washington, DC 20010
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Dear Friends,

The DC Public Charter School Board (PCSB) is pleased to provide the 2013-14 School Performance Reports as a way to share how PCSB evaluates each DC public charter school. Although each charter school is unique, the Performance Management Framework (PMF) allows the Board and the public to look at early childhood, elementary, middle, high school, and adult education performance across common measures. The schools are evaluated on several factors: student progress over time, student achievement during the previous school year, gateway measures, and leading indicators such as attendance and re-enrollment rates.

This year, early childhood and adult education campuses submitted data to PCSB for the Early Childhood and Adult Education PMFs but will not receive a final score or tier until 2014-15.

We hope that these performance reports will help you make informed decisions about your education options and get involved with your local school community. Always feel free to contact us with questions or comments at dcpublic@dcpcsbo.org or 202-328-2260, and follow us on Twitter (@dcpcsbo).

Best wishes,

John H. “Skip” McKoy
Board Chair

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2013–14 User Guide

What are the PCSB School Performance Reports?

PCSB produces a detailed annual performance report for each public charter school it oversees. The performance report shows a school’s results 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 a school that has 100 percent students with disabilities.

How can parents and guardians use the School Performance Reports?

Parents can use the School Performance Reports 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, SAT, and AP 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.

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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
- 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.

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 Reports at www.dcpcsbo.org, where you can find PCSB’s parent guide to the reports. You can also download the mobile app MyDCcharters in the App Store or Android Marketplace or at dcpcsbo.boopsie.com. The app has school performance data and helps you look for public charter schools near you.

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Bedwys, dmer

John H. “Skip” McKoy
Board Chair

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Updated November 2014
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Reorganized Schools / Campuses

- Cedar Tree PCS reconfigured to serve grades PK3–K
- Excel Academy PCS divided its school into two campuses: Excel Academy PCS – DREAM (Early Childhood) and Excel Academy PCS – LEAD (Middle School)
- The following public charter schools first opened or were reorganized in the 2014–15 school year and therefore do not have school performance data from the 2013–14 school year:

New Public Charter Schools

- Academy of Hope PCS
- Democracy Prep Congress Heights PCS
- District of Columbia International School
- Harmony School of Excellence DC PCS
- Lee Montessori PCS

New Campuses

- KIPP DC – Arts & Technology Academy PCS
- KIPP DC – Northeast Academy PCS
- KIPP DC – Quest Academy PCS
## School Lists

### Tier 1 (65.0 – 100.0%)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Levels</th>
<th>2013–14 Grade Levels</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Preparatory Academy PCS – Wahler Place Middle</td>
<td>8</td>
<td>4–8</td>
<td>78.9%</td>
</tr>
<tr>
<td>BASIS DC PCS</td>
<td>2</td>
<td>5–9</td>
<td>71.9%</td>
</tr>
<tr>
<td>Center City PCS – Brightwood</td>
<td>4</td>
<td>PK4–8</td>
<td>74.5%</td>
</tr>
<tr>
<td>Center City PCS – Congress Heights</td>
<td>8</td>
<td>PK4–8</td>
<td>65.7%</td>
</tr>
<tr>
<td>Center City PCS – Shaw</td>
<td>6</td>
<td>PK4–8</td>
<td>68.8%</td>
</tr>
<tr>
<td>DC Prep PCS – Edgewood Middle</td>
<td>5</td>
<td>4–8</td>
<td>91.1%</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Middle</td>
<td>6</td>
<td>4–8</td>
<td>77.1%</td>
</tr>
<tr>
<td>Friendship PCS – Southeast Elementary Academy</td>
<td>8</td>
<td>PK3–5</td>
<td>65.2%</td>
</tr>
<tr>
<td>Friendship PCS – Woodridge Middle</td>
<td>5</td>
<td>4–8</td>
<td>65.1%</td>
</tr>
<tr>
<td>KIPP DC – AIM Academy PCS</td>
<td>8</td>
<td>5–8</td>
<td>79.3%</td>
</tr>
<tr>
<td>KIPP DC – KEY Academy PCS</td>
<td>7</td>
<td>5–8</td>
<td>89.1%</td>
</tr>
<tr>
<td>KIPP DC – Promise Academy PCS</td>
<td>7</td>
<td>1–4</td>
<td>77.0%</td>
</tr>
<tr>
<td>KIPP DC – WILL Academy PCS</td>
<td>6</td>
<td>4–8</td>
<td>73.2%</td>
</tr>
<tr>
<td>Latin American Montessori Bilingual PCS</td>
<td>4</td>
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<td>75.0%</td>
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<tr>
<td>Two Rivers PCS</td>
<td>6</td>
<td>PK3–8</td>
<td>67.6%</td>
</tr>
<tr>
<td>Washington Yu Ying PCS</td>
<td>5</td>
<td>PK4–6</td>
<td>71.4%</td>
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</table>

### HIGH SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Levels</th>
<th>2013–14 Grade Levels</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital City PCS – High School</td>
<td>4</td>
<td>9–12</td>
<td>69.9%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Parkside High School</td>
<td>7</td>
<td>9–12</td>
<td>65.2%</td>
</tr>
<tr>
<td>KIPP DC – College Preparatory PCS</td>
<td>5</td>
<td>9–12</td>
<td>83.6%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (High School)</td>
<td>7</td>
<td>6–12</td>
<td>65.7%</td>
</tr>
<tr>
<td>Thurgood Marshall Academy PCS</td>
<td>8</td>
<td>9–12</td>
<td>79.6%</td>
</tr>
<tr>
<td>Washington Latin PCS – Upper School</td>
<td>4</td>
<td>9–12</td>
<td>82.2%</td>
</tr>
</tbody>
</table>
### ELEMENTARY/MIDDLE SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Ward</th>
<th>Grade Levels</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital City PCS — Lower School</td>
<td>4</td>
<td>PK3–4</td>
<td>50.7%</td>
</tr>
<tr>
<td>Capital City PCS — Middle School</td>
<td>4</td>
<td>5–8</td>
<td>44.1%</td>
</tr>
<tr>
<td>Center City PCS — Capitol Hill</td>
<td>6</td>
<td>PK4–8</td>
<td>43.5%</td>
</tr>
<tr>
<td>Center City PCS — Petworth</td>
<td>4</td>
<td>PK4–8</td>
<td>56.2%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Chávez Prep</td>
<td>1</td>
<td>6–9</td>
<td>59.8%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Parkside Middle School</td>
<td>7</td>
<td>6–8</td>
<td>40.9%</td>
</tr>
<tr>
<td>Community Academy PCS – Amos 1</td>
<td>4</td>
<td>PK3–5</td>
<td>55.0%</td>
</tr>
<tr>
<td>Community Academy PCS – Amos 5 (formerly Community Academy PCS – Butler Global)</td>
<td>5</td>
<td>PK3–5</td>
<td>43.0%</td>
</tr>
<tr>
<td>Community Academy PCS – CAPCS Online</td>
<td>N/A</td>
<td>K–8</td>
<td>55.3%</td>
</tr>
<tr>
<td>DC Bilingual PCS</td>
<td>1</td>
<td>PK3–6</td>
<td>62.1%</td>
</tr>
<tr>
<td>DC Scholars PCS</td>
<td>7</td>
<td>PK3–4</td>
<td>50.9%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Middle School</td>
<td>1</td>
<td>5–8</td>
<td>61.9%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Elementary School</td>
<td>4</td>
<td>PK3–4</td>
<td>64.8%</td>
</tr>
<tr>
<td>Elsie Whitlow Stokes Community Freedom PCS</td>
<td>5</td>
<td>PK3–6</td>
<td>63.3%</td>
</tr>
<tr>
<td>Excel Academy PCS – LEAD</td>
<td>8</td>
<td>PK3–5</td>
<td>37.6%</td>
</tr>
<tr>
<td>Friendship PCS – Blow-Pierce Middle</td>
<td>7</td>
<td>4–8</td>
<td>54.4%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy</td>
<td>8</td>
<td>6–11</td>
<td>39.9%</td>
</tr>
<tr>
<td>Hope Community PCS – Lamond</td>
<td>4</td>
<td>PK3–6</td>
<td>45.9%</td>
</tr>
<tr>
<td>Hope Community PCS – Tolson</td>
<td>5</td>
<td>PK3–8</td>
<td>50.3%</td>
</tr>
<tr>
<td>Howard University Middle School of Mathematics and Science PCS</td>
<td>1</td>
<td>6–8</td>
<td>62.9%</td>
</tr>
<tr>
<td>Ideal Academy PCS</td>
<td>4</td>
<td>PK3–8</td>
<td>37.6%</td>
</tr>
<tr>
<td>Inspired Teaching Demonstration PCS</td>
<td>5</td>
<td>PK3–5</td>
<td>53.9%</td>
</tr>
<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>5</td>
<td>PK3–8</td>
<td>55.3%</td>
</tr>
<tr>
<td>Meridian PCS</td>
<td>1</td>
<td>PK3–8</td>
<td>45.6%</td>
</tr>
</tbody>
</table>
## School Lists

<table>
<thead>
<tr>
<th>Tier</th>
<th>Ward</th>
<th>Grade Levels</th>
<th>Overall Percentage</th>
</tr>
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<tr>
<td><strong>Tier 2 (35.0 – 64.9%)</strong></td>
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<tr>
<td><strong>ELEMENTARY/MIDDLE SCHOOLS CONTINUED</strong></td>
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</tr>
<tr>
<td>Perry Street Preparatory PCS (Lower School)</td>
<td>5</td>
<td>PK3–12</td>
<td>40.7%</td>
</tr>
<tr>
<td>Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)</td>
<td>5</td>
<td>PK3–8</td>
<td>35.3%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (Middle School)</td>
<td>7</td>
<td>6–12</td>
<td>42.6%</td>
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<tr>
<td>Washington Latin PCS – Middle School</td>
<td>4</td>
<td>5–8</td>
<td>59.4%</td>
</tr>
<tr>
<td>William E. Doar, Jr. PCS for the Performing Arts</td>
<td>5</td>
<td>PK3–8</td>
<td>47.6%</td>
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<tr>
<td><strong>HIGH SCHOOLS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>6</td>
<td>9–12</td>
<td>57.2%</td>
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<tr>
<td>E.L. Haynes PCS – High School</td>
<td>4</td>
<td>9–11</td>
<td>61.9%</td>
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<tr>
<td>Friendship PCS – Collegiate Academy</td>
<td>7</td>
<td>9–12</td>
<td>60.4%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy (High School)</td>
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<td>55.9%</td>
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<td>IDEA PCS</td>
<td>7</td>
<td>9–12</td>
<td>54.4%</td>
</tr>
<tr>
<td>National Collegiate Preparatory PCHS</td>
<td>8</td>
<td>9–12</td>
<td>41.6%</td>
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<tr>
<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>6</td>
<td>8–11</td>
<td>48.0%</td>
</tr>
<tr>
<td>Washington Mathematics Science Technology PCHS</td>
<td>5</td>
<td>9–12</td>
<td>59.6%</td>
</tr>
<tr>
<td><strong>Tier 3 (0.0 – 34.9%)</strong></td>
<td></td>
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<tr>
<td><strong>ELEMENTARY/MIDDLE SCHOOLS</strong></td>
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<td></td>
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<tr>
<td>Center City PCS – Trinidad</td>
<td>5</td>
<td>PK4–8</td>
<td>31.7%</td>
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<tr>
<td>Roots PCS</td>
<td>4</td>
<td>PK3–8</td>
<td>26.1%</td>
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<tr>
<td>Tree of Life PCS</td>
<td>5</td>
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<td>31.1%</td>
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<td><strong>HIGH SCHOOLS</strong></td>
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<tr>
<td>Perry Street Preparatory PCS (Upper School)</td>
<td>5</td>
<td>PK3–12</td>
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<tr>
<td>Washington Hospitality Foundation (formerly Hospitality PCS)</td>
<td>2</td>
<td>9–12</td>
<td>26.5%</td>
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## Early Childhood Programs

<table>
<thead>
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<th>School Name</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td>Ward 1</td>
<td>AppleTree Early Learning PCS – Columbia Heights</td>
<td>PK3–PK4</td>
</tr>
<tr>
<td></td>
<td>Briya PCS</td>
<td>PK3–PK4; Adult</td>
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<tr>
<td></td>
<td>Creative Minds International PCS</td>
<td>PK3–3</td>
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<tr>
<td></td>
<td>DC Bilingual PCS</td>
<td>PK3–6</td>
</tr>
<tr>
<td></td>
<td>Meridian PCS</td>
<td>PK3–8</td>
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<tr>
<td>Ward 4</td>
<td>Bridges PCS</td>
<td>PK3–1</td>
</tr>
<tr>
<td></td>
<td>Capital City PCS – Lower School</td>
<td>PK3–4</td>
</tr>
<tr>
<td></td>
<td>Center City PCS – Brightwood</td>
<td>PK4–8</td>
</tr>
<tr>
<td></td>
<td>Center City PCS – Petworth</td>
<td>PK4–8</td>
</tr>
<tr>
<td></td>
<td>Community Academy PCS – Amos 1</td>
<td>PK3–5</td>
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<tr>
<td></td>
<td>E.L. Haynes PCS – Elementary School</td>
<td>PK3–4</td>
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<td></td>
<td>Hope Community PCS – Lamond</td>
<td>PK3–6</td>
</tr>
<tr>
<td></td>
<td>Ideal Academy PCS</td>
<td>PK3–8</td>
</tr>
<tr>
<td></td>
<td>Latin American Montessori Bilingual PCS</td>
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<td></td>
<td>Roots PCS</td>
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<td>Sela PCS</td>
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<td></td>
<td>Shining Stars Montessori Academy PCS</td>
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<tr>
<td>Ward 5</td>
<td>Center City PCS – Trinidad</td>
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<td></td>
<td>Community Academy PCS – Amos 2</td>
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<td>Community Academy PCS – Amos 5 (formerly Community Academy PCS – Butler Global)</td>
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<td></td>
<td>DC Prep PCS – Edgewood Elementary</td>
<td>PK3–3</td>
</tr>
<tr>
<td></td>
<td>Elsie Whitlow Stokes Community Freedom PCS</td>
<td>PK3–6</td>
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## Early Childhood Programs

### Public Charter School 2013–14 Grade Levels

#### WARD 5 CONTINUED

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendship PCS – Woodridge Elementary</td>
<td>PK3–3</td>
</tr>
<tr>
<td>Hope Community PCS – Tolson</td>
<td>PK3–8</td>
</tr>
<tr>
<td>Inspired Teaching Demonstration PCS</td>
<td>PK3–5</td>
</tr>
<tr>
<td>KIPP DC – Connect Academy PCS</td>
<td>PK3–PK4</td>
</tr>
<tr>
<td>KIPP DC – Spring Academy PCS</td>
<td>K–K</td>
</tr>
<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>PK3–8</td>
</tr>
<tr>
<td>Mundo Verde Bilingual PCS</td>
<td>PK3–2</td>
</tr>
<tr>
<td>Perry Street Preparatory PCS</td>
<td>PK3–12</td>
</tr>
<tr>
<td>Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)</td>
<td>PK3–8</td>
</tr>
<tr>
<td>Tree of Life PCS</td>
<td>PK3–8</td>
</tr>
<tr>
<td>Washington Yu Ying PCS</td>
<td>PK4–6</td>
</tr>
<tr>
<td>William E. Doar, Jr. PCS for the Performing Arts</td>
<td>PK3–8</td>
</tr>
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</table>

#### WARD 6

<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>AppleTree Early Learning PCS – Lincoln Park</td>
<td>PK3–PK4</td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Southwest</td>
<td>PK3–PK4</td>
</tr>
<tr>
<td>Center City PCS – Capitol Hill</td>
<td>PK4–8</td>
</tr>
<tr>
<td>Center City PCS – Shaw</td>
<td>PK4–8</td>
</tr>
<tr>
<td>Eagle Academy PCS – New Jersey Avenue</td>
<td>PK3–2</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Elementary</td>
<td>PK3–3</td>
</tr>
<tr>
<td>KIPP DC – Grow Academy PCS</td>
<td>PK3–K</td>
</tr>
<tr>
<td>KIPP DC – LEAD Academy PCS</td>
<td>1–2</td>
</tr>
<tr>
<td>Two Rivers PCS</td>
<td>PK3–8</td>
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## Early Childhood Programs

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2013–14 Grade Levels</th>
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<td><strong>WARD 7</strong></td>
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</tr>
<tr>
<td>AppleTree Early Learning PCS – Oklahoma Avenue</td>
<td>PK3–PK4</td>
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<tr>
<td>DC Prep PCS – Benning Elementary</td>
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<td>DC Scholars PCS</td>
<td>PK3–4</td>
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<tr>
<td>Friendship PCS – Blow-Pierce Elementary</td>
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<tr>
<td>KIPP DC – LEAP Academy PCS</td>
<td>PK3–K</td>
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<tr>
<td>KIPP DC – Promise Academy PCS</td>
<td>1–4</td>
</tr>
<tr>
<td><strong>WARD 8</strong></td>
<td></td>
</tr>
<tr>
<td>Achievement Preparatory PCS – Mississippi Avenue Elementary</td>
<td>K–3</td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Southeast</td>
<td>PK3–PK4</td>
</tr>
<tr>
<td>Cedar Tree Academy PCS</td>
<td>PK3–K</td>
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<tr>
<td>Center City PCS – Congress Heights</td>
<td>PK4–8</td>
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<tr>
<td>Eagle Academy PCS – The Eagle Center at McGogney</td>
<td>PK3–3</td>
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<tr>
<td>Early Childhood Academy PCS</td>
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<td>Excel Academy PCS – DREAM</td>
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<td>Friendship PCS – Southeast Elementary Academy</td>
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</tr>
<tr>
<td>Ingenuity Prep PCS</td>
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<tr>
<td>KIPP DC – Discover Academy PCS</td>
<td>PK3–K</td>
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<tr>
<td>KIPP DC – Heights Academy PCS</td>
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<tr>
<td><strong>ONLINE</strong></td>
<td></td>
</tr>
<tr>
<td>Community Academy PCS – CAPCS Online</td>
<td>K–8</td>
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</table>

There are no early childhood public charter schools in Wards 2 and 3.
### Elementary/Middle Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
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</thead>
<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>2</td>
<td>59.8%</td>
</tr>
<tr>
<td>DC Bilingual PCS</td>
<td>PK3–6</td>
<td>2</td>
<td>62.1%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Middle School</td>
<td>5–8</td>
<td>2</td>
<td>61.9%</td>
</tr>
<tr>
<td>Howard University Middle School of Mathematics and Science PCS</td>
<td>6–8</td>
<td>2</td>
<td>62.9%</td>
</tr>
<tr>
<td>Meridian PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>45.6%</td>
</tr>
<tr>
<td><strong>WARD 2</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>BASIS DC PCS</td>
<td>5–9</td>
<td>1</td>
<td>71.9%</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>
<td>2</td>
<td>50.7%</td>
</tr>
<tr>
<td>Capital City PCS – Middle School</td>
<td>5–8</td>
<td>2</td>
<td>44.1%</td>
</tr>
<tr>
<td>Center City PCS – Brightwood</td>
<td>PK4–8</td>
<td>1</td>
<td>74.5%</td>
</tr>
<tr>
<td>Center City PCS – Petworth</td>
<td>PK4–8</td>
<td>2</td>
<td>56.2%</td>
</tr>
<tr>
<td>Community Academy PCS – Amos 1</td>
<td>PK3–5</td>
<td>2</td>
<td>55.0%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Elementary School</td>
<td>PK3–4</td>
<td>2</td>
<td>64.8%</td>
</tr>
<tr>
<td>Hope Community PCS – Lamond</td>
<td>PK3–6</td>
<td>2</td>
<td>45.9%</td>
</tr>
<tr>
<td>Ideal Academy PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>37.6%</td>
</tr>
<tr>
<td>Latin American Montessori Bilingual PCS</td>
<td>PK3–5</td>
<td>1</td>
<td>75.0%</td>
</tr>
<tr>
<td>Roots PCS</td>
<td>PK3–8</td>
<td>3</td>
<td>26.1%</td>
</tr>
<tr>
<td>Washington Latin PCS – Middle School</td>
<td>5–8</td>
<td>2</td>
<td>59.4%</td>
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## School Lists

### Elementary/Middle Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2013–14 Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<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>
<td>3</td>
<td>31.7%</td>
</tr>
<tr>
<td>Community Academy PCS – Amos 5 (formerly Community Academy PCS – Butler Global)</td>
<td>PK3–5</td>
<td>2</td>
<td>43.0%</td>
</tr>
<tr>
<td>DC Prep PCS – Edgewood Middle</td>
<td>4–8</td>
<td>1</td>
<td>91.1%</td>
</tr>
<tr>
<td>Elsie Whitlow Stokes Community Freedom PCS</td>
<td>PK3–6</td>
<td>2</td>
<td>63.3%</td>
</tr>
<tr>
<td>Friendship PCS – Woodridge Middle</td>
<td>4–8</td>
<td>1</td>
<td>65.1%</td>
</tr>
<tr>
<td>Hope Community PCS – Tolson</td>
<td>PK3–8</td>
<td>2</td>
<td>50.3%</td>
</tr>
<tr>
<td>Inspired Teaching Demonstration PCS</td>
<td>PK3–5</td>
<td>2</td>
<td>53.9%</td>
</tr>
<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>55.3%</td>
</tr>
<tr>
<td>Perry Street Preparatory PCS (Lower School)</td>
<td>PK3–12</td>
<td>2</td>
<td>40.7%</td>
</tr>
<tr>
<td>Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)</td>
<td>PK3–8</td>
<td>2</td>
<td>35.3%</td>
</tr>
<tr>
<td>Tree of Life PCS</td>
<td>PK3–8</td>
<td>3</td>
<td>31.1%</td>
</tr>
<tr>
<td>Washington Yu Ying PCS</td>
<td>PK4–6</td>
<td>1</td>
<td>71.4%</td>
</tr>
<tr>
<td>William E. Doar, Jr. PCS for the Performing Arts</td>
<td>PK3–8</td>
<td>2</td>
<td>47.6%</td>
</tr>
<tr>
<td><strong>WARD 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center City PCS – Capitol Hill</td>
<td>PK4–8</td>
<td>2</td>
<td>43.5%</td>
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<tr>
<td>Center City PCS – Shaw</td>
<td>PK4–8</td>
<td>1</td>
<td>68.8%</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Middle</td>
<td>4–8</td>
<td>1</td>
<td>77.1%</td>
</tr>
<tr>
<td>KIPP DC – WILL Academy PCS</td>
<td>4–8</td>
<td>1</td>
<td>73.2%</td>
</tr>
<tr>
<td>Options PCS (Middle School)</td>
<td>6–12</td>
<td>Alternative Accountability School</td>
<td>15.4%</td>
</tr>
<tr>
<td>Two Rivers PCS</td>
<td>PK3–8</td>
<td>1</td>
<td>67.6%</td>
</tr>
</tbody>
</table>
## Elementary/Middle Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2013–14 Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
</tr>
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<tbody>
<tr>
<td><strong>WARD 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Parkside Middle School</td>
<td>6–8</td>
<td>2</td>
<td>40.9%</td>
</tr>
<tr>
<td>DC Prep PCS – Benning Middle*</td>
<td>4–4</td>
<td></td>
<td>90.8%</td>
</tr>
<tr>
<td>DC Scholars PCS</td>
<td>PK3–4</td>
<td>2</td>
<td>50.9%</td>
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<tr>
<td>Friendship PCS – Blow-Pierce Middle</td>
<td>4–8</td>
<td>2</td>
<td>54.4%</td>
</tr>
<tr>
<td>KIPP DC – KEY Academy PCS</td>
<td>5–8</td>
<td>1</td>
<td>89.1%</td>
</tr>
<tr>
<td>KIPP DC – Promise Academy PCS</td>
<td>1–4</td>
<td>1</td>
<td>77.0%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (Middle)</td>
<td>6–12</td>
<td>2</td>
<td>42.6%</td>
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<td><strong>WARD 8</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Preparatory Academy PCS – Wahler Place Middle</td>
<td>4–8</td>
<td>1</td>
<td>78.9%</td>
</tr>
<tr>
<td>Center City PCS – Congress Heights</td>
<td>PK4–8</td>
<td>1</td>
<td>65.7%</td>
</tr>
<tr>
<td>Excel Academy PCS – LEAD</td>
<td>PK3–5</td>
<td>2</td>
<td>37.6%</td>
</tr>
<tr>
<td>Friendship PCS – Southeast Elementary Academy</td>
<td>PK3–5</td>
<td>1</td>
<td>65.2%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy (Middle School)</td>
<td>6–11</td>
<td>2</td>
<td>39.9%</td>
</tr>
<tr>
<td>KIPP DC – AIM Academy PCS</td>
<td>5–8</td>
<td>1</td>
<td>79.3%</td>
</tr>
<tr>
<td>Somerset Preparatory Academy PCS*</td>
<td>6–8</td>
<td></td>
<td>35.3%</td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Academy PCS – CAPCS Online</td>
<td>K–8</td>
<td>2</td>
<td>55.3%</td>
</tr>
</tbody>
</table>

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

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*DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS are not receiving a PMF tier this year because they first opened in the 2013–14 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 2014–15 school year, DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS will be held to the same performance framework as other public charter schools.*
## High Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2013–14 Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington Hospitality Foundation (formerly Hospitality PCS)</td>
<td>9–12</td>
<td>3</td>
<td>26.5%</td>
</tr>
<tr>
<td><strong>WARD 4</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Capital City PCS – High School</td>
<td>9–12</td>
<td>1</td>
<td>69.9%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – High School</td>
<td>9–11</td>
<td>2</td>
<td>61.9%</td>
</tr>
<tr>
<td>Paul PCS – International High School*</td>
<td>9–10</td>
<td></td>
<td>49.1%</td>
</tr>
<tr>
<td>Washington Latin PCS – Upper School</td>
<td>9–12</td>
<td>1</td>
<td>82.2%</td>
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<td><strong>WARD 5</strong></td>
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</tr>
<tr>
<td>KIPP DC – College Preparatory PCS</td>
<td>9–12</td>
<td>1</td>
<td>83.6%</td>
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<tr>
<td>Perry Street Preparatory PCS (Upper School)</td>
<td>PK3–12</td>
<td>3</td>
<td>32.0%</td>
</tr>
<tr>
<td>Washington Mathematics Science Technology PCHS</td>
<td>9–12</td>
<td>2</td>
<td>59.6%</td>
</tr>
<tr>
<td><strong>WARD 6</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>9–12</td>
<td>2</td>
<td>57.2%</td>
</tr>
<tr>
<td>Options PCS (High School)**</td>
<td>6–12</td>
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<td>8.3%</td>
</tr>
<tr>
<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>8–11</td>
<td>2</td>
<td>48.0%</td>
</tr>
</tbody>
</table>

---

*DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS are not receiving a PMF tier this year because they first opened in the 2013–14 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 2014–15 school year, DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS will be held to the same performance framework as other public charter schools.

**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.
## High Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2013–14 Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<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>1</td>
<td>65.2%</td>
</tr>
<tr>
<td>Friendship PCS – Collegiate Academy</td>
<td>9–12</td>
<td>2</td>
<td>60.4%</td>
</tr>
<tr>
<td>IDEA PCS</td>
<td>9–12</td>
<td>2</td>
<td>54.4%</td>
</tr>
<tr>
<td>Maya Angelou PCS – Evans High School***</td>
<td>9–12</td>
<td>Alternative Accountability School</td>
<td>13.7%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (High School)</td>
<td>6–12</td>
<td>1</td>
<td>65.7%</td>
</tr>
<tr>
<td><strong>WARD 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy (High School)</td>
<td>6–11</td>
<td>2</td>
<td>55.9%</td>
</tr>
<tr>
<td>National Collegiate Preparatory PCHS</td>
<td>9–12</td>
<td>2</td>
<td>41.6%</td>
</tr>
<tr>
<td>Thurgood Marshall Academy PCS</td>
<td>9–12</td>
<td>1</td>
<td>79.6%</td>
</tr>
</tbody>
</table>

There are no public charter high schools in Wards 1 or 3.

***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.
**Adult Education***

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2013–14 Ages Served</th>
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<tbody>
<tr>
<td><strong>WARD 1</strong></td>
<td></td>
</tr>
<tr>
<td>Briya PCS</td>
<td>16 and older</td>
</tr>
<tr>
<td>Carlos Rosario International PCS</td>
<td>16 and older</td>
</tr>
<tr>
<td>The Next Step/El Próximo Paso PCS</td>
<td>16–24</td>
</tr>
<tr>
<td>LAYC Career Academy PCS</td>
<td>16–24</td>
</tr>
<tr>
<td>YouthBuild PCS</td>
<td>16–24</td>
</tr>
<tr>
<td><strong>WARD 7</strong></td>
<td></td>
</tr>
<tr>
<td>Maya Angelou PCS – Young Adult Learning Center</td>
<td>17–24</td>
</tr>
<tr>
<td><strong>WARD 8</strong></td>
<td></td>
</tr>
<tr>
<td>Community College Preparatory Academy PCS</td>
<td>18 and older</td>
</tr>
</tbody>
</table>

*PCSB will fully implement the Adult Education Performance Management Framework (AE PMF) in 2014–15. The AE PMF will not include a score or tier for 2013–14.*
What information is included?

The performance report lists a school's (1) overall percent score and 2013–14 tier. For schools that have PMF scores from previous years, the scores and tiers are included.

It also has (2) basic information about the school’s leadership, grades, mission, unique school characteristics, and (3) student demographics.

(4) English Language Learners are students whose families speak a language at home other than English.

(5) Economically Disadvantaged is a classification based on family income.

**How to read the Performance Reports**

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

**Economically Disadvantaged:** A classification based on family income.
How to read the Performance Reports

What are the points?

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 target, 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.

What are the academic measures?

(6) 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 with similar students in other schools. For example, an MGP score of 62 means that the students in that school showed greater overall improvement than 62 percent of similar students in schools across the city.

For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Technical Guide in the PMF section of the PCSB website, www.dcpsb.org.
What are the new Performance Management Frameworks?

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). The EC PMF was approved by the Public Charter School Board September 2013.

Since there is no state-wide assessment for the youngest grades served in charter schools, schools have a choice in the age-appropriate assessments they administer. The task force determined specific criteria that the assessments must meet to be approved on the EC PMF Assessment List. Currently, 41 assessments for PK3 through second grade are on the approved list for either progress or achievement.

The assessments must 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, pre-kindergarten assessments measure progress and K-2 assessments measure achievement or progress in reading and mathematics. Schools also have the option to include progress on social-emotional learning.

In addition to assessments, all pre-kindergarten teachers are also observed using the Classroom Assessment Scoring System (CLASS), which scores teacher-child interactions in the areas of Emotional Support, Classroom Organization, and Instructional Support.

What is the Adult Education Performance Management Framework?

Since 2011, PCSB has collaborated with an Adult Education task force 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, skills, and employability.

The AE PMF measures program effectiveness by tracking student progress, student achievement, career/college readiness, 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, please visit https://pcsb-pmf.wikispaces.com/Adult+Education+PMF.
2013 - 14
Individual Public Charter School Performance Reports
2014 School Performance Report

Achievement Prep PCS
- Mississippi Avenue
Elementary

1500 Mississippi Avenue SE
Washington, DC 20032
202-562-1214
www.achievementprep.org

School Profile (2014–15)

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

Unique School Characteristics
- College preparatory curriculum
- Extended school day and school year

Board Chair
John Green

Chief Executive Officer
Shantelle Wright

Co-Directors
Michael Rabin
Erica Franklin

First School Year
2013–14

School Hours
MTRF: 7:30 a.m. – 4:00 p.m.
W: 7:30 a.m. – 1:30 p.m.

Grades Served
Is part of a K-8 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Economically Disadvantaged
26.4%

Special Education
8.4%

Transportation

Metro / Bus Service *
A6, A7, A46; M8, M9; W2

*Please check www.wmata.com for updates

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment
233

English Language Learner
0.0%

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
(2013–14)

Grades Measured: K-3

K-3 (100% of Students)

Student Achievement / Progress - Grades K-2
Literacy - Strategic Teaching and Evaluation of Progress (STEP)

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading
Proficient and Advanced - DC CAS

Advanced Only - DC CAS

Student Achievement Grade 3: Mathematics
Proficient and Above - DC CAS

Advanced Only - DC CAS

Leading Indicators
Attendance

Re-enrollment

Achievement Prep PCS - Mississippi Avenue Elementary
2014 School Performance Report

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
Achievement Prep PCS - Wahler Place Middle

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

Board Chair
John Green

Director of Academic Achievement
Janice Lewis

Chief Executive Officer
Shantelle Wright

First School Year
2008-09

School Hours
MTRF: 7:30 a.m. – 4:00 p.m.
W: 7:30 a.m. – 1:30 p.m.

Grades Served
Takes applications through 6th. Is part of a K-8 network.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment 382

Transportation

*Please check www.wmata.com for updates

Tier Explanations

1 High Performing
(65.0% - 100.0%)

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.
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading
0.0 out of 0.0 N/A

Proficient and Advanced 8th Grade Mathematics
14.2 out of 15.0 94.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance
10.0 out of 10.0 100.0%

Re-enrollment
9.2 out of 10.0 92.0%

TOTAL SCORE
78.9 out of 100 78.9%
School Mission / Purpose
The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree 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

Grades Served
Is part of a PK network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K 1 2 3</td>
<td>4 5 6 7 8 9</td>
</tr>
<tr>
<td>10 11 12</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 5.1%
- Black Non-Hispanic: 57.0%
- Hispanic / Latino: 22.2%
- Native American / Alaska Native: 0.6%
- Pacific Islander / Native Hawaiian: 0.6%
- White Non-Hispanic: 14.6%
- Multiracial: 0.0%
- Total Enrollment: 161
- English Language Learner: 24.1%
- Economically Disadvantaged: >60%
- Special Education: 6.3%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

*Please check www.wmata.com for updates

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
### Grade Measured: PK3–PK4

#### Pre-Kindergarten (PK3–PK4) Grades (100% of Students)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy / Language - Every Child Ready (ECR)</td>
<td>63.5</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics - Every Child Ready (ECR)</td>
<td>80.4</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Social-Emotional Learning - Positive Behavior Rating Scale</td>
<td>85.1</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teacher Interaction: Classroom Assessment Scoring System (CLASS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>9.5</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.7</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>Leading Indicator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>87.2</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>
The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree 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

### Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Before Care
- After Care

**Student Demographics (2013–14)**

- **Asian**: 7.9%
- **Black Non-Hispanic**: 41.3%
- **Hispanic / Latino**: 12.7%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 1.6%
- **White Non-Hispanic**: 36.5%
- **Multiracial**: 0.0%

**Total Enrollment**: 63
**English Language Learner**: 6.3%
**Economically Disadvantaged**: >60%
**Special Education**: 4.8%

*Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

**Metro / Bus Service**
- Eastern Market; 90, 92, 93

*Please check [www.wmata.com](http://www.wmata.com) for updates*
### AppleTree Early Learning PCS - Lincoln Park
#### 2014 School Performance Report

**Grades Measured: PK3-PK4**

**Pre-Kindergarten (PK3-PK4) Grades (100% of Students)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy / Language - Every Child Ready (ECR)</td>
<td>82.0</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics - Every Child Ready (ECR)</td>
<td>85.2</td>
<td>100</td>
</tr>
<tr>
<td>Social-Emotional Learning - Positive Behavior Rating Scale</td>
<td>83.6</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teacher Interaction: Classroom Assessment Scoring System (CLASS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>5.8</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.4</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Leading Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>92.1</td>
<td>100</td>
</tr>
</tbody>
</table>

*(2013-14)*

Grades Measured: PK3-PK4

**Mission Specific Goals**

- **Goals Met**
- **% Met**

**Floor**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measured</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3-PK4</td>
<td>PK3-PK4</td>
<td>82.0</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85.2</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.6</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grades Measured: PK3-PK4**

- **Grades Measured: PK3–PK4 Grades (100% of Students)**
  - **Student Progress**
    - Literacy / Language - Every Child Ready (ECR)
    - Mathematics - Every Child Ready (ECR)
    - Social-Emotional Learning - Positive Behavior Rating Scale
  - **Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
    - Emotional Support
    - Classroom Organization
    - Instructional Support
  - **Leading Indicator**
    - Attendance

**Score**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measured</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3-PK4</td>
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<td>100</td>
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<td></td>
<td></td>
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<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.6</td>
<td>100</td>
</tr>
</tbody>
</table>

**Mission Specific Goals**

- **Goals Met**
- **% Met**

**Floor**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measured</th>
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<td>85.2</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.6</td>
<td>100</td>
</tr>
</tbody>
</table>

**Grades Measured: PK3–PK4**

- **Student Progress**
  - Literacy / Language - Every Child Ready (ECR)
  - Mathematics - Every Child Ready (ECR)
  - Social-Emotional Learning - Positive Behavior Rating Scale
- **Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
  - Classroom Organization
  - Instructional Support
- **Leading Indicator**
  - Attendance

**Score**

<table>
<thead>
<tr>
<th>Grade</th>
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<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.6</td>
<td>100</td>
</tr>
</tbody>
</table>

**Mission Specific Goals**

- **Goals Met**
- **% Met**

**Floor**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Measured</th>
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<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>83.6</td>
<td>100</td>
</tr>
</tbody>
</table>
**School Mission / Purpose**

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree 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

**Grades Served**

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Before Care
- After Care

**Transportation**

**Metro / Bus Service**

*Stadium–Armory; D6*

**Student Demographics (2013–14)**

- Asian: 0.6%
- Black Non-Hispanic: 93.5%
- Hispanic / Latino: 2.4%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 3.5%
- Multiracial: 0.0%

**Total Enrollment**

172

**English Language Learner**

1.2%

**Economically Disadvantaged**

>60%**

**Special Education**

1.8%

**Early Childhood PMF**

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**DC Public Charter School Board School Performance Report © 2014**

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**Updated November 1, 2014**
AppleTree Early Learning PCS - Oklahoma Avenue
2014 School Performance Report

(2013–14)
Grades Measured: PK3-PK4

Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress
  - Literacy / Language - Every Child Ready (ECR)
    Score: 56.5
  - Mathematics - Every Child Ready (ECR)
    Score: 68.3
  - Social-Emotional Learning - Positive Behavior Rating Scale
    Score: 70.2

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  - Emotional Support
    Score: 5.3
  - Classroom Organization
    Score: 4.8
  - Instructional Support
    Score: 2.4

Leading Indicator
  - Attendance
    Score: 84.2
**AppleTree Early Learning**

**PCS - Southeast**

2011 Savannah Street SE  202-506-1890  
2017 Savannah Terrace SE  202-629-2545  
Washington, DC 20020  
www.appletreeinstitute.org

---

**School Profile (2014–15)**

**School Mission / Purpose**

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree 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.

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- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

**Board Chair**

Jack McCarthy

**President and CEO**

Jack McCarthy

**Principal**

Shelton Lee

**First School Year**

2011–12

**School Hours**

8:45 a.m. – 3:15 p.m.

**Grades Served**

Is part of a PK network.

- Current Grades
- Future Grades

| Grade | PK3 | PK4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Adult Ed |
|-------|-----|-----|---|---|---|---|---|---|---|---|---|---|----|----|---------|
|       |     |     |   |   |   |   |   |   |   |   |   |   |    |    |          |

**Student Demographics (2013–14)**

- **Asian** 0.0%
- **Black Non-Hispanic** 95.9%
- **Hispanic / Latino** 2.3%
- **Native American / Alaska Native** 1.2%
- **Pacific Islander / Native Hawaiian** 0.6%
- **White Non-Hispanic** 0.0%
- **Multiracial** 0.0%

---

**Early Childhood PMF**

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

---

**Transportation**

Metro / Bus Service *

Congress Heights; 32, 94; W2, W3

**Total Enrollment**

172

**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%**

**Special Education**

2.9%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.**

*Please check www.wmata.com for updates*
## AppleTree Early Learning PCS - Southeast
### 2014 School Performance Report

**Grades Measured: PK3-PK4**

**Pre-Kindergarten (PK3-PK4) Grades (100% of Students)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy / Language - Every Child Ready (ECR)</td>
<td>46.4</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics - Every Child Ready (ECR)</td>
<td>55.4</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Social-Emotional Learning - Positive Behavior Rating Scale</td>
<td>69.3</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teacher Interaction: Classroom Assessment Scoring System (CLASS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>5.7</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.4</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>Leading Indicator</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>82.2</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>

*(2013–14)*

Grades Measured: PK3–PK4
AppleTree Early Learning
PCS - Southwest

School Profile (2014–15)

**School Mission / Purpose**
The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree 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

**Board Chair**
Jack McCarthy

**President and CEO**
Jack McCarthy

**Principal**
Aja Mills

**First School Year**
2007–08

**School Hours**
8:45 a.m. – 3:15 p.m.

**Grades Served**
Is part of a PK network.

**Current Grades**
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

**Future Grades**
- Before Care
- After Care

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.4%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>78.4%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>4.1%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>2.7%</td>
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<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
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<tr>
<td>White Non-Hispanic</td>
<td>13.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
79

**English Language Learner**
6.8%

**Economically Disadvantaged**
>60%**

**Special Education**
5.4%

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Transportation**

*Please check www.wmata.com for updates*
AppleTree Early Learning PCS - Southwest
2014 School Performance Report

(2013–14)

Grades Measured: PK3–PK4

Pre-Kindergarten (PK3–PK4) Grades (100% of Students)

Student Progress
  Literacy / Language - Every Child Ready (ECR)

Mathematics - Every Child Ready (ECR)

Social-Emotional Learning - Positive Behavior Rating Scale

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
  Attendance

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
2014 School Performance Report

BASIS DC PCS

410 8th Street NW
Washington, DC 20004
202-393-5437
www.basisdc.org

2014 School Performance Report

TIER SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>67.3%</td>
<td>71.9%</td>
</tr>
</tbody>
</table>

School Profile (2014–15)

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.

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 5th grade

Board Chair
Craig Barrett, Ph.D.

Head of School
Cameron Louis

First School Year
2012-13

School Hours
8:45 a.m. - 4:00 p.m.

Grades Served
Takes applications through 6th.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 4.7%
- Black Non-Hispanic: 48.2%
- Hispanic / Latino: 7.3%
- Native American / Alaska Native: 0.6%
- Pacific Islander / Native Hawaiian: 0.2%
- White Non-Hispanic: 32.4%
- Multiracial: 6.7%

Total Enrollment
510

English Language Learner
0.4%

Economically Disadvantaged
27.1%

Special Education
5.9%

Tier Explanation

1. High Performing
   (65.0% - 100.0%)

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 *
Archives - Navy Memorial, Gallery Place - Chinatown

*Please check www.wmata.com for updates

DC Public Charter School Board School Performance Report © 2014
34
Updated November 1, 2014
Grades Measured: 5-9

Student Progress (40 points): Academic Improvement Over Time
- Growth on DC CAS Reading over time: 10.7 out of 20.0 (53.5%)
- Growth on DC CAS Mathematics over time: 9.9 out of 20.0 (49.5%)

Student Achievement (25 points): Meeting or Exceeding Academic Standards
- DC CAS Reading Proficient and Above: 7.7 out of 10.0 (77.0%)
- Advanced only: 2.3 out of 2.5 (92.0%)
- DC CAS Mathematics Proficient and Above: 6.9 out of 10.0 (69.0%)
- Advanced only: 2.5 out of 2.5 (100.0%)

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success
- Proficient and Advanced 8th Grade Mathematics: 13.3 out of 15.0 (88.7%)

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement
- Attendance: 10.0 out of 10.0 (100.0%)
- Re-enrollment: 8.6 out of 10.0 (86.0%)

TOTAL SCORE
- TIER 1: 71.9 out of 100 (71.9%)

For a more detailed explanation of the indicators, see our technical guide.
**Board Chair**
Debra Graham

**Principal / Director**
Olivia Smith

**First School Year**
2005-06

**School Mission / Purpose**
Our mission is to provide an exemplary educational program that includes students with special needs. Our developmentally appropriate, student- and family-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for lifelong learning.

**School Hours**
8:30 a.m. - 3:30 p.m.

**Grades Served**
- Current Grades: PK3, PK4, K, 1, 2, 3
- Future Grades: 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult Ed

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>46.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>33.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.5%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>15.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
211

**English Language Learner**
37.0%

**Economically Disadvantaged**
63.0%

**Special Education**
28.4%

**School Profile (2014–15)**

**Unique School Characteristics**
- Elementary school expansion approved in 2012. Will serve grades PK3-5 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 Reader’s Choice poll for 2013
- The school’s approach to instruction is hands-on and student-centered

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Transportation**

**Metro / Bus Service**
Georgia Avenue-Petworth; S2, S3, S4, 70; S1, S2, S4

*Please check www.wmata.com for updates*
Bridges PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-1

Pre-Kindergarten (PK3-PK4) Grades (61% of Students)

Student Progress
- Literacy / Language - Peabody Picture Vocabulary Test (PPVT)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
- Classroom Organization
- Instructional Support

Leading Indicator
- Attendance

K-1 (39% of Students)

Student Achievement / Progress
- Literacy - Peabody Picture Vocabulary Test
- Mathematics - Test of Early Math Ability

Leading Indicators
- Attendance
- Re-enrollment
Briya PCS

2333 Ontario Road NW 202-797-7337
3912 Georgia Avenue NW 202-545-2020
Washington, DC www.briya.org

School Profile (2014–15)

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 and Medical Assistant preparation
- Won Washington Area Women’s Foundation Leadership Award; accredited by Middle States Assoc.

Board Chair
Daniela Carozza

Executive Director
Christie McKay

First School Year
2006–07

School Hours
Family Literacy Classes: 9:00 a.m. - 11:30 a.m.
12:30 p.m. - 3:00 p.m.
Evening: MTWR: 6:00 p.m. - 9:00 p.m.

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

- Asian: 2.9%
- Black Non-Hispanic: 16.3%
- Hispanic / Latino: 80.1%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.6%
- Multiracial: 0.0%

Total Enrollment 478

English Language Learner 92.7%

Economically Disadvantaged >60%

Special Education 0.6%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

- Metro / Bus Service *
  - S1, S2, S4

*Please check www.wmata.com for updates
Briya PCS
2014 School Performance Report

(2013–14)
Grades Measured: PK3-PK4

Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress
- Literacy / Language - Creative Curriculum - Teaching Strategies GOLD
  - Score: 91.7
- Mathematics - Creative Curriculum - Teaching Strategies GOLD
  - Score: 97.2
- Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD
  - Score: 100.0

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
  - Score: 6.2
- Classroom Organization
  - Score: 5.6
- Instructional Support
  - Score: 3.8

Leading Indicator
- Attendance
  - Score: 81.6

Mission Specific Goals
- 70% of pre-kindergarten families will score 5 or above on the Family Reading Journal rubric.
- Goals Met: Yes
- % Met: 100.0%
**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 and Medical Assistant preparation
- Won Washington Area Women’s Foundation Leadership Award; accredited by Middle States Assoc.

**School Hours**

Family Literacy Classes: 9:00 a.m. - 11:30 a.m.
12:30 p.m. - 3:00 p.m.
Evening: MTWR: 6:00 p.m. - 9:00 p.m.

**Grades Served**

Serves ages 16 and older.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
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<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
</tbody>
</table>

**Student Demographics (2013–14)**

- Asian: 2.9%
- Black Non-Hispanic: 16.3%
- Hispanic / Latino: 80.1%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.6%
- Multiracial: 0.0%

**Total Enrollment**

478

**English Language Learner**

92.7%

**Economically Disadvantaged**

>60%

**Special Education**

0.6%

**Transportation**

Metro / Bus Service *

S1, S2, S4

*Please check www wmata com for updates

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.**
 grades measured: adult ed

student progress: educational gain using educational functioning levels (efls)

english as a second language (esl) level performance*

77.2

student achievement: general education development (ged) or state-recognized equivalent attainment

obtain secondary credential

n/a

college/career readiness: employment and postsecondary outcomes

entered employment or entered postsecondary

survey response rate: 84.7%**

88.5

retained employment or entered postsecondary

survey response rate: 68.5%**

93.4

entered postsecondary

(prior program year)

n/a

leading indicators: predictors of future student progress and achievement

attendance

in-seat attendance rate

71.8

retention

76.1

mission-specific goals: progress on programming unique to the school’s mission

certification

70% of child development associate students taking the early childhood studies review certification exam will pass it.

100.0

family reading journal rubric

70% of parents enrolled for at least six months will score 5 or above on the family reading journal rubric.

77.3

*this measure has multiple floors and targets based on students’ starting levels.

**percent of students successfully contacted via career/college readiness surveys by the school.

for a more detailed explanation of the indicators, see our technical guide.
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

School Hours
MTRF: 8:30 a.m. - 3:30 p.m.
W: 8:30 a.m. - 1:30 p.m.

Grades Served
Is part of a PK-12 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
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<td>4</td>
<td>5</td>
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<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 1.6%
- Black Non-Hispanic: 35.0%
- Hispanic / Latino: 35.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 20.3%
- Multiracial: 7.8%

Total Enrollment: 321
English Language Learner: 28.8%
Economically Disadvantaged: 57.8%
Special Education: 6.6%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

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

*Please check www.wmata.com for updates
(2013–14)

**Grades Measured: PK3-2**

**Pre-Kindergarten (PK3-PK4) Grades (33% of Students)**

**Student Progress**
- **Literacy / Language - Creative Curriculum - Teaching Strategies GOLD**
  - Score: 88.9
- **Mathematics - Creative Curriculum - Teaching Strategies GOLD**
  - Score: 76.4

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
- **Emotional Support**
  - Score: 5.9
- **Classroom Organization**
  - Score: 5.5
- **Instructional Support**
  - Score: 2.4

**Leading Indicator**
- **Attendance**
  - Score: 100%

**K-2 (67% of Students)**

**Student Achievement / Progress**
- **Literacy - PALS (K), Developmental Reading Assessment (DRA) (1-2)**
  - Score: 81.3
- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 75.7

**Leading Indicators**
- **Attendance**
  - Score: 93.6
- **Re-enrollment**
  - Score: 95.1
2014 School Performance Report

Capital City PCS - Lower School

100 Peabody Street NW
Washington, DC 20011
202-808-9800
www.ccpcs.org

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

Board Chair
Anne Wallestad

First School Year
2000-01

Principal
Amy Wendel

School Hours
MTRF: 8:30 a.m. - 3:30 p.m.
W: 8:30 a.m. - 1:30 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)
- Asian: 1.6%
- Black Non-Hispanic: 35.0%
- Hispanic / Latino: 35.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 20.3%
- Multiracial: 7.8%

Total Enrollment
321

English Language Learner
28.8%

Economically Disadvantaged
57.8%

Special Education
6.6%

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

*Please check www wmata com for updates

Tier Explanations
1
High Performing
(65.0% - 100.0%)

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.
**Capital City PCS - Lower School**

2014 School Performance Report

(2013–14)

**Grades Measured: 3–4**

**Student Progress (40 points): Academic Improvement Over Time**

Growth on DC CAS Reading over time

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>48.3</td>
<td>9.2 out of 20.0</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td></td>
<td>46.0%</td>
</tr>
</tbody>
</table>

Growth on DC CAS Mathematics over time

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>45.0</td>
<td>7.5 out of 20.0</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td></td>
<td>37.5%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

DC CAS Reading

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>27.9</td>
<td>51.0</td>
<td>3.2 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>32.0%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3</td>
<td>25</td>
<td>8.0</td>
<td>0.8 out of 2.5</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>32.0%</td>
</tr>
</tbody>
</table>

DC CAS Mathematics

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>26.4</td>
<td>54.0</td>
<td>3.8 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>38.0%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.3</td>
<td>25</td>
<td>13.0</td>
<td>1.3 out of 2.5</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>52.0%</td>
</tr>
</tbody>
</table>

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

Proficient and Advanced 3rd Grade Reading

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>17.4</td>
<td>49.0</td>
<td>5.7 out of 15.0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>38.0%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

Attendance

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82</td>
<td>94.8</td>
<td>10.0 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Re-enrollment

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60.7</td>
<td>87.8</td>
<td>9.2 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td></td>
<td>92.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned out of</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.7 out of 100</td>
<td>50.7%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Capital City PCS – Middle School

100 Peabody Street NW
Washington, DC 20011
202-808-9800
www.ccpcs.org

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

School Hours
MTRF: 8:30 a.m. – 3:30 p.m.
W: 8:30 a.m. – 1:30 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)
- Asian: 3.7%
- Black Non-Hispanic: 39.2%
- Hispanic / Latino: 46.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.3%
- White Non-Hispanic: 7.4%
- Multiracial: 3.4%

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

Tier Explanation
1. High Performing
   (65.0% - 100.0%)
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 © 2014
Updated November 1, 2014
### Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time:
  - Points Earned: 9.0 out of 20.0
  - Percent of Possible Points: 45.0%
- Growth on DC CAS Mathematics over time:
  - Points Earned: 4.2 out of 20.0
  - Percent of Possible Points: 21.0%

### Student Achievement (25 points): Meeting or Exceeding Academic Standards

#### DC CAS Reading
- Proficient and Above:
  - Points Earned: 3.0 out of 10.0
  - Percent of Possible Points: 30.0%
- Advanced only:
  - Points Earned: 0.8 out of 2.5
  - Percent of Possible Points: 32.0%

#### DC CAS Mathematics
- Proficient and Above:
  - Points Earned: 1.8 out of 10.0
  - Percent of Possible Points: 18.0%
- Advanced only:
  - Points Earned: 1.0 out of 2.5
  - Percent of Possible Points: 40.0%

### Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 8th Grade Mathematics:
  - Points Earned: 4.3 out of 15.0
  - Percent of Possible Points: 28.7%

### Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance:
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%
- Re-enrollment:
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

### TOTAL SCORE

- ** Tier 2 **
- Points Earned: 44.1 out of 100
- Percent of Possible Points: 44.1%

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

100 Peabody Street NW
Washington, DC 20011
202-808-9800
www.ccpcs.org

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

Board Chair
Anne Wallestad

Head of School
Karen Dresden

Principal
Belicia Reaves

First School Year
2008-09

School Hours
MTRF: 8:30 a.m. - 3:30 p.m.
W: 8:30 a.m. - 1:30 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)

- Asian: 3.0%
- Black Non-Hispanic: 37.8%
- Hispanic / Latino: 56.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.3%
- White Non-Hispanic: 0.9%
- Multiracial: 1.8%

Total Enrollment
337

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

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.
Capital City PCS - High School
2014 School Performance Report

(2013–14)
Grades Measured: 9–12

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time
0 30 65 100
7.3 out of 7.5 97.3%

Growth on DC CAS Mathematics over time
0 30 65 100
4.6 out of 7.5 61.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading
Proficient and Above
0 17.6 100
4.3 out of 10 43.0%

Advanced only
0.3 25 100
1.5 out of 2.5 60.0%

High Grades DC CAS Mathematics
Proficient and Above
0 20.3 100
4.3 out of 10.0 43.0%

Advanced only
0 25 100
0.9 out of 2.5 36.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate
0 57 100
3.1 out of 7.5 41.3%

PSAT Performance (11th)
2.3 50 100
5.5 out of 7.5 73.3%

SAT/ACT Performance (12th)
6.7 75 100
4.5 out of 7.5 60.0%

College Acceptance Rate
0 66.1 100
7.2 out of 7.5 96.0%

College Readiness: Advanced Placement / International Baccalaureate Achievement
13.4 100
4.5 out of 5.0 90.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance
0 90.2
8.2 out of 10.0 82.0%

Re-enrollment
0 90.5
10.0 out of 10.0 100.0%

9th Grade Credits (on track to graduate)
0 89.8
4.0 out of 5.0 80.0%

TOTAL SCORE
TIER 1
69.9 out of 100 69.9%
## Capital City PCS - High School
### 2014 School Performance Report

(2013-14)

### Future Metrics

<table>
<thead>
<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>89.5%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</strong></td>
<td>29.9%</td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Mission / Purpose
The mission of Carlos Rosario PCS is to provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment.

Unique School Characteristics
- Hosts visits from more than 150 international businesses and other dignitaries annually
- Partners 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
- Recognized by the U.S. Department of Education as a national model in adult education

School Hours
8:45 a.m. - 9:00 p.m.

Grades Served
Serves ages 16 and older.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Executive Director/CEO
Allison R. Kokkoros

Board Chair
Alberto Gomez

Principals
Holly-Ann Freso
Jorge Delgado, Ph.D.

Transportation
Metro / Bus Service *
Harvard Street: Columbia Heights; 52, 53, 54, 64; H1, H2, H3, H4, H8

Adult Education PMF
This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE 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 skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

**Student Demographics (2013–14)**

- Asian: 4.4%
- Black Non-Hispanic: 19.5%
- Hispanic / Latino: 74.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 1.6%
- Multiracial: 0.1%

**Total Enrollment**
1983

**English Language Learner**
91.2%

**Economically Disadvantaged**
83.7%

**Special Education**
0.0%

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

#### Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

**Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance***

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

#### Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

**Obtain Secondary Credential**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

#### College/Career Readiness: Employment and Postsecondary Outcomes

**Entered Employment or Entered Postsecondary**

Survey Response Rate: 50.0%**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
</tr>
</tbody>
</table>

**Retained Employment or Entered Postsecondary**

Survey Response Rate: 50.9%**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>69.8</td>
</tr>
</tbody>
</table>

**Entered Postsecondary**

(Prior Program Year)

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>75</td>
</tr>
</tbody>
</table>

#### Leading Indicators: Predictors of Future Student Progress and Achievement

**Attendance**

*In-seat attendance rate*

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

**Retention**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>76.7</td>
</tr>
</tbody>
</table>

#### Mission-Specific Goals: Progress on Programming Unique to the School’s Mission

**GED Students**

64% of GED 100 and 200 students enrolled in fall will advance one grade level in language by the end of the year.

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>63.0</td>
</tr>
</tbody>
</table>

**ESL Students**

75% of ESL students will pass the CR Technology Test.

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

**Culinary Arts Program**

90% of students in the Culinary Arts Program will earn the ServSafe Certification by the end of the school year.

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>95.0</td>
</tr>
</tbody>
</table>

---

*This measure has multiple floors and targets based on students’ starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.
Cedar Tree Academy PCS

School Profile (2014–15)

School Mission / Purpose
The academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. No exceptions, no excuses!

Executive Director
LaTonya Henderson, Ed.D.

First School Year
2001–02

Board Chair
Carla Bailey, Ph.D.

School Hours
7:40 a.m. – 3:30 p.m.

Grades Served

Current Grades
Future Grades
PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed
Before Care
After Care

Unique School Characteristics
- Summer school enrichment
- After School Program
- After-school tutoring and athletics
- Washington Tennis & Education Foundation: Tennis Program; American University Jumpstart Program partner

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment 322
English Language Learner 0.0%
Economically Disadvantaged >60%**
Special Education 2.8%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Anacostia; B2

*Please check www.wmata.com for updates
Cedar Tree Academy PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3–K

Pre-Kindergarten (PK3–PK4) Grades (79% of Students)

Student Progress
Literacy / Language - Individual Growth and Development Indicators (myIGDI)

Mathematics - Individual Growth and Development Indicators (myIGDI)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K–K (21% of Students)

Student Achievement / Progress
Literacy - Scantron Performance Series

Mathematics - Scantron Performance Series

Leading Indicators
Attendance

Re-enrollment

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
School Profile (2014–15)

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 core values
- Extended learning program daily with academic support and enrichment activities
- Saturday sports program in flag football, basketball, volleyball, and soccer
- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair
Thomas O’Hara

Principal
Shavonne Gibson

President and CEO
Russ E. Williams, Jr.

First School Year
2008-09

School Hours
MTRF: 8:30 a.m. - 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

Grades Served
Is part of a PK-8 network.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity / Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>41.4%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>57.8%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment
251

English Language Learner
30.7%

Economically Disadvantaged
>60%**

Special Education
9.2%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF
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Transportation

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

**Please check www.wmata.com for updates
Center City PCS - Brightwood
2014 School Performance Report

(2013–14)
Grades Measured: PK4-2

Pre-Kindergarten (PK4-PK4) Grades (20% of Students)

Student Progress
- Literacy / Language - Every Child Ready (ECR)
  
- Mathematics - Every Child Ready (ECR)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
  
- Classroom Organization
  
- Instructional Support

Leading Indicator
- Attendance

K-2 (80% of Students)

Student Achievement / Progress
- Literacy - mCLASS:TRC (K-1), NWEA MAP (2)
  
- Mathematics - Northwest Evaluation Association Measure of Academic Progress

Leading Indicators
- Attendance
  
- Re-enrollment
Center City PCS – Brightwood

6008 Georgia Avenue NW
Washington, DC 20011

2014 School Performance Report

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 core values
- Extended learning program daily with academic support and enrichment activities
- Saturday sports program in flag football, basketball, volleyball, and soccer
- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

School Hours
MTRF: 8:30 a.m. – 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

Grades Served
Is part of a PK-8 network.

Student Demographics (2013–14)

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

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

Tier Explanations

1. High Performing
(65.0% - 100.0%)

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 (2014–15)

Board Chair
Thomas O’Hara

President and CEO
Russ E. Williams, Jr.

Principal
Shavonne Gibson

First School Year
2008-09

Economically Disadvantaged
>60%**

Special Education
9.2%

Total Enrollment
251

English Language Learner
30.7%

Economically Disadvantaged
>60%**

*Please check www.wmata.com for updates

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
Center City PCS - Brightwood
2014 School Performance Report

(2013–14)
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
Proficient and Above

Advances Only

Elementary Grades DC CAS Mathematics
Proficient and Above

Advanced Only

Middle Grades DC CAS Reading
Proficient and Above

Advanced Only

Middle Grades DC CAS Mathematics
Proficient and Above

Advanced Only

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

TOTAL SCORE

For a more detailed explanation of the indicators, see our technical guide.
**School Profile (2014–15)**

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**Board Chair**
Thomas O’Hara

**President and CEO**
Russ E. Williams, Jr.

**Principal**
O’Kiyyah Lyons-Lucas

**First School Year**
2008-09

**School Hours**
MTRF: 8:30 a.m. – 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

**Grades Served**
PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed
Before Care
After Care

**Student Demographics (2013–14)**

- Asian: 0.0%
- Black Non-Hispanic: 99.2%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.4%
- Multiracial: 0.4%

**Total Enrollment**
237

**English Language Learner**
0.0%

**Economically Disadvantaged**
>60%**

**Special Education**
10.5%

**Transportation**

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

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills.

K-2 assessments measure achievement or progress in reading and mathematics.

Schools have the option to include progress on social-emotional learning.
### Pre-Kindergarten (PK4-PK4) Grades (20% of Students)

#### Student Progress
- **Literacy / Language - Every Child Ready (ECR)**
  - Score: 83.3%
- **Mathematics - Every Child Ready (ECR)**
  - Score: 66.7%

#### Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- **Emotional Support**
  - Score: 6.0%
- **Classroom Organization**
  - Score: 5.7%
- **Instructional Support**
  - Score: 3.4%

#### Leading Indicator
- **Attendance**
  - Score: 89.8%

### K-2 (80% of Students)

#### Student Achievement / Progress
- **Literacy - mCLASS:TRC (K-1), NWEA MAP (2)**
  - Score: 63.4%
- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 84.5%

#### Leading Indicators
- **Attendance**
  - Score: 90.3%
- **Re-enrollment**
  - Score: 78.6%
Center City PCS - Capitol Hill
1503 East Capitol Street SE
Washington, DC 20003
202-547-7556
www.centercitypcs.org

School Profile (2014–15)

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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Board Chair
Thomas O’Hara

Principal
O’Kiyyah Lyons-Lucas

First School Year
2008–09

School Hours
MTRF: 8:30 a.m. – 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

Grades Served
Is part of a PK-8 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>1</td>
</tr>
<tr>
<td>PK4</td>
<td>2</td>
</tr>
<tr>
<td>K</td>
<td>3</td>
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<tr>
<td>1</td>
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<td>2</td>
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<td>11</td>
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<td>9</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>11</td>
<td>Before Care</td>
</tr>
<tr>
<td>12</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- **Asian**: 0.0%
- **Black Non-Hispanic**: 99.2%
- **Hispanic / Latino**: 0.0%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.4%
- **Multiracial**: 0.4%

**Total Enrollment**: 237

- **English Language Learner**: 0.0%
- **Economically Disadvantaged**: >60%
- **Special Education**: 10.5%

**Transportation**

- **Metro / Bus Service**: Stadium–Armory; D6

Tier Explanations

1. **High Performing (65.0% - 100.0%)**
2. **Mid Performing (35.0% - 64.9%)**
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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.
Center City PCS - Capitol Hill
2014 School Performance Report

(2013–14)
Grades Measured: 3–8

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time
0 30 48.0 70 100
9.0 out of 20.0 45.0%
Growth on DC CAS Mathematics over time
0 30 47.8 70 100
8.9 out of 20.0 44.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading
Proficient and Above
0 26.9 100
0.0 out of 5.0 0.0%
Advanced Only
0.3 25
0.06 out of 1.25 4.8%
Elementary Grades DC CAS Mathematics
Proficient and Above
0 32.8 100
0.4 out of 5.0 8.0%
Advanced Only
0.3 25
0.14 out of 1.25 11.2%
Middle Grades DC CAS Reading
Proficient and Above
0 32.3 100
1.7 out of 5.0 34.0%
Advanced Only
0.3 25
0.06 out of 1.25 4.8%
Middle Grades DC CAS Mathematics
Proficient and Above
0 39 100
1.0 out of 5.0 20.0%
Advanced Only
0.3 25
0.06 out of 1.25 4.8%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading
0 17.4 100
1.8 out of 7.5 24.0%
Proficient and Advanced 8th Grade Mathematics
0 38.9 100
5.8 out of 7.5 77.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance
0 82 91.2
9.2 out of 10.0 92.0%
Re-enrollment
0 60.7 76.6
5.4 out of 10.0 54.0%

TOTAL SCORE
43.5 out of 100 43.5%

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**School Mission / Purpose**

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**School Hours**

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W: 8:30 a.m. - 2:30 p.m.

**Grades Served**

Is part of a PK-8 network.

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

**Board Chair**

Thomas O’Hara

**Principal**

Niya White

**President and CEO**

Russ E. Williams, Jr.

**First School Year**

2008-09

**Early Childhood PMF**

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Transportation**

**Metro / Bus Service**

Congress Heights; A2, A42, A8, A48

*Please check www.wmata.com for updates

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td></td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**

227

**English Language Learner**

0.4%

**Economically Disadvantaged**

>60%**

**Special Education**

8.8%

**Community Eligible Schools**

serve at least 60% low-income students and offer free school meals to all students.
Center City PCS - Congress Heights
2014 School Performance Report

(2013–14)

Grades Measured: PK4-2

Pre-Kindergarten (PK4-PK4) Grades (25% of Students)

<table>
<thead>
<tr>
<th>Student Progress</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy / Language - Every Child Ready (ECR)</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Mathematics - Every Child Ready (ECR)</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Classroom Organization

<table>
<thead>
<tr>
<th>Classroom Organization</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Instructional Support

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Leading Indicator

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>

K-2 (75% of Students)

Student Achievement / Progress

<table>
<thead>
<tr>
<th>Literacy - mCLASS:TRC (K-1), NWEA MAP (2)</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50</td>
<td>90</td>
</tr>
</tbody>
</table>

Mathematics - Northwest Evaluation Association Measure of Academic Progress

<table>
<thead>
<tr>
<th>Mathematics - Northwest Evaluation Association Measure of Academic Progress</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50</td>
<td>90</td>
</tr>
</tbody>
</table>

Leading Indicators

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82</td>
<td>92</td>
</tr>
</tbody>
</table>

Re-enrollment

<table>
<thead>
<tr>
<th>Re-enrollment</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
Center City PCS – Congress Heights

220 Highview Place SE
Washington, DC 20032
202-562-7070
www.centercitypcs.org

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Principal
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President and CEO
Russ E. Williams, Jr.

First School Year
2008-09

School Hours
MTRF: 8:30 a.m. – 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

Grades Served
Is part of a PK-8 network.

Student Demographics (2013–14)

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation
Metro / Bus Service *
Congress Heights; A2, A42, A8, A48

Tier Explanations
1 High Performing
(65.0% - 100.0%)
2 Mid Performing
(35.0% - 64.9%)
3 Low Performing
(0.0% - 34.9%)

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### Center City PCS - Congress Heights
#### 2014 School Performance Report

**Student Progress (40 points): Academic Improvement Over Time**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>19.1 out of 20.0</td>
<td>95.5%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>16.4 out of 20.0</td>
<td>82.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Points Possible</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 Above</td>
<td>0.9 out of 5.0</td>
<td>18.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.00 out of 1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td>Elementary Grades DC CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>1.4 out of 5.0</td>
<td>28.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.00 out of 1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>2.6 out of 5.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.41 out of 1.25</td>
<td>32.8%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>2.6 out of 5.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>1.01 out of 1.25</td>
<td>80.8%</td>
</tr>
</tbody>
</table>

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

<table>
<thead>
<tr>
<th>Category</th>
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<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd Grade Reading</td>
<td>1.4 out of 7.5</td>
<td>18.7%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>6.7 out of 7.5</td>
<td>89.3%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
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<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.8 out of 10.0</td>
<td>98.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>3.4 out of 10.0</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned out of 100</th>
<th>Percent of Possible 65.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65.7</td>
<td>65.7%</td>
</tr>
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Grades Served

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<table>
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<td></td>
</tr>
<tr>
<td>10 11 12 Adult Ed</td>
<td></td>
</tr>
<tr>
<td>Before Care After Care</td>
<td></td>
</tr>
</tbody>
</table>

Student Demographics (2013-14)

- Asian: 0.0%
- Black Non-Hispanic: 42.8%
- Hispanic / Latino: 53.8%
- Native American / Alaska Native: 1.3%
- Pacific Islander / Native Hawaiian: 0.8%
- White Non-Hispanic: 0.4%
- Multiracial: 0.8%

Total Enrollment: 237
English Language Learner: 26.3%
Economically Disadvantaged: >60%
Special Education: 11.0%

Transportation

*Please check www.wmata.com for updates

Metro / Bus Service *
Georgia Avenue-Petworth; 70; H8

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
### Pre-Kindergarten (PK4-PK4) Grades (24% of Students)

#### Student Progress
- **Literacy / Language - Every Child Ready (ECR)**
  - Score: 78.3%
- **Mathematics - Every Child Ready (ECR)**
  - Score: 91.3%

#### Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- **Emotional Support**
  - Score: 5.8%
- **Classroom Organization**
  - Score: 5.8%
- **Instructional Support**
  - Score: 2.3%

#### Leading Indicator
- **Attendance**
  - Score: 94.6%

### K-2 (76% of Students)

#### Student Achievement / Progress
- **Literacy - mCLASS:TRC (K-1), NWEA MAP (2)**
  - Score: 72.2%
- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 91.7%

#### Leading Indicators
- **Attendance**
  - Score: 82%
- **Re-enrollment**
  - Score: 89.2%
Center City PCS - Petworth

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

2014 School Performance Report

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 core values
- Extended learning program daily with academic support and enrichment activities
- Saturday sports program in flag football, basketball, volleyball, and soccer
- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

School Hours
MTRF: 8:30 a.m. - 4:00 p.m.
W: 8:30 a.m. - 2:30 p.m.

Grades Served
Is part of a PK-8 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Board Chair
Thomas O’Hara
First School Year
2008-09

Principal
Nazo Burgy

School Profile (2014–15)

President and CEO
Russ E. Williams, Jr.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>42.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>53.8%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>1.3%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.8%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Total Enrollment
237

High Performing
1 (65.0% - 100.0%)

Mid Performing
2 (35.0% - 64.9%)

Low Performing
3 (0.0% - 34.9%)

Economically Disadvantaged
>60%**

Special Education
11.0%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

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; 70; H8

*Please check www.wmata.com for updates

Updated November 1, 2014
## Center City PCS - Petworth
2014 School Performance Report

### Grades Measured: 3–8

#### Student Progress (40 points): Academic Improvement Over Time

- **Growth on DC CAS Reading over time**
  - **Floor:** 0
  - **Target:** 70
  - **Score:** 58.3
  - Points Earned: 14.2 out of 20.0
  - Percent of Possible Points: 71.0%

- **Growth on DC CAS Mathematics over time**
  - **Floor:** 0
  - **Target:** 70
  - **Score:** 50.3
  - Points Earned: 10.2 out of 20.0
  - Percent of Possible Points: 51.0%

#### Student Achievement (25 points): Meeting or Exceeding Academic Standards

- **Elementary Grades DC CAS Reading**
  - Proficient and Above
    - **Score:** 49.4
    - Points Earned: 1.5 out of 5.0
    - Percent of Possible Points: 30.0%

- **Advanced Only**
  - **Score:** 1.3
  - Points Earned: 0.05 out of 1.25
  - Percent of Possible Points: 4.0%

- **Elementary Grades DC CAS Mathematics**
  - Proficient and Above
    - **Score:** 54.5
    - Points Earned: 1.9 out of 5.0
    - Percent of Possible Points: 38.0%

- **Advanced Only**
  - **Score:** 16.9
  - Points Earned: 0.84 out of 1.25
  - Percent of Possible Points: 67.2%

- **Middle Grades DC CAS Reading**
  - Proficient and Above
    - **Score:** 60.0
    - Points Earned: 2.0 out of 5.0
    - Percent of Possible Points: 40.0%

- **Advanced Only**
  - **Score:** 20.0
  - Points Earned: 1.00 out of 1.25
  - Percent of Possible Points: 80.0%

- **Middle Grades DC CAS Mathematics**
  - Proficient and Above
    - **Score:** 51.6
    - Points Earned: 1.0 out of 5.0
    - Percent of Possible Points: 20.0%

- **Advanced Only**
  - **Score:** 14.5
  - Points Earned: 0.72 out of 1.25
  - Percent of Possible Points: 57.6%

### Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- **Proficient and Advanced 3rd Grade Reading**
  - **Score:** 37.5
  - Points Earned: 1.8 out of 7.5
  - Percent of Possible Points: 24.0%

- **Proficient and Advanced 8th Grade Mathematics**
  - **Score:** 62.5
  - Points Earned: 2.9 out of 7.5
  - Percent of Possible Points: 38.7%

### Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - **Score:** 94.4
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- **Re-enrollment**
  - **Score:** 84.3
  - Points Earned: 8.1 out of 10.0
  - Percent of Possible Points: 81.0%

### TOTAL SCORE

- **Tier:** 2
- **Score:** 56.2 out of 100
- **Percent:** 56.2%

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Center City PCS - Shaw

711 N Street NW
Washington, DC 20001
202-234-1093
www.centercitypcs.org

School Profile (2014–15)

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 core values
- Extended learning program daily with academic support and enrichment activities
- Saturday sports program in flag football, basketball, volleyball, and soccer
- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair
Thomas O’Hara

Principal
Demetria Gartrell

President and CEO
Russ E. Williams, Jr.

First School Year
2008-09

School Hours
MTRF: 8:30 a.m. – 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

Grades Served
Is part of a PK-8 network.

- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

- Asian: 2.1%
- Black Non-Hispanic: 68.2%
- Hispanic / Latino: 29.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.4%
- Multiracial: 0.0%
- Total Enrollment: 239
- English Language Learner: 16.3%
- Economically Disadvantaged: >60%**
- Special Education: 11.7%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Mount Vernon Square; 70

*Please check www.wmata.com for updates
Center City PCS – Shaw
2014 School Performance Report

Grades Measured: PK4-2

Pre-Kindergarten (PK4–PK4) Grades (22% of Students)

Student Progress
Literacy / Language - Every Child Ready (ECR)

Mathematics - Every Child Ready (ECR)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-2 (78% of Students)

Student Achievement / Progress
Literacy - mCLASS:TRC (K-1), NWEA MAP (2)

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Leading Indicators
Attendance

Re-enrollment
Center City PCS - Shaw

School Profile (2014–15)

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Board Chair
Thomas O'Hara

Principal
Demetria Gartrell

President and CEO
Russ E. Williams, Jr.

First School Year
2008-09

School Hours
MTRF: 8:30 a.m. - 4:00 p.m.
W: 8:30 a.m. - 2:30 p.m.

Grades Served
Is part of a PK-8 network.

Student Demographics (2013–14)

- Asian: 2.1%
- Black Non-Hispanic: 68.2%
- Hispanic / Latino: 29.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.4%
- Multiracial: 0.0%

Total Enrollment: 239

Transportation
Metro / Bus Service *
Mount Vernon Square; 70

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanations

1. High Performing
(65.0% - 100.0%)

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

### Growth on DC CAS Reading over time

- Points Earned: 18.5 out of 20.0
- Percent of Possible Points: 92.5%

### Growth on DC CAS Mathematics over time

- Points Earned: 15.6 out of 20.0
- Percent of Possible Points: 78.0%

## Student Achievement (25 points): Meeting or Exceeding Academic Standards

### Elementary Grades DC CAS Reading

#### Proficient and Above

- Points Earned: 1.6 out of 5.0
- Percent of Possible Points: 32.0%

#### Advanced Only

- Points Earned: 0.33 out of 1.25
- Percent of Possible Points: 26.4%

### Elementary Grades DC CAS Mathematics

#### Proficient and Above

- Points Earned: 2.2 out of 5.0
- Percent of Possible Points: 44.0%

#### Advanced Only

- Points Earned: 0.47 out of 1.25
- Percent of Possible Points: 37.6%

### Middle Grades DC CAS Reading

#### Proficient and Above

- Points Earned: 1.3 out of 5.0
- Percent of Possible Points: 26.0%

#### Advanced Only

- Points Earned: 0.40 out of 1.25
- Percent of Possible Points: 32.0%

### Middle Grades DC CAS Mathematics

#### Proficient and Above

- Points Earned: 1.6 out of 5.0
- Percent of Possible Points: 32.0%

#### Advanced Only

- Points Earned: 0.40 out of 1.25
- Percent of Possible Points: 32.0%

## Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

### Proficient and Advanced 3rd Grade Reading

- Points Earned: 1.8 out of 7.5
- Percent of Possible Points: 24.0%

### Proficient and Advanced 8th Grade Mathematics

- Points Earned: 4.7 out of 7.5
- Percent of Possible Points: 62.7%

## Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

### Attendance

- Points Earned: 10.0 out of 10.0
- Percent of Possible Points: 100.0%

### Re-enrollment

- Points Earned: 9.9 out of 10.0
- Percent of Possible Points: 99.0%

## TOTAL SCORE

- Tier: 1
- Points Earned: 68.8 out of 100
- Percent of Possible Points: 68.8%

For a more detailed explanation of the indicators, see our technical guide.
**School Mission / Purpose**
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**Board Chair**
Thomas O’Hara

**President and CEO**
Russ E. Williams, Jr.

**Principal**
Melissa Boyd

**First School Year**
2008-09

**School Hours**
MTRF: 8:30 a.m. - 4:00 p.m.
W: 8:30 a.m. - 2:30 p.m.

**Grades Served**
Is part of a PK-8 network.

- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**Student Demographics (2013–14)**

- Asian: 0.0%
- Black Non-Hispanic: 98.2%
- Hispanic / Latino: 1.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.4%

**Total Enrollment**: 226

**English Language Learner**: 2.2%

**Economically Disadvantaged**: >60%

**Special Education**: 10.7%

**Transportation**

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

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Student Profile (2014–15)**

- 5

**Is part of a PK–8 network.**

**Center City PCS – Trinidad**
1217 West Virginia Avenue NE
Washington, DC 20002

202-397-1614
www.centercitypcs.org

**2014 School Performance Report**

**Updated November 1, 2014**

DC Public Charter School Board School Performance Report © 2014
### Center City PCS - Trinidad

2014 School Performance Report

#### (2013–14)

**Grades Measured: PK4-2**

Pre-Kindergarten (PK4-PK4) Grades (21% of Students)

<table>
<thead>
<tr>
<th>Student Progress</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy / Language - Every Child Ready (ECR)</td>
<td>94.4</td>
</tr>
<tr>
<td>Mathematics - Every Child Ready (ECR)</td>
<td>88.9</td>
</tr>
</tbody>
</table>

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.5</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.6</td>
</tr>
<tr>
<td>Leading Indicator</td>
<td>91.0</td>
</tr>
</tbody>
</table>

#### K-2 (79% of Students)

<table>
<thead>
<tr>
<th>Student Achievement / Progress</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy - mCLASS:TRC (K-1), NWEA MAP (2)</td>
<td>72.7</td>
</tr>
<tr>
<td>Mathematics - Northwest Evaluation Association Measure of Academic Progress</td>
<td>86.4</td>
</tr>
</tbody>
</table>

Leading Indicators

| Attendance | 89.6 |
| Re-enrollment | 71.4 |

DC Public Charter School Board School Performance Report © 2014 76

Updated November 1, 2014
Center City PCS - Trinidad

1217 West Virginia Avenue NE
Washington, DC 20002
202-397-1614
www.centercitypcs.org

2014 School Performance Report

Board Chair
Thomas O’Hara

First School Year
2008–09

Principal
Melissa Boyd

School Hours
MTRF: 8:30 a.m. – 4:00 p.m.
W: 8:30 a.m. – 2:30 p.m.

Grades Served
Is part of a PK-8 network.

Classroom Structure

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

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- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 98.2%
- Hispanic / Latino: 1.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.4%

Total Enrollment: 226

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner</td>
<td>2.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged &gt;60%</td>
<td>&gt;60%</td>
</tr>
<tr>
<td>Special Education</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

Tier Explanations
1. High Performing (65.0% - 100.0%)
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 *
NoMa-Galludet; 90, 92, 93; D3, D4, D8; X3

*Please check www.wmata.com for updates

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students."
César Chávez PCS for Public Policy - Capitol Hill

School Profile (2014–15)

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

Board Chair
Kathy Bihr

Founder
Irasema Salcido

Principal
Zenada Mahon

First School Year
1998-99

School Hours
8:15 a.m. – 3:21 p.m.

Grades Served
Takes applications through 10th. Is part of a 6-12 network.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>81.5%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>18.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

Total Enrollment 389

English Language Learner 4.1%

Economically Disadvantaged >60%

Special Education 15.9%

TIER SCORES

<table>
<thead>
<tr>
<th>Tier</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65.0%</td>
<td>100.0%</td>
<td></td>
<td>57.2%</td>
</tr>
<tr>
<td>2</td>
<td>35.0%</td>
<td>64.9%</td>
<td></td>
<td>57.2%</td>
</tr>
<tr>
<td>3</td>
<td>0.0%</td>
<td>34.9%</td>
<td></td>
<td>57.2%</td>
</tr>
</tbody>
</table>

Tier Explanation

1. High Performing (65.0% - 100.0%)
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 *
Eastern Market, Potomac Avenue; 32, 34, 36

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.**

*Please check www.wmata.com for updates
## Grades Measured: 9-12

### Student Progress (15 points): Test Score Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>6.2 out of 7.5</td>
<td>82.7%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>6.8 out of 7.5</td>
<td>90.7%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading</td>
<td>4.6 out of 10</td>
<td>46.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.6 out of 2.5</td>
<td>24.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics</td>
<td>6.0 out of 10</td>
<td>60.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.1 out of 2.5</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

### Gateway (35 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>1.6 out of 7.5</td>
<td>21.3%</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>4.1 out of 7.5</td>
<td>54.7%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>3.1 out of 7.5</td>
<td>41.3%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>6.3 out of 7.5</td>
<td>84.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>4.0 out of 5.0</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>6.6 out of 10</td>
<td>66.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>5.6 out of 10</td>
<td>56.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>1.6 out of 5.0</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>57.2 out of 100</td>
<td>57.2%</td>
</tr>
<tr>
<td>Gateway: Outcomes Aligned to College and Career Readiness</td>
<td>School Performance</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Graduation Rate</strong></td>
<td><strong>76.6%</strong></td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate</strong></td>
<td><strong>12.1%</strong></td>
<td></td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CTE Certification Exam Pass Rate</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
</tbody>
</table>
School Profile (2014–15)

**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

**Board Chair**
Kathy Bihr  
**Founder**
Irasema Salcido

**Principal**
Robert McCarty  
**First School Year**
2007-08

**School Hours**
MTRF: 8:30 a.m. - 3:30 p.m.  
W: 8:30 a.m. - 1:30 p.m.

**Grades Served**
Is part of a 6-12 network

**Student Demographics (2013–14)**

- **Asian** 0.9%
- **Black Non-Hispanic** 24.5%
- **Hispanic / Latino** 74.5%
- **Native American / Alaska Native** 0.0%
- **Pacific Islander / Native Hawaiian** 0.0%
- **White Non-Hispanic** 0.0%
- **Multiracial** 0.0%

**Total Enrollment**
322

**English Language Learner**
27.3%

**Economically Disadvantaged >60%**

**Special Education**
12.1%

**Transportation**

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

*Please check www.wmata.com for updates

**Tier Explanation**

1. **High Performing**
   (65.0% - 100.0%)

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.

**Future Grades**

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**TIER SCORES**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

73.6% 66.6% 65.2% 59.8%

**Community Eligible Schools**
serve at least 60% low-income students and offer free school meals to all students.

770 Kenyon Street NW  
Washington, DC 20010

202-723-3975  
www.chavezschools.org
**Student Progress (40 points): Academic Improvement Over Time**

- **Growth on DC CAS Reading over time**: 51.7% (10.9 out of 20.0, 54.5%)
- **Growth on DC CAS Mathematics over time**: 51.5% (10.8 out of 20.0, 54.0%)

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- **DC CAS Reading**
  - Proficient and Above: 53.7% (3.2 out of 10.0, 32.0%)
  - Advanced only: 6.6% (0.6 out of 2.5, 24.0%)
- **DC CAS Mathematics**
  - Proficient and Above: 67.3% (4.6 out of 10.0, 46.0%)
  - Advanced only: 16.2% (1.6 out of 2.5, 64.0%)

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- Proficient and Advanced 8th Grade Mathematics: 76.9% (9.3 out of 15.0, 62.0%)

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- **Attendance**: 94.4% (10.0 out of 10.0, 100.0%)
- **Re-enrollment**: 86.5% (8.8 out of 10.0, 88.0%)

**TOTAL SCORE**

- **TIER 2**: 59.8% (59.8 out of 100)

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

**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 rich in literacy and math
- Public policy integrated into curriculum through field trips and advisory experience
- Tiger Woods Learning Center Robotics and Media program
- Extended school day with culture that emphasizes safety and structure

**Board Chair**
Kathy Bihr

**Founder**
Irasema Salcido

**Principal**
Dwan Jordon

**First School Year**
2003–04

**School Hours**
8:00 a.m. - 3:30 p.m.

**Grades Served**
Is part of a 6–12 network.

**Transportation**

**TIER EXPLANATION**

1. **High Performing**
(65.0% - 100.0%)

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 (2013–14)**

**Total Enrollment**
305

**English Language Learner**
2.3%

**Economically Disadvantaged**
>60%**

**Special Education**
14.8%

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>95.4%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>4.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.3%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Transportation**

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

**Please check www.wmata.com for updates**

**Target School Improvement**

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**2014 School Performance Report**

César Chávez PCS for Public Policy - Parkside Middle School

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

**2014 School Performance Report**

**Tier Scores**

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Ward</strong></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>52.7%</td>
<td>47.3%</td>
<td>48.7%</td>
<td>40.9%</td>
</tr>
</tbody>
</table>

**Student Eligibility**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Eligible</strong></td>
<td><strong>at least 60%</strong></td>
</tr>
</tbody>
</table>

**Updated November 1, 2014**
### Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>30</td>
<td>70</td>
<td>40.5</td>
<td>5.3 out of 20.0</td>
<td>26.5%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>30</td>
<td>70</td>
<td>47.5</td>
<td>8.8 out of 20.0</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or Exceeding Academic Standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Proficient and Above</th>
<th>Advanced only</th>
<th>DC CAS Reading</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC CAS Reading</td>
<td>39.9</td>
<td>2.5</td>
<td>0.3</td>
<td>1.1 out of 10.0</td>
<td>11.0%</td>
</tr>
<tr>
<td>DC CAS Mathematics</td>
<td>48.6</td>
<td>3.9</td>
<td>0.3</td>
<td>1.6 out of 10.0</td>
<td>16.0%</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 out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>6.7 out of 15.0</td>
<td>44.7%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.8 out of 10.0</td>
<td>98.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>7.0 out of 10.0</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned out of Points Possible</th>
<th>TIER 2</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.9 out of 100</td>
<td></td>
<td>40.9%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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

Board Chair
Kathy Bihr

Founder
Irasema Salcido

Principal
Dwan Jordon

First School Year
2003-04

School Hours
8:05 a.m. – 3:45 p.m.

Grades Served
Takes applications through 10th. Is part of a 6-12 network.

Current Grades
Future Grades
PK3  PK4  K  1  2  3  4  5  6  7  8  9  10  11  12  Adult Ed
Before Care  After Care

Student Demographics (2013–14)

- Asian 0.0%
- Black Non-Hispanic 90.3%
- Hispanic / Latino 9.4%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.3%
- Multiracial 0.0%

Total Enrollment
373

English Language Learner
4.3%

Economically Disadvantaged
>60%**

Special Education
12.1%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

DC Public Charter School Board School Performance Report © 2014 86

Updated November 1, 2014
## César Chávez PCS for Public Policy - Parkside High School
### 2014 School Performance Report

<table>
<thead>
<tr>
<th>(2013–14)</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>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>58.9</td>
<td>82.7%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>59.4</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading Proficient and Above</td>
<td>50.0</td>
<td>39.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.5</td>
<td>24.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics Proficient and Above</td>
<td>72.8</td>
<td>66.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.1</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

#### Gateway (35 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>57</td>
<td>26.7%</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>38.8</td>
<td>76.0%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>50</td>
<td>64.0%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>7.5</td>
<td>50.0%</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>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90.1</td>
<td>81.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>84.5</td>
<td>78.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>81.0</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65.2</td>
<td>65.2%</td>
</tr>
</tbody>
</table>

---

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
### Future Metrics

**Gateway: Outcomes Aligned to College and Career Readiness**

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
</table>
| Graduation Rate
  Five-Year Graduation Rate                                             | 90.4%              |
| College Readiness: Advanced Placement / International Baccalaureate
  Achievement and Dual Enrollment Achievement                           | 7.5%               |
| Career Readiness: Career and Technical Education (CTE) Program Achievement
  CTE Program of Study Completion Rate                                   | N/A                |
| CTE Certification Exam Pass Rate                                       | N/A                |

For a more detailed explanation of the indicators, see our technical guide.
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 to 5

Board Chair
Ernest Green, Jr.

Head of Schools
Jennifer Smith, Ed.D.

Academy Leader
Masi Preston

First School Year
1997-98

School Hours
8:30 a.m. - 4:00 p.m.

Grades Served
Is part of a PK-5 (through 8 online) network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Transportation
** Metro / Bus Service * 
Georgia Avenue-Petworth; 70

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

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

#### Pre-Kindergarten (PK3-PK4) Grades (39% of Students)

**Student Progress**

**Literacy / Language - Core Knowledge Preschool Assessment Tool (CK PAT)**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>87.3</td>
</tr>
</tbody>
</table>

**Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>93.0</td>
</tr>
</tbody>
</table>

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**

**Emotional Support**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>5.6</td>
</tr>
</tbody>
</table>

**Classroom Organization**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4.9</td>
</tr>
</tbody>
</table>

**Instructional Support**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>2.4</td>
</tr>
</tbody>
</table>

**Leading Indicator**

**Attendance**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>80</td>
<td>91.1</td>
</tr>
</tbody>
</table>

#### K-2 (61% of Students)

**Student Achievement / Progress**

**Literacy - Northwest Evaluation Association Measure of Academic Progress**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50</td>
<td>70.3</td>
</tr>
</tbody>
</table>

**Mathematics - Northwest Evaluation Association Measure of Academic Progress**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50</td>
<td>81.9</td>
</tr>
</tbody>
</table>

**Leading Indicators**

**Attendance**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82</td>
<td>94.0</td>
</tr>
</tbody>
</table>

**Re-enrollment**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>84.4</td>
</tr>
</tbody>
</table>
Community Academy PCS
- Amos 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 to 5

**Grades Served**
Is part of a PK-5 (through 8 online) network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

**Transportation**

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

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.3%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>61.5%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>35.5%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2.2%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
596

**English Language Learner**
39.0%

**Economically Disadvantaged**
>60%**

**Special Education**
8.7%

**Tier Explanations**

1. **High Performing**
   - (65.0% - 100.0%)

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 Eligibility**
- **Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.

**School Profile (2014–15)**

**Board Chair**
Ernest Green, Jr.

**Head of Schools**
Jennifer Smith, Ed.D.

**Academy Leader**
Masi Preston

**First School Year**
1997-98

**School Hours**
8:30 a.m. – 4:00 p.m.
Gateways (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading

- Points Earned out of Points Possible: 5.3 out of 15.0
- Percent of Possible Points: 35.3%

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

**Attendance**

- Points Earned out of Points Possible: 94.2 out of 100
- Percent of Possible Points: 100.0%

**Re-enrollment**

- Points Earned out of Points Possible: 85.7 out of 100
- Percent of Possible Points: 85.0%

**TOTAL SCORE**

- TIER 2
- Points Earned out of Points Possible: 55.0 out of 100
- Percent of Possible Points: 55.0%

For a more detailed explanation of the indicators, see our technical guide.
Community Academy PCS - Amos 2

School Profile (2014–15)

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
- Outdoor classroom

Board Chair
Ernest Green, Jr.

Head of Schools
Jennifer Smith, Ed.D.

Academy Leader
Tanya Morgan

First School Year
2005-06

School Hours
8:30 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-5 (through 8 online) network.

Current Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

Future Grades
- Before Care
- After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.7%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>63.4%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>31.7%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2.8%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>288</td>
</tr>
<tr>
<td>Economic Status</td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>&gt;60%**</td>
</tr>
<tr>
<td>Total Special Education</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Transportation

Metro / Bus Service *
Fort Totten; E2, E4

**Please check www.wmata.com for updates
## Community Academy PCS - Amos 2
2014 School Performance Report

### Grades Measured: PK3-K

#### Pre-Kindergarten (PK3-PK4) Grades (68% of Students)

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy / Language - Core Knowledge Preschool Assessment Tool (CK PAT)</td>
<td>64.7</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)</td>
<td>85.6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Teacher Interaction: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>5.5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>4.4</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.0</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Leading Indicator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>90.0</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>

#### K-K (32% of Students)

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement / Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy - Northwest Evaluation Association Measure of Academic Progress</td>
<td>68.9</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics - Northwest Evaluation Association Measure of Academic Progress</td>
<td>71.1</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>Leading Indicators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>91.2</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>N/A</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
School Profile (2014–15)

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

Board Chair
Ernest Green, Jr.

Head of Schools
Jennifer Smith, Ed.D.

Academy Leader
Sharise Whitfield

First School Year
2004-05

School Hours
8:30 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-5 (through 8 online) network.

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 2.3%
- Black Non-Hispanic: 73.1%
- Hispanic / Latino: 18.6%
- Native American / Alaska Native: 0.4%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 1.9%
- Multiracial: 3.8%

Total Enrollment:
264

English Language Learner:
22.7%

Economically Disadvantaged:
>60%**

Special Education:
10.6%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Mount Vernon Square, NoMa-Gallaudet

*Please check www.wmata.com for updates

Early Childhood PMF
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Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
Student Progress

| Literacy / Language - Core Knowledge Preschool Assessment Tool (CK PAT) | 82.8 |
| Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT) | 86.2 |

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

| Emotional Support | 5.8 |
| Classroom Organization | 5.4 |
| Instructional Support | 2.2 |

Leading Indicator

| Attendance | 93.1 |

K-2 (57% of Students)

| Student Achievement / Progress |
| Literacy - Northwest Evaluation Association Measure of Academic Progress | 84.5 |
| Mathematics - Northwest Evaluation Association Measure of Academic Progress | 85.3 |

Leading Indicators

| Attendance | 92.7 |
| Re-enrollment | 49.6 |
2014 School Performance Report
Community Academy PCS
- Amos 5 (formerly CAPCS
- Butler Global)

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

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

Board Chair
Ernest Green, Jr.

Head of Schools
Jennifer Smith, Ed.D.

Academy Leader
Sharise Whitfield

First School Year
2004-05

School Hours
8:30 a.m. - 4:00 p.m.

Grades Served
Is part of a PK-5 (through 8 online) network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Before Care | After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>2.3%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>73.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>18.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

Total Enrollment
264

English Language Learner
22.7%

Economically Disadvantaged
>60%**

Special Education
10.6%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Mount Vernon Square, NoMa-Gallaudet

*Please check www.wmata.com for updates

Tier Explanations

1. High Performing
   (65.0% - 100.0%)

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.

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Updated November 1, 2014
### Community Academy PCS - Amos 5 (formerly CAPCS - Butler Global)
2014 School Performance Report

#### Grades Measured: 3–5

<table>
<thead>
<tr>
<th>Category</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>12.6 out of 20.0</td>
<td>63.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>4.9 out of 20.0</td>
<td>24.5%</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 Proficient and Above</td>
<td>4.5 out of 10.0</td>
<td>45.0%</td>
</tr>
<tr>
<td>DC CAS Mathematics Proficient and Above</td>
<td>3.3 out of 10.0</td>
<td>33.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0 out of 2.5</td>
<td>0.0%</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>6.4 out of 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>
</tr>
<tr>
<td>Attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>0.0 out of 10.0</td>
<td>0.0%</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>43.0 out of 100</td>
<td>43.0%</td>
</tr>
</tbody>
</table>

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

Grades Served
Is part of a PK-5 (through 8 online) network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>K 1</td>
</tr>
<tr>
<td>PK4</td>
<td>2 3</td>
</tr>
<tr>
<td>4</td>
<td>6 7 8 9</td>
</tr>
<tr>
<td>5</td>
<td>10 11</td>
</tr>
<tr>
<td>6</td>
<td>12 Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>66.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.8%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.7%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>26.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Total Enrollment
147

English Language Learner
0.0%

Economically Disadvantaged
38.6%

Special Education
11.0%

Early Childhood PMF
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Transportation

*Please check www.wmata.com for updates
Community Academy PCS - CAPCS Online
2014 School Performance Report

(2013–14)

Grades Measured: K-2

K-2 (100% of Students)

<table>
<thead>
<tr>
<th>Student Achievement / Progress</th>
<th>Score</th>
<th>% Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leading Indicators

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Score</th>
<th>% Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
Community Academy PCS - CAPCS Online

2014 School Performance Report

Board Chair
Ernest Green, Jr.

First School Year
2003–04

Academy Leader
John Tracy Sloane

School Hours
Student-scheduled 4+ hours per day

Head of Schools
Jennifer Smith, Ed.D.

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.

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

Grades Served
Is part of a PK-5 (through 8 online) network.

Current Grades

Future Grades

PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed
Before Care
After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 66.9%
- Hispanic / Latino: 2.8%
- Native American / Alaska Native: 0.7%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 26.2%
- Multiracial: 3.4%

Total Enrollment
147

English Language Learner
0.0%

Economically Disadvantaged
38.6%

Special Education
11.0%

Transportation

Metro / Bus Service *

*Please check www.wmata.com for updates

School Profile (2014–15)

Tier Explanations

1. High Performing
   (65.0% - 100.0%)

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.

2011 2012 2013 2014

64.1% 55.4% 53.1% 55.3%

1 2 2 2 2

45% 43% 35%
**Community Academy PCS - CAPCS Online**

**2014 School Performance Report**

(2013–14)

**Grades Measured: 3–8**

**Student Progress (40 points): Academic Improvement Over Time**

- Growth on DC CAS Reading over time:
  - Points Earned: 10.9 out of 20.0
  - Percent of Possible Points: 54.5%

- Growth on DC CAS Mathematics over time:
  - Points Earned: 11.6 out of 20.0
  - Percent of Possible Points: 58.0%

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- Elementary Grades DC CAS Reading:
  - Proficient and Above:
    - Points Earned: 3.0 out of 5.0
    - Percent of Possible Points: 60.0%
  - Advanced Only:
    - Points Earned: 0.12 out of 1.25
    - Percent of Possible Points: 9.6%

- Elementary Grades DC CAS Mathematics:
  - Proficient and Above:
    - Points Earned: 2.0 out of 5.0
    - Percent of Possible Points: 40.0%
  - Advanced Only:
    - Points Earned: 0.12 out of 1.25
    - Percent of Possible Points: 9.6%

- Middle Grades DC CAS Reading:
  - Proficient and Above:
    - Points Earned: 3.9 out of 5.0
    - Percent of Possible Points: 78.0%
  - Advanced Only:
    - Points Earned: 0.87 out of 1.25
    - Percent of Possible Points: 69.6%

- Middle Grades DC CAS Mathematics:
  - Proficient and Above:
    - Points Earned: 3.0 out of 5.0
    - Percent of Possible Points: 60.0%
  - Advanced Only:
    - Points Earned: 1.25 out of 1.25
    - Percent of Possible Points: 100.0%

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- Proficient and Advanced 3rd Grade Reading:
  - Points Earned: 4.3 out of 7.5
  - Percent of Possible Points: 57.3%

- Proficient and Advanced 8th Grade Mathematics:
  - Points Earned: 4.2 out of 7.5
  - Percent of Possible Points: 56.0%

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- Attendance:
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- Re-enrollment:
  - Points Earned: 0.0 out of 10.0
  - Percent of Possible Points: 0.0%

**TOTAL SCORE**

- Points Earned: 55.3 out of 100
- Percent of Possible Points: 55.3%

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Community College Preparatory Academy PCS

2405 Martin Luther King Jr. Ave SE  202-610-5780  Washington, DC 20020  www.ccprep-academy.org

School Mission / Purpose
The mission of the Community College Preparatory Academy PCS is to provide the education and skills development that will empower and prepare under-credited adults for postsecondary education success, viable employment and lifelong learning.

Unique School Characteristics
- Bridge program for adult learners ages 18 and above
- Prepare adult learners for the new GED, postsecondary education, and 21st-century workforce entry

School Hours
9:00 a.m. – 9:00 p.m.
(9:00 a.m. – 12:00 p.m., 1:00 p.m. – 4:00 p.m., 5:00 p.m. – 8:00 p.m.)

Grades Served
Serves ages 18 and older.

- Current Grades
- Future Grades

School Profile (2014–15)

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

CEO and Founding Team Member
C. Vannessa (Connie) Spinner

First School Year
2013–14

Adult Education PMF
This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE 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 skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Serves ages 18 and older.

Transportation

Metro / Bus Service *
Anacostia

*Please check www.wmata.com for updates

Student Demographics (2013–14)

- Asian
- 0.0%
- Black Non-Hispanic
- 99.4%
- Hispanic / Latino
- 0.6%
- Native American / Alaska Native
- 0.0%
- Pacific Islander / Native Hawaiian
- 0.0%
- White Non-Hispanic
- 0.0%
- Multiracial
- 0.0%

Total Enrollment
167

English Language Learner
0.0%

Economically Disadvantaged
0.0%

Special Education
0.0%
### Community College Preparatory Academy PCS
#### 2014 School Performance Report

### Grades Measured: Adult Ed

#### Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

- **Adult Basic Education (ABE) Level Performance***
  - Score: 32.4

#### Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

- **Obtain Secondary Credential**
  - Score: N/A

#### College/Career Readiness: Employment and Postsecondary Outcomes

- **Entered Employment or Entered Postsecondary**
  - Survey Response Rate: 65.7%**
  - Score: 15.0
- **Retained Employment or Entered Postsecondary**
  - Survey Response Rate: 100.0%**
  - Score: 36.8
- **Entered Postsecondary**
  - (Prior Program Year)
  - Score: N/A

#### Leading Indicators: Predictors of Future Student Progress and Achievement

- **Attendance**
  - *In-seat attendance rate*
  - Score: 60.8
- **Retention**
  - Score: 13.1

---

*This measure has multiple floors and targets based on students’ starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.
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
- International Early Years/Primary Curriculum: interactive, project-based learning
- Appropriate education goals that maximize individual learning potential through small-group instruction
- Arts education, arts integration in academic subjects, and foreign language classes

Grades Served
- Current Grades: PK3, PK4, K, 1, 2, 3
- Future Grades: 4, 5, 6, 7, 8, 9
- Before Care
- After Care
- Adult Ed

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>5.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>33.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>15.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>2.2%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>43.1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment: 137
- English Language Learner: 3.6%
- Economically Disadvantaged: 28.5%
- Special Education: 23.4%

Transportation
- Metro / Bus Service * Columbia Heights

*Please check www.wmata.com for updates
# Students Progress

**Pre-Kindergarten (PK3-PK4) Grades (52% of Students)**

### Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- **Emotional Support**
  - 1: 60
  - 2: 60
  - 3: 6
  - 4: 7

### Classroom Organization
- 1: 3
- 2: 6
- 3: 7

### Instructional Support
- 1: 2.3
- 2: 4
- 3: 7

### Leading Indicator
- **Attendance**
  - 0: 80
  - 1: 90
  - 2: 100

## K-3 (48% of Students)

### Student Achievement / Progress - Grades K-2
- **Literacy**
  - 1: 50
  - 2: 90

### Mathematics - Group Mathematics Assess. and Diag. Evaluation (GMADE™)
- 1: 50
- 2: 90

### Student Achievement Grade 3: Reading
- **Proficient and Advanced - DC CAS**
  - 1: 17.4
  - 2: 25.0
  - 3: 83.3

### Student Achievement Grade 3: Mathematics
- **Proficient and Above - DC CAS**
  - 1: 13.2
  - 2: 41.7
  - 3: 16.7
### K-3 (48% of Students) - Continued

<table>
<thead>
<tr>
<th>Leading Indicators</th>
<th>Attendance</th>
<th>Re-enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 - 82</td>
<td>0 - 90</td>
</tr>
<tr>
<td>Score</td>
<td>95.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

**Score Key**

- **Floor**: 0
- **Target**: 100
- **Score**: 82 - 90
- **Green Circle**: 90 - 100

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**Creative Minds International PCS**

2014 School Performance Report
## School Profile (2014–15)

**School Mission / Purpose**
DC Bilingual PCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS is 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.

**Board Chair**
Lester Matlock

**Principal**
Daniela Anello

**First School Year**
2004-05

**School Hours**
8:10 a.m. - 4:00 p.m.

**Grades Served**

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>K 1 2 3</td>
</tr>
<tr>
<td>4 5</td>
<td>6 7 8 9</td>
</tr>
<tr>
<td>10 11</td>
<td>12 Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

**Unique School Characteristics**
- 50/50 two-way bilingual and biliteracy immersion Spanish/English program
- Won the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in 2011
- Part of the DC nonprofit CentroNia and its umbrella of educational and family services
- 5th grade trip to Puerto Rico
- Flamboyan Parent Engagement Partnership; nationally affiliated Parent Teacher Association (PTA)

## Student Demographics (2013–14)

![Pie chart showing student demographics]

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>10.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>82.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>5.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>385</td>
</tr>
<tr>
<td><strong>English Language Learner</strong></td>
<td>54.5%</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged</strong></td>
<td>83.6%</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>15.8%</td>
</tr>
</tbody>
</table>

## Transportation

**Metro / Bus Service**
- Columbia Heights; S2, S3, S4; S1, S2, S4

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

Pre-Kindergarten (PK3-PK4) Grades (40% of Students)

Student Progress
Literacy / Language - Creative Curriculum - Teaching Strategies GOLD
Mathematics - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support
Classroom Organization
Instructional Support

Leading Indicator
Attendance

K-2 (60% of Students)

Student Achievement / Progress
Literacy - Fountas & Pinnell
Mathematics - Terra Nova

Leading Indicators
Attendance
Re-enrollment
DC Bilingual PCS

School Profile (2014–15)

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
- Won the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in 2011
- Part of the DC nonprofit CentroNia and its umbrella of educational and family services
- 5th grade trip to Puerto Rico
- Flamboyan Parent Engagement Partnership; nationally affiliated Parent Teacher Association (PTA)

Board Chair
Lester Matlock

Principal
Daniela Anello
First School Year
2004-05

School Hours
8:10 a.m. – 4:00 p.m.

Grades Served
Is part of PK-12 DCI network.

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 10.6%
- Hispanic / Latino: 82.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 5.2%
- Multiracial: 1.6%

Total Enrollment
385

English Language Learner
54.5%

Economically Disadvantaged
83.6%

Transportation

Metro / Bus Service *
Columbia Heights; S2, S3, S4; S1, S2, S4

*Please check www.wmata.com for updates
DC Bilingual PCS
2014 School Performance Report

Grades Measured: 3–6

Student Progress (40 points): Academic Improvement Over Time
- Growth on DC CAS Reading over time: 59.4 out of 100, 73.5%
- Growth on DC CAS Mathematics over time: 50.4 out of 100, 51.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards
- DC CAS Reading: Proficient and Above, 60.1 out of 100, 45.0%
- DC CAS Mathematics: Proficient and Above, 63.2 out of 100, 50.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success
- Proficient and Advanced 3rd Grade Reading, 50.0 out of 15.0, 39.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement
- Attendance, 95.6 out of 100, 100.0%
- Re-enrollment, 97.6 out of 100, 100.0%

TOTAL SCORE: 62.1 out of 100, TIER 2

For a more detailed explanation of the indicators, see our technical guide.
## School Profile (2014–15)

### School Mission / Purpose

Founded in 2003, DC Prep is 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 students and alumni transition to high school and college
- DC Prep has a decade-long track record of outstanding academic performance
- 100% of DC Prep graduates entered college preparatory high schools

### Board Chair

Le Roy (Terry) Eakin III

### Principal

Raymond Weeden

### Chief Executive Officer

Emily Lawson

### First School Year

2008-09

### School Hours

MTWR: 8:00 a.m. – 4:00 p.m.
F: 8:00 a.m. – 3:00 p.m.

### Grades Served

![Current Grades](#) ![Future Grades](#)

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

- Before Care
- After Care

### Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 94.4%
- Hispanic / Latino: 1.6%
- Native American / Alaska Native: 0.2%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 3.7%

**Total Enrollment**: 429

**English Language Learner**: 1.6%

**Economically Disadvantaged**: >60%**

**Special Education**: 4.7%

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.

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### Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

### Transportation

**Metro / Bus Service**

- Benning Road, Minnesota Avenue; 96, 97; U8

*Please check www.wmata.com for updates*
Pre-Kindergarten (PK3-PK4) Grades (35% of Students)

Student Progress
Literacy / Language - Peabody Picture Vocabulary Test (PPVT)

Mathematics - Test of Early Mathematics Ability (TEMA)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-3 (65% of Students)

Student Achievement / Progress - Grades K-2
Literacy - Northwest Evaluation Association Measure of Academic Progress

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading
Proficient and Advanced - DC CAS

Advanced Only - DC CAS

Student Achievement Grade 3: Mathematics
Proficient and Above - DC CAS

Advanced Only - DC CAS
### K-3 (65% of Students) - Continued

#### Leading Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.9</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>83.4</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
Board Chair
Le Roy (Terry) Eakin III

First School Year
2013–14

Principal
Sally Houston

School Mission / Purpose
Founded in 2003, DC Prep is 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 students and alumni transition to high school and college
- DC Prep has a decade-long track record of outstanding academic performance
- 100% of DC Prep graduates entered college preparatory high schools

School Hours
MTWR: 8:00 a.m. – 4:00 p.m.
F: 8:00 a.m. – 3:00 p.m.

Grades Served
Is part of a PK-8 network.

Transportation

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>96.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

Total Enrollment
77

English Language Learner
2.6%

Economically Disadvantaged
89.6%

Special Education
13.0%

Tier Explanations

1. High Performing
(65.0% - 100.0%)

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 Prep PCS - Benning Middle**

**2014 School Performance Report**

### Grades Measured: 4

#### Student Progress (40 points): Academic Improvement Over Time

- **Growth on DC CAS Reading over time**
  - Score: 77.5%
  - Points Earned: 20.0 out of 20.0
  - Percent of Possible Points: 100.0%

- **Growth on DC CAS Mathematics over time**
  - Score: 79.0%
  - Points Earned: 20.0 out of 20.0
  - Percent of Possible Points: 100.0%

#### Student Achievement (25 points): Meeting or Exceeding Academic Standards

- **DC CAS Reading**
  - Proficient and Above
    - Score: 78.4%
    - Points Earned: 7.0 out of 10.0
    - Percent of Possible Points: 70.0%
  - Advanced only
    - Score: 8.1%
    - Points Earned: 0.8 out of 2.5
    - Percent of Possible Points: 32.0%

- **DC CAS Mathematics**
  - Proficient and Above
    - Score: 83.8%
    - Points Earned: 7.8 out of 10.0
    - Percent of Possible Points: 78.0%
  - Advanced only
    - Score: 45.9%
    - Points Earned: 2.5 out of 2.5
    - Percent of Possible Points: 100.0%

#### Gateway (0 points): Outcomes in Key Subjects that Predict Future Educational Success

- **Proficient and Advanced 3rd Grade Reading**
  - Score: 0.0%
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

#### Leading Indicators (10 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - Score: 94.5%
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- **Re-enrollment**
  - Score: N/A
  - Points Earned: N/A
  - Percent of Possible Points: N/A

### TOTAL SCORE

- Score: 68.1 out of 75
- Percent of Possible Points: 90.8%

*For a more detailed explanation of the indicators, see our technical guide.*
DC Prep PCS – Edgewood Elementary

School Mission / Purpose
Founded in 2003, DC Prep is 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 students and alumni transition to high school and college
- DC Prep has a decade-long track record of outstanding academic performance
- 100% of DC Prep graduates entered college preparatory high schools

School Hours
MTWR: 8:00 a.m. – 4:00 p.m.
F: 8:00 a.m. – 3:00 p.m.

Grades Served
Is part of a PK-8 network.

Student Demographics (2013–14)
- Asian: 0.0%
- Black Non-Hispanic: 89.4%
- Hispanic / Latino: 7.3%
- Native American / Alaska Native: 0.5%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.5%
- Multiracial: 2.3%

Total Enrollment: 426
English Language Learner: 3.3%
Economically Disadvantaged: 81.0%
Special Education: 7.0%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation
Metro / Bus Service:
- Rhode Island Avenue-Brentwood, Brookland-CUA; D8; G8

*Please check www.wmata.com for updates
DC Prep PCS - Edgewood Elementary
2014 School Performance Report

(2013–14)

Grades Measured: PK3-3

Pre-Kindergarten (PK3-PK4) Grades (34% of Students)

Student Progress
  Literacy / Language - Peabody Picture Vocabulary Test (PPVT)
  Mathematics - Test of Early Mathematics Ability (TEMA)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support
  Classroom Organization
  Instructional Support

Leading Indicator
  Attendance

K-3 (66% of Students)

Student Achievement / Progress - Grades K-2
  Literacy - Northwest Evaluation Association Measure of Academic Progress
  Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading
  Proficient and Advanced - DC CAS

Student Achievement Grade 3: Mathematics
  Proficient and Above - DC CAS
  Advanced Only - DC CAS
### K-3 (66% of Students) - Continued

#### Leading Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.8</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>86.7</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
DC Prep PCS – Edgewood Middle

Board Chair
Le Roy (Terry) Eakin III

First School Year
2003–04

Principal
Cassie Pergament

School Mission / Purpose
Founded in 2003, DC Prep is 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 students and alumni transition to high school and college
- DC Prep has a decade-long track record of outstanding academic performance
- 100% of DC Prep graduates entered college preparatory high schools

School Hours
MTWR: 8:00 a.m. – 4:00 p.m.
F: 8:00 a.m. – 3:00 p.m.

Grades Served
Is part of a PK-8 network.

Student Demographics (2013–14)
- Asian: 0.7%
- Black Non-Hispanic: 91.3%
- Hispanic / Latino: 4.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 3.8%
- Total Enrollment: 288
- English Language Learner: 0.0%
- Economically Disadvantaged: 77.8%
- Special Education: 14.9%

Transportation
Metro / Bus Service *
Rhode Island Avenue-Brentwood, Brookland-CUA; D8; G8

*Please check www.wmata.com for updates
DC Prep PCS - Edgewood Middle
2014 School Performance Report

(2013–14)

Grades Measured: 4–8

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

Advanced Only

Middle Grades DC CAS Reading

Middle Grades DC CAS Mathematics

Advanced Only

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

TOTAL SCORE

For a more detailed explanation of the indicators, see our technical guide.
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 instructional time, increased parent engagement, and character education drive achievement

Board Chair
Mieka Wick

Principal
Rebecca Crouch

First School Year
2012-13

School Hours
7:45 a.m. – 3:50 p.m.

Grades Served

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.3%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.7%

Total Enrollment: 299

- English Language Learner: 0.0%
- Economically Disadvantaged: >60%
- Special Education: 9.4%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and math skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
DC Scholars PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (48% of Students)

Student Progress
Literacy / Language - Every Child Ready (ECR)

Mathematics - Every Child Ready (ECR)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-2 (52% of Students)

Student Achievement / Progress
Literacy - Fountas & Pinnell

Mathematics - AIMSweb

Leading Indicators
Attendance

Re-enrollment
**School Profile (2014–15)**

**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 instructional time, increased parent engagement, and character education drive achievement

**Board Chair**
Mieka Wick

**Principal**
Rebecca Crouch

**First School Year**
2012-13

**School Hours**
7:45 a.m. - 3:50 p.m.

**Grades Served**
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Future Grades
  - Before Care
  - After Care

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
299

**English Language Learner**
0.0%

**Economically Disadvantaged**
>60%**

**Special Education**
9.4%

**Tier Explanations**

1. **High Performing**
   (65.0% - 100.0%)

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**
Capitol Heights; 96, 97

**Two-Way Tendered**

*Please check www.wmata.com for updates*

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.
DC Scholars PCS
2014 School Performance Report

(2013–14)

Grades Measured: 3–4

**Student Progress (40 points): Academic Improvement Over Time**

- Growth on DC CAS Reading over time
  - Points Earned: 11.5 out of 20.0 (57.5%)
  - Points Possible: 20.0
  - Score: 53.0

- Growth on DC CAS Mathematics over time
  - Points Earned: 6.3 out of 20.0 (31.5%)
  - Points Possible: 20.0
  - Score: 42.5

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- DC CAS Reading
  - Proficient and Above
    - Points Earned: 2.7 out of 10.0 (27.0%)
    - Points Possible: 10.0
    - Score: 47.4
  - Advanced only
    - Points Earned: 0.3 out of 2.5 (12.0%)
    - Points Possible: 2.5
    - Score: 12.3

- DC CAS Mathematics
  - Proficient and Above
    - Points Earned: 6.0 out of 10.0 (60.0%)
    - Points Possible: 10.0
    - Score: 70.2
  - Advanced only
    - Points Earned: 1.2 out of 2.5 (48.0%)
    - Points Possible: 2.5
    - Score: 12.3

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- Proficient and Advanced 3rd Grade Reading
  - Points Earned: 2.9 out of 15.0 (19.3%)
  - Points Possible: 15.0
  - Score: 33.3

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- Attendance
  - Points Earned: 10.0 out of 10.0 (100.0%)
  - Points Possible: 10.0
  - Score: 93.6

- Re-enrollment
  - Points Earned: 10.0 out of 10.0 (100.0%)
  - Points Possible: 10.0
  - Score: 100.0

**TOTAL SCORE**

- Tier: 2
- Points Earned: 50.9 out of 100 (50.9%)

*For a more detailed explanation of the indicators, see our technical guide.*
2014 School Performance Report

E.L. Haynes PCS - Elementary School

4501 Kansas Avenue NW
Washington, DC 20011
202-706-5828
www.elhaynes.org

School Profile (2014–15)

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 pre-kindergarten through 12 across our three schools
- Optional intersession opportunities annually
- Extended day programming from 7:30 a.m. to 6:00 p.m.
- Electives in Spanish, art, music, and health/fitness

Board Chair
William Rawson

Founder and Head of School
Jennifer C. Niles

Principal
Brittany Wagner-Friel

First School Year
2004-05

School Hours
MTWR: 8:30 a.m. – 3:45 p.m.
F: 8:30 a.m. – 1:00 p.m.

Grades Served
Is part of a PK-12 network.

Current Grades
Future Grades
PK3 PK4 K 1 2 3 4 5 6 7 8 9 10 11 12 Adult Ed

Before Care After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Race/Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>41.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>36.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>15.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Total Enrollment 383
English Language Learner 26.6%
Economically Disadvantaged 61.1%
Special Education 11.5%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Georgia Avenue-Petworth; 62, 63, 70, 79

*Please check www.wmata.com for updates
E.L. Haynes PCS - Elementary School
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

Student Progress
  Literacy / Language - Individual Growth and Development Indicators (myiGDI)
  Mathematics - Individual Growth and Development Indicators (myiGDI)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support
  Classroom Organization
  Instructional Support

Leading Indicator
  Attendance

K-2 (64% of Students)

Student Achievement / Progress
  Literacy - Fountas & Pinnell
  Mathematics - Northwest Evaluation Association Measure of Academic Progress

Leading Indicators
  Attendance
  Re-enrollment
E.L. Haynes PCS - Elementary School

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 pre-kindergarten through 12 across our three schools
- Optional intersession opportunities annually
- Extended day programming from 7:30 a.m. to 6:00 p.m.
- Electives in Spanish, art, music, and health/fitness

Board Chair
William Rawson

Founder and Head of School
Jennifer C. Niles

Principal
Brittany Wagner-Friel

First School Year
2004-05

School Hours
MTWR: 8:30 a.m. – 3:45 p.m.
F: 8:30 a.m. – 1:00 p.m.

Grades Served
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

Student Demographics (2013–14)
- Asian: 0.8%
- Black Non-Hispanic: 41.0%
- Hispanic / Latino: 36.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 15.4%
- Multiracial: 6.3%

Total Enrollment: 383

Transportation
Metro / Bus Service *
Georgia Avenue–Petworth; 62, 63, 70, 79

Tier Explanations
1. High Performing (65.0% - 100.0%)
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
E.L. Haynes PCS - Elementary School
2014 School Performance Report

(2013–14)

GradesMeasured: 3–4

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time

Points Earned out of Points Possible

Percent of Possible Points

9.5 out of 20.0 47.5%

Growth on DC CAS Mathematics over time

Points Earned out of Points Possible

Percent of Possible Points

20.0 out of 20.0 100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading

Proficient and Above

Points Earned out of Points Possible

Percent of Possible Points

3.5 out of 10.0 35.0%

Advanced only

Points Earned out of Points Possible

Percent of Possible Points

0.7 out of 2.5 28.0%

DC CAS Mathematics

Proficient and Above

Points Earned out of Points Possible

Percent of Possible Points

4.0 out of 10.0 40.0%

Advanced only

Points Earned out of Points Possible

Percent of Possible Points

1.8 out of 2.5 72.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading

Points Earned out of Points Possible

Percent of Possible Points

5.3 out of 15.0 35.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance

Points Earned out of Points Possible

Percent of Possible Points

10.0 out of 10.0 100.0%

Re-enrollment

Points Earned out of Points Possible

Percent of Possible Points

10.0 out of 10.0 100.0%

TOTAL SCORE

TIER 2

Points Earned out of Points Possible

Percent of Possible Points

64.8 out of 100 64.8%

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

E.L. Haynes PCS - Middle School

3600 Georgia Avenue NW
Washington, DC 20010
202-667-4446
www.elhaynes.org

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 pre-kindergarten through 12 across our three schools
- Optional intersession opportunities annually
- Extended day programming from 7:30 a.m. to 6:00 p.m.
- Electives in Spanish, Arabic, art, music, health/fitness, drama
- Organized sports including flag football, soccer, baseball, and basketball

School Hours
MTWR: 8:45 a.m. – 4:15 p.m.
F: 8:45 a.m. – 1:30 p.m.

Grades Served
Is part of a PK-12 network.

2013-14 Student Demographics

- Asian: 2.5%
- Black Non-Hispanic: 45.6%
- Hispanic / Latino: 41.1%
- Native American / Alaska Native: 0.3%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 5.7%
- Multiracial: 4.8%

Total Enrollment: 353
English Language Learner: 19.0%
Economically Disadvantaged: 74.2%

Transportation
Metro / Bus Service *
Georgia Avenue-Petworth; 62, 63, 70, 79

Tier Explanation

1 High Performing
(65.0% - 100.0%)

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 © 2014
Updated November 1, 2014
For a more detailed explanation of the indicators, see our technical guide.
E.L. Haynes - High School

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 pre-kindergarten through 12 across our three schools
- Extensive citywide field work to museums, landmarks, businesses; national and international trips
- Electives in digital art, music, health/fitness, video game design, digital music, business, and more
- Organized sports including soccer, basketball, volleyball, cheerleading, cross country, and track
- Visits to colleges in and outside of Washington, DC

Grades Served
Is part of a PK-12 network.

<table>
<thead>
<tr>
<th>Grades Served</th>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>1</td>
<td>3</td>
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<tr>
<td>PK4</td>
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</tr>
<tr>
<td>K</td>
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<td>12</td>
<td>Adult Ed</td>
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<tr>
<td>Before Care</td>
<td>After Care</td>
<td></td>
</tr>
</tbody>
</table>

Board Chair
William Rawson

Principal
Caroline Hill

First School Year
2011–12

School Hours
9:00 a.m. – 4:15 p.m.

Student Demographics (2013–14)
- Asian: 0.6%
- Black Non-Hispanic: 60.5%
- Hispanic / Latino: 35.9%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.6%
- Multiracial: 2.4%

Total Enrollment: 334
English Language Learner: 14.4%
Economically Disadvantaged: 58.1%
Special Education: 20.7%

Transportation
Metro / Bus Service *
Georgia Avenue-Petworth; 62, 63, 70, 79

*Please check www.wmata.com for updates

Tier Explanation
1. High Performing (65.0% - 100.0%)
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.
### E.L. Haynes - High School
#### 2014 School Performance Report

#### (2013–14)
**Grades Measured: 9-11**

#### Student Progress (15 points): Test Score Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>3.6 out of 7.5</td>
<td>48.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>3.9 out of 7.5</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading</td>
<td>3.3 out of 10</td>
<td>33.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.5 out of 2.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics</td>
<td>5.2 out of 10.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.6 out of 2.5</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

#### Gateway (8 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>6.5 out of 7.5</td>
<td>86.7%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.5 out of 10.0</td>
<td>95.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>9.7 out of 10.0</td>
<td>97.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>2.1 out of 5.0</td>
<td>42.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

| Tier 2                                      | 44.9 out of 72.5                     | 61.9%                      |
### Future Metrics

**Gateway: Outcomes Aligned to College and Career Readiness**

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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 and problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

Board Chair
Kerry Lewis, M.D.

Principal
Nicole Walker

First School Year
2012-13

School Hours
8:30 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-3 network.

Unique School Characteristics
- STEM program
- Before- and after-care program
- Community Partnership with Department of Transportation
- Art, music, PE, and academic enrichment
- Middle States Accreditation

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>95.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.4%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>2.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Transportation

Metro / Bus Service *
Navy Yard

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

*Please check www.wmata.com for updates
Eagle Academy PCS - New Jersey Avenue
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (53% of Students)

Student Progress

- Literacy / Language - Creative Curriculum - Teaching Strategies GOLD
  - Score: 91.8
- Mathematics - Creative Curriculum - Teaching Strategies GOLD
  - Score: 91.8
- Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD
  - Score: 98.6

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

- Emotional Support
  - Score: 6.1
- Classroom Organization
  - Score: 5.6
- Instructional Support
  - Score: 3.2

Leading Indicator

- Attendance
  - Score: 88.6

K-2 (47% of Students)

Student Achievement / Progress

- Literacy - Northwest Evaluation Association Measure of Academic Progress
  - Score: 83.3
- Mathematics - Northwest Evaluation Association Measure of Academic Progress
  - Score: 84.8
- Social Emotional Learning - Social Skills Improvement System (SSIS)
  - Score: 81.8

Leading Indicators

- Attendance
  - Score: 89.0
- Re-enrollment
  - Score: 77.4

KEY

0  Floor  Score  Target  100

Grades Measured: PK3-2
Eagle Academy PCS - The Eagle Center at McGogney

3400 Wheeler Road SE
Washington, DC 20032
202-544-2646
www.eagleacademypcs.org

School Profile (2014–15)

**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 and problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive instructional environment.

**Unique School Characteristics**
- STEM program; art, music, PE, and academic enrichment
- Before- and after-care program
- Middle States Accreditation
- Expansion of facilities in 2014
- Wide array of technology in every classroom

**Board Chair**
Kerry Lewis, M.D.

**Founder and Executive Director**
Cassandra S. Pinkney

**Principal**
Jeff Cline

**First School Year**
2003–04

**School Hours**
8:30 a.m. – 4:00 p.m.

**Grades Served**
Is part of a PK-3 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
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<tr>
<td>6</td>
<td>7</td>
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<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>97.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.1%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Transportation**
Metro / Bus Service *
Congress Heights, Anacostia

*Please check www.wmata.com for updates

**Total Enrollment**
749

**English Language Learner**
0.4%

**Economically Disadvantaged**
80.7%

**Special Education**
11.4%

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
### Eagle Academy PCS - The Eagle Center at McGogney

#### 2014 School Performance Report

**Pre-Kindergarten (PK3–PK4) Grades (39% of Students)**

**Student Progress**

- **Literacy / Language - Creative Curriculum - Teaching Strategies GOLD**
  - Score: 95.9

- **Mathematics - Creative Curriculum - Teaching Strategies GOLD**
  - Score: 95.2

- **Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD**
  - Score: 95.2

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**

- **Emotional Support**
  - Score: 6.0

- **Classroom Organization**
  - Score: 5.1

- **Instructional Support**
  - Score: 3.2

**Leading Indicator**

- **Attendance**
  - Score: 88.2

**K-3 (61% of Students)**

**Student Achievement / Progress - Grades K-2**

- **Literacy - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 69.2

- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 74.7

- **Social Emotional Learning - Social Skills Improvement System (SSIS)**
  - Score: 79.9

**Student Achievement Grade 3: Reading**

- **Proficient and Advanced - DC CAS**
  - Score: 0.0

**Student Achievement Grade 3: Mathematics**

- **Proficient and Above - DC CAS**
  - Score: 57.4

- **Advanced Only - DC CAS**
  - Score: 5.6
### K-3 (61% of Students) - Continued

#### Leading Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>89.5</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>88.1</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
**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 supports academic and social-emotional development of students
- Teachers use computers, iPads, and smart boards in classrooms
- Before- and after-care programs available
- Comprehensive program includes ELA, math, science, social studies, music, Spanish, and PE
- Quarterly field trips connect student learning with real-world experiences

**School Hours**

8:05 a.m. – 3:00 p.m.

**Grades Served**

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Future Grades
  - Before Care
  - After Care

**Student Demographics (2013–14)**

- Asian: 0.0%
- Black Non-Hispanic: 99.2%
- Hispanic / Latino: 0.8%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%
- Total Enrollment: 263
- English Language Learner: 0.0%
- Economically Disadvantaged: >60%
- Special Education: 10.3%

**Early Childhood PMF**

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Transportation**

Metro / Bus Service *
- A2; E13; M8, M9; W15

*Please check www.wmata.com for updates

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.
Early Childhood Academy PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3–3

Pre-Kindergarten (PK3-PK4) Grades (37% of Students)

Student Progress

Literacy / Language - Every Child Ready (ECR)

Mathematics - Every Child Ready (ECR)

Social-Emotional Learning - Positive Behavior Rating Scale (PBRS)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Leading Indicator

Attendance

K-3 (63% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Developmental Reading Assessment (DRA)

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS

Advanced Only - DC CAS

Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS

Advanced Only - DC CAS
Early Childhood Academy PCS
2014 School Performance Report

K-3 (63% of Students) - Continued

Leading Indicators
Attendance

Re-enrollment

Score

KEY

0  Floor  Target  100

82  92

60  90  100
School Profile (2014–15)

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.

Unique School Characteristics
- Teach students to think, read, write, and learn in two languages: English/Spanish or English/French
- Community service learning to prepare students for citizenship in a multicultural, global society
- Aims to increase students’ knowledge of and respect for their own cultures and the cultures of others
- School supports students’ emotional, physical, and cognitive development and well-being

Board Chair
Erica McGrady

Executive Director
Erika Bryant

Director of Teaching and Learning
Maura Varley-Gutierrez, Ph.D.

First School Year
1998–99

School Hours
8:15 a.m. – 3:30 p.m.

Grades Served
Is part of PK-12 DCI network.

Current Grades

Future Grades

PK3  PK4  K  1  2  3
4  5  6  7  8  9
10  11  12  Adult Ed

Before Care  After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.3%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>48.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>33.9%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>13.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Total Enrollment 348

English Language Learner 21.0%

Economically Disadvantaged 71.6%

Special Education 10.6%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

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Transportation

Metro / Bus Service *
Brookland-CUA

*Please check www.wmata.com for updates
Elsie Whitlow Stokes Community Freedom PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (24% of Students)

Student Progress
- Literacy / Language - Creative Curriculum - Teaching Strategies GOLD
  
  Mathematics - Creative Curriculum - Teaching Strategies GOLD
  
  Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
  
  Classroom Organization
  
  Instructional Support

Leading Indicator
- Attendance

K-2 (76% of Students)

Student Achievement / Progress
- Literacy - Northwest Evaluation Association Measure of Academic Progress
  
  Mathematics - Northwest Evaluation Association Measure of Academic Progress

Leading Indicators
- Attendance
- Re-enrollment
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.

Unique School Characteristics
- Teach students to think, read, write, and learn in two languages: English/Spanish or English/French
- Community service learning to prepare students for citizenship in a multicultural, global society
- Aims to increase students’ knowledge of and respect for their own cultures and the cultures of others
- School supports students’ emotional, physical, and cognitive development and well-being

School Hours
8:15 a.m. - 3:30 p.m.

Grades Served
Is part of PK-12 DCI network.

Current Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

Future Grades
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.3%
- Black Non-Hispanic: 48.9%
- Hispanic / Latino: 33.9%
- Native American / Alaska Native: 0.3%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 13.2%
- Multiracial: 3.4%

Total Enrollment
348

English Language Learner
21.0%

Economically Disadvantaged
71.6%

Special Education
10.6%

Tier Explanations
1. High Performing
(65.0% - 100.0%)

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

*Please check www.wmata.com for updates
### Elsie Whitlow Stokes Community Freedom PCS
#### 2014 School Performance Report

#### Grades Measured: 3–6

- **Student Progress (40 points): Academic Improvement Over Time**
  - Growth on DC CAS Reading over time:
    - Proficient and Above: 63.8% (5.0 out of 10.0, 50.0%)
  - Growth on DC CAS Mathematics over time:
    - Proficient and Above: 67.8% (5.6 out of 10.0, 56.0%)

- **Student Achievement (25 points): Meeting or Exceeding Academic Standards**
  - DC CAS Reading:
    - Proficient and Above: 63.8% (5.0 out of 10.0, 50.0%)
    - Advanced only: 27.9% (0.6 out of 2.5, 24.0%)
  - DC CAS Mathematics:
    - Proficient and Above: 67.8% (5.6 out of 10.0, 56.0%)
    - Advanced only: 25.0% (1.5 out of 2.5, 60.0%)

- **Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**
  - Proficient and Advanced 3rd Grade Reading: 79.5% (11.3 out of 15.0, 75.3%)

- **Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**
  - Attendance: 94.9% (10.0 out of 10.0, 100.0%)
  - Re-enrollment: 85.2% (8.4 out of 10.0, 84.0%)

#### TOTAL SCORE
- **TIER 2**
  - 63.3% (63.3 out of 100, 63.3%)

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

School Mission / Purpose
Excel Academy Public Charter School provides preschool through 8th 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.

Board Chair
Deborah Lockhart

COO
Pamela Green

First School Year
2014-15

School Hours
Breakfast for all: 7:30 a.m.
School day: 8:00 a.m. - 3:45 p.m.

Grades Served

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
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<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Unique School Characteristics
- All-girls single-sex education
- High-performing early childhood program (PK3-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Breakfast, lunch, and supper prepared daily at no cost to students from our on-site kitchen
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy

School Profile (2014–15)

Excel Academy Public Charter School provides preschool through 8th 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.

All-girls single-sex education

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Transportation

Metro / Bus Service *
Anacostia

*Please check www.wmata.com for updates

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.
Excel Academy PCS - DREAM
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (37% of Students)

Student Progress
- Literacy / Language - Brigance Developmental Assessment II/III
  Score: 88.4%
- Mathematics - Brigance Developmental Assessment II/III
  Score: 88.4%
- Social-Emotional Learning - Brigance Developmental Assessment II/III
  Score: 85.2%

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
  Score: 5.2%
- Classroom Organization
  Score: 5.4%
- Instructional Support
  Score: 2.1%

Leading Indicator
- Attendance
  Score: 87.2%

K-2 (63% of Students)

Student Achievement / Progress
- Literacy - Northwest Evaluation Association Measure of Academic Progress
  Score: 76.7%
- Mathematics - Northwest Evaluation Association Measure of Academic Progress
  Score: 82.3%

Leading Indicators
- Attendance
  Score: 88.7%
- Re-enrollment
  Score: 80.9%

Excel Academy PCS – DREAM
Pre-Kindergarten (PK3–PK4) Grades (37% of Students)

Student Progress
- Literacy / Language - Brigance Developmental Assessment II/III
  Score: 88.4%
- Mathematics - Brigance Developmental Assessment II/III
  Score: 88.4%
- Social-Emotional Learning - Brigance Developmental Assessment II/III
  Score: 85.2%

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
  Score: 5.2%
- Classroom Organization
  Score: 5.4%
- Instructional Support
  Score: 2.1%

Leading Indicator
- Attendance
  Score: 87.2%

K-2 (63% of Students)

Student Achievement / Progress
- Literacy - Northwest Evaluation Association Measure of Academic Progress
  Score: 76.7%
- Mathematics - Northwest Evaluation Association Measure of Academic Progress
  Score: 82.3%

Leading Indicators
- Attendance
  Score: 88.7%
- Re-enrollment
  Score: 80.9%
Excel Academy PCS - LEAD

2014 School Performance Report

School Profile (2014–15)

School Mission / Purpose
Excel Academy Public Charter School provides preschool through 8th 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.

Board Chair
Deborah Lockhart

COO
Pamela Green

First School Year
2014-15

Unique School Characteristics
- All-girls single-sex education
- High-performing early childhood program (PK3-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Breakfast, lunch, and supper prepared daily at no cost to students from our on-site kitchen
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy

School Hours
Breakfast for all: 7:30 a.m.
School day: 8:00 a.m. - 3:45 p.m.

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.5%
- Hispanic / Latino: 0.5%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Transportation

- Metro / Bus Service *
- Anacostia

Tier Explanations

1. High Performing
   (65.0% - 100.0%)
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.

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.
Excel Academy PCS - LEAD
2014 School Performance Report

(2013–14)

Grades Measured: 3–5

Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time: 53.3 out of 100
  - Points Earned: 11.7 out of 20.0
  - Percent of Possible Points: 58.5%
- Growth on DC CAS Mathematics over time: 39.3 out of 100
  - Points Earned: 4.7 out of 20.0
  - Percent of Possible Points: 23.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

- DC CAS Reading
  - Proficient and Above: 44.9 out of 100
    - Points Earned: 2.4 out of 10.0
    - Percent of Possible Points: 24.0%
  - Advanced only: 3.2 out of 25
    - Points Earned: 0.3 out of 2.5
    - Percent of Possible Points: 12.0%
- DC CAS Mathematics
  - Proficient and Above: 35.7 out of 100
    - Points Earned: 1.3 out of 10.0
    - Percent of Possible Points: 13.0%
  - Advanced only: 6.5 out of 25
    - Points Earned: 0.6 out of 2.5
    - Percent of Possible Points: 24.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 3rd Grade Reading: 33.3 out of 100
  - Points Earned: 2.9 out of 15.0
  - Percent of Possible Points: 19.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance: 89.1 out of 100
  - Points Earned: 7.1 out of 10.0
  - Percent of Possible Points: 71.0%
- Re-enrollment: 80.0 out of 100
  - Points Earned: 6.6 out of 10.0
  - Percent of Possible Points: 66.0%

TOTAL SCORE

- Tier 2
- Points Earned: 37.6 out of 100
- Percent of Possible Points: 37.6%

For a more detailed explanation of the indicators, see our technical guide.
**School Profile (2014–15)**

**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
- Smart COOKIES program (Challenging Our Own Kids Intellectually, Educationally, and Socially)
- Range of extracurricular and co-curricular activities

**Board Chair**
Donald L. Hense

**Executive Director**
Patricia A. Brantley

**Principal**
Jeffrey Grant, Ed.D.

**First School Year**
1999-2000

**School Hours**
7:45 a.m. – 4:00 p.m.

**Grades Served**
Is part of a PK-12 network.

**Transportation**
*Please check www.wmata.com for updates*

**DC Public Charter School Board School Performance Report © 2014**

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
386

**English Language Learner**
1.0%

**Economically Disadvantaged**
>60%**

**Special Education**
6.0%

**Economically Disadvantaged**

**Multiracial**

**Before Care**

**After Care**

*Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

**Future Grades**

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

**Current Grades**

- Adult Ed

**School Shuttle**

**Metro / Bus Service**
B2; D6; X1, X2, X3, X8, X9

Updated November 1, 2014
## Student Progress
### Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy / Language</td>
<td>60</td>
<td>100</td>
<td>95.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60</td>
<td>100</td>
<td>95.5</td>
</tr>
<tr>
<td>Social-Emotional Learning</td>
<td>60</td>
<td>100</td>
<td>91.0</td>
</tr>
</tbody>
</table>

### Teacher Interaction: Classroom Assessment Scoring System (CLASS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>3</td>
<td>6</td>
<td>5.6</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>3</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>4</td>
<td>7</td>
<td>2.2</td>
</tr>
</tbody>
</table>

### Leading Indicator

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>80</td>
<td>90</td>
<td>87.9</td>
</tr>
</tbody>
</table>

## K-3 (64% of Students)

### Student Achievement / Progress - Grades K-2

<table>
<thead>
<tr>
<th>Subject</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>50</td>
<td>90</td>
<td>78.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50</td>
<td>90</td>
<td>87.2</td>
</tr>
</tbody>
</table>

### Student Achievement Grade 3: Reading

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>17.4</td>
<td>100</td>
<td>19.6</td>
</tr>
</tbody>
</table>

### Advanced Only - DC CAS

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Above</td>
<td>13.2</td>
<td>100</td>
<td>15.2</td>
</tr>
</tbody>
</table>

### Advanced Only - DC CAS

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Floor</th>
<th>Target</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Above</td>
<td>25</td>
<td>100</td>
<td>2.2</td>
</tr>
</tbody>
</table>
**Mission Specific Goals**

**Goals Met**

**% Met**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Score Key**

**Leading Indicators**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90.1</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>76.5</td>
</tr>
</tbody>
</table>

*Friendship PCS - Blow-Pierce Elementary*

*2014 School Performance Report*
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.
Smart COOKIES program (Challenging Our Own Kids Intellectually, Educationally, and Socially)
Range of extracurricular and co-curricular activities

School Mission / Purpose

Donald L. Hense
Board Chair

Patricia A. Brantley
Executive Director

Jeffrey Grant, Ed.D.
Principal

First School Year
1999–2000

School Hours
7:45 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-12 network.

Current Grades
Future Grades

PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed
Before Care
After Care

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

B2; D6; X1, X2, X3, X8, X9

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.
Friendship PCS - Blow-Pierce Middle
2014 School Performance Report

Grades Measured: 4-8

**Student Progress (40 points): Academic Improvement Over Time**

- **Growth on DC CAS Reading over time**: 58.0 out of 100, 70.0%
- **Growth on DC CAS Mathematics over time**: 59.0 out of 100, 72.5%

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- **Elementary Grades DC CAS Reading**
  - Proficient and Above: 38.3 out of 50, 76.6%
  - Advanced Only: 0.0 out of 1.25, 0.0%
- **Elementary Grades DC CAS Mathematics**
  - Proficient and Above: 34.0 out of 50, 68.0%
  - Advanced Only: 10.6 out of 1.25, 85.3%
- **Middle Grades DC CAS Reading**
  - Proficient and Above: 41.1 out of 50, 82.2%
  - Advanced Only: 2.9 out of 1.25, 232.0%
- **Middle Grades DC CAS Mathematics**
  - Proficient and Above: 51.7 out of 50, 103.4%
  - Advanced Only: 10.1 out of 1.25, 808.0%

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- **Proficient and Advanced 3rd Grade Reading**: 0.0 out of 1.0, N/A
- **Proficient and Advanced 8th Grade Mathematics**: 8.5 out of 15.0, 56.7%

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- **Attendance**: 89.6 out of 90, 99.6%
- **Re-enrollment**: 77.8 out of 90, 86.4%

**TOTAL SCORE**

- Tier: 2
- Score: 54.4 out of 100, 54.4%

For a more detailed explanation of the indicators, see our technical guide.
Friendship PCS – Chamberlain Elementary

1345 Potomac Avenue SE
Washington, DC 20003
202-547-5800
www.friendshipschools.org

School Profile (2014–15)

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.

Board Chair
Donald L. Hense

Executive Director
Patricia A. Brantley

Principal
Morrise Harbour

First School Year
1998–99

School Hours
7:45 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-12 network.

**Please check www.wmata.com for updates**

<table>
<thead>
<tr>
<th>Grades Served</th>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>PK4</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>K</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adult Ed</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>After Care</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Before Care</td>
<td></td>
</tr>
</tbody>
</table>

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

School Shuttle
Economically Disadvantaged
Special Education
English Language Learner

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.5%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.5%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment: 371

Transportation

| Metro / Bus Service * | Potomac Avenue; 32, 34, 36; V7, V8, V9 |

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
Friendship PCS - Chamberlain Elementary
2014 School Performance Report

(2013–14)
Grades Measured: PK3-3

Pre-Kindergarten (PK3-PK4) Grades (23% of Students)

Student Progress
Literacy / Language - Creative Curriculum - Teaching Strategies GOLD

Mathematics - Creative Curriculum - Teaching Strategies GOLD

Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-3 (77% of Students)

Student Achievement / Progress - Grades K-2
Literacy - Northwest Evaluation Association Measure of Academic Progress

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading
Proficient and Advanced - DC CAS

Advanced Only - DC CAS

Student Achievement Grade 3: Mathematics
Proficient and Above - DC CAS

Advanced Only - DC CAS
### Friendship PCS - Chamberlain Elementary
#### 2014 School Performance Report

<table>
<thead>
<tr>
<th>Leading Indicators</th>
<th>Attendance</th>
<th>Re-enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>82</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>92</td>
<td>90</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td><strong>94.1</strong></td>
<td><strong>89.9</strong></td>
</tr>
</tbody>
</table>

**K-3 (77% of Students) - Continued**

#### Mission Specific Goals

<table>
<thead>
<tr>
<th>Goals Met</th>
<th>% Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Score Key

- **Floor**: 0
- **Target**: 100
- **Score**: 94.1

- **Floor**: 0
- **Target**: 100
- **Score**: 89.9

---

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
School Profile (2014–15)

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
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair
Donald L. Hense

Executive Director
Patricia A. Brantley

Principal
Morrise Harbour

First School Year
1998–99

School Hours
7:45 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.4%
- Hispanic / Latino: 0.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment
351

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
15.7%

Transportation

Metro / Bus Service *
Potomac Avenue; 32, 34, 36; V7, V8, V9

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanations

1 High Performing
(65.0% - 100.0%)

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
Friendship PCS – Chamberlain Middle
2014 School Performance Report

(2013–14)
Grades Measured: 4–8

Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time
  - 0–30: 30
  - 31–60: 57.0
  - 61–100: 70
  - Points Earned: 13.5 out of 20.0
  - Percent of Possible Points: 67.5%

- Growth on DC CAS Mathematics over time
  - 0–30: 30
  - 31–60: 76.0
  - 61–100: 70
  - Points Earned: 20.0 out of 20.0
  - Percent of Possible Points: 100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

- Elementary Grades DC CAS Reading
  - Proficient and Above
    - 0–25: 25
    - 26–50: 43.7
    - 51–100: 100
    - Points Earned: 1.1 out of 5.0
    - Percent of Possible Points: 22.0%

- Advanced Only
  - 0–25: 25
  - Points Earned: 0.10 out of 1.25
  - Percent of Possible Points: 8.0%

- Elementary Grades DC CAS Mathematics
  - Proficient and Above
    - 0–25: 25
    - 26–50: 68.9
    - 51–100: 100
    - Points Earned: 2.9 out of 5.0
    - Percent of Possible Points: 58.0%

- Advanced Only
  - 0–25: 25
  - Points Earned: 0.92 out of 1.25
  - Percent of Possible Points: 73.6%

- Middle Grades DC CAS Reading
  - Proficient and Above
    - 0–25: 25
    - 26–50: 55.3
    - 51–100: 100
    - Points Earned: 1.7 out of 5.0
    - Percent of Possible Points: 34.0%

- Advanced Only
  - 0–25: 25
  - Points Earned: 0.18 out of 1.25
  - Percent of Possible Points: 14.4%

- Middle Grades DC CAS Mathematics
  - Proficient and Above
    - 0–25: 25
    - 26–50: 68.9
    - 51–100: 100
    - Points Earned: 2.5 out of 5.0
    - Percent of Possible Points: 50.0%

- Advanced Only
  - 0–25: 25
  - Points Earned: 1.09 out of 1.25
  - Percent of Possible Points: 87.2%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 3rd Grade Reading
  - 0–25: 25
  - 26–100: 17.4
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

- Proficient and Advanced 8th Grade Mathematics
  - 0–25: 25
  - 26–100: 38.9
  - Points Earned: 13.1 out of 15.0
  - Percent of Possible Points: 87.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance
  - 0–100: 100
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- Re-enrollment
  - 0–100: 100
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

TOTAL SCORE

TIER 1

Points Earned: 77.1 out of 100
Percent of Possible Points: 77.1%

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Friendship PCS - Collegiate Academy

4095 Minnesota Avenue NE
Washington, DC 20019
202-396-5500
www.friendshipschools.org

School Profile (2014–15)

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 9th grade, allowing high school students to take college-level work
- Develop critical and creative thinking, oral and written communication, and intellectual curiosity

Board Chair
Donald L. Hense

Executive Director
Patricia A. Brantley

Principal
Peggy Jones

First School Year
2000-01

School Hours
7:45 a.m. - 3:30 p.m.

Grades Served
Is part of a PK-12 network.

Current Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

Future Grades
- Before Care
- After Care

Tier Explanation
1. High Performing
   (65.0% - 100.0%)
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 (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.1%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment 914

English Language Learner 0.0%
Economically Disadvantaged >60%**
Special Education 16.6%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Minnesota Avenue

*Please check www.wmata.com for updates
### Friendship PCS - Collegiate Academy

#### 2014 School Performance Report

#### Grades Measured: 9-12

<table>
<thead>
<tr>
<th>KEY</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor</td>
<td>Target</td>
</tr>
</tbody>
</table>

### Student Progress (15 points): Test Score Improvement Over Time

- **Growth on DC CAS Reading over time**
  - Points Earned: 4.3 out of 7.5
  - Percent of Possible Points: 57.3%

- **Growth on DC CAS Mathematics over time**
  - Points Earned: 3.4 out of 7.5
  - Percent of Possible Points: 45.3%

### Student Achievement (25 points): Meeting or Exceeding Standards

- **High Grades DC CAS Reading**
  - Proficient and Above:
    - Points Earned: 3.5 out of 10
    - Percent of Possible Points: 35.0%
  - Advanced only:
    - Points Earned: 0.4 out of 2.5
    - Percent of Possible Points: 16.0%

- **High Grades DC CAS Mathematics**
  - Proficient and Above:
    - Points Earned: 3.4 out of 10
    - Percent of Possible Points: 34.0%
  - Advanced only:
    - Points Earned: 0.3 out of 2.5
    - Percent of Possible Points: 12.0%

### Gateway (35 points): Outcomes Aligned to College and Career Readiness

- **Four-Year Graduation Rate**
  - Points Earned: 6.1 out of 7.5
  - Percent of Possible Points: 81.3%

- **PSAT Performance (11th)**
  - Points Earned: 2.8 out of 7.5
  - Percent of Possible Points: 37.3%

- **SAT/ACT Performance (12th)**
  - Points Earned: 2.9 out of 7.5
  - Percent of Possible Points: 38.7%

- **College Acceptance Rate**
  - Points Earned: 7.5 out of 7.5
  - Percent of Possible Points: 100.0%

- **College Readiness: Advanced Placement / International Baccalaureate Achievement**
  - Points Earned: 3.7 out of 5.0
  - Percent of Possible Points: 74.0%

### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - Points Earned: 9.6 out of 10.0
  - Percent of Possible Points: 96.0%

- **Re-enrollment**
  - Points Earned: 8.1 out of 10.0
  - Percent of Possible Points: 81.0%

- **9th Grade Credits (on track to graduate)**
  - Points Earned: 4.4 out of 5.0
  - Percent of Possible Points: 88.0%

### TOTAL SCORE

- **Tier:** 2
- **Points Earned:** 60.4 out of 100
- **Percent of Possible Points:** 60.4%
<table>
<thead>
<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
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<tr>
<td><strong>Graduation Rate</strong></td>
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<tr>
<td>Five-Year Graduation Rate</td>
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<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate</strong></td>
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<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td>16.7%</td>
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<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place SE
Washington, DC 20032
202-562-1980
www.friendshipschools.org

School Profile (2014–15)

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
- Range of extracurricular and co-curricular activities

Board Chair
Donald L. Hense

Executive Director
Patricia A. Brantley

Principal
Tawana Carr, Ed.D.

First School Year
2005–06

School Hours
7:45 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-12 network.

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.5%
- Hispanic / Latino: 0.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.2%
- White Non-Hispanic: 0.2%
- Multiracial: 0.0%

Total Enrollment: 559

English Language Learner: 0.0%

Economically Disadvantaged: >60%**

Special Education: 10.4%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

*Please check www wmata com for updates
## Friendship PCS – Southeast Elementary Academy
### 2014 School Performance Report

#### Grades Measured: PK3-2

**Pre-Kindergarten (PK3-PK4) Grades (34% of Students)**

- **Student Progress**
  - Literacy / Language - *Creative Curriculum - Teaching Strategies GOLD*
  - Mathematics - *Creative Curriculum - Teaching Strategies GOLD*
  - Social-Emotional Learning - *Creative Curriculum - Teaching Strategies GOLD*

- **Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
  - Classroom Organization
  - Instructional Support

- **Leading Indicator**
  - Attendance

**K-2 (66% of Students)**

- **Student Achievement / Progress**
  - Literacy - *Northwest Evaluation Association Measure of Academic Progress*
  - Mathematics - *Northwest Evaluation Association Measure of Academic Progress*

- **Leading Indicators**
  - Attendance
  - Re-enrollment
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
- Range of extracurricular and co-curricular activities

School Hours
7:45 a.m. - 4:00 p.m.

Grades Served
Is part of a PK-12 network.

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
  - Before Care
  - After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.5%
- Hispanic / Latino: 0.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.2%
- White Non-Hispanic: 0.2%
- Multiracial: 0.0%

Total Enrollment: 559
English Language Learner: 0.0%
Economically Disadvantaged: >60%
Special Education: 10.4%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanations
1. High Performing (65.0% - 100.0%)
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 *
  - Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

*Please check www.wmata.com for updates
Friendship PCS - Southeast Elementary Academy
2014 School Performance Report

Grades Measured: 3–5

Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time
  - Points Earned: 11.8 out of 20.0 (59.0%)
  - Target: 35.5
  - Floor: 0
  - Points Possible: 100

- Growth on DC CAS Mathematics over time
  - Points Earned: 17.5 out of 20.0 (87.5%)
  - Target: 65.0
  - Floor: 0
  - Points Possible: 100

Student Achievement (25 points): Meeting or Exceeding Academic Standards

1. **DC CAS Reading**
   - Proficient and Above
     - Points Earned: 3.5 out of 10.0 (35.0%)
     - Target: 53.0
     - Floor: 0
     - Points Possible: 100
   - Advanced only
     - Points Earned: 0.3 out of 2.5 (12.0%)
     - Target: 3.3
     - Floor: 0
     - Points Possible: 100

2. **DC CAS Mathematics**
   - Proficient and Above
     - Points Earned: 4.2 out of 10.0 (42.0%)
     - Target: 57.4
     - Floor: 0
     - Points Possible: 100
   - Advanced only
     - Points Earned: 1.2 out of 2.5 (48.0%)
     - Target: 12.0
     - Floor: 0
     - Points Possible: 100

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 3rd Grade Reading
  - Points Earned: 7.0 out of 15.0 (46.7%)
  - Target: 55.7
  - Floor: 0
  - Points Possible: 100

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

1. **Attendance**
   - Points Earned: 10.0 out of 10.0 (100.0%)
   - Target: 94.2
   - Floor: 0
   - Points Possible: 100

2. **Re-enrollment**
   - Points Earned: 9.7 out of 10.0 (97.0%)
   - Target: 89.1
   - Floor: 0
   - Points Possible: 100

TOTAL SCORE

- Tier: 1
- Points Earned: 65.2 out of 100 (65.2%)

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Friendship PCS - Technology Preparatory Academy (Middle)

620 Milwaukee Place SE
Washington, DC 20032
202-562-1681
www.friendshipschools.org

Board Chair
Donald L. Hense
First School Year
2008–09
Principal
Doranna Tindle
School Hours
MS: 7:45 a.m. – 3:40 p.m.
HS: 7:45 a.m. – 3:40 p.m.

Executive Director
Patricia A. Brantley

Grades Served
Executive Director
Patricia A. Brantley

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
- Partner with community organizations to expose students to a variety of college and career opportunities

School Hours
MS: 7:45 a.m. – 3:40 p.m.
HS: 7:45 a.m. – 3:40 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)
- **Asian**: 0.0%
- **Black Non-Hispanic**: 98.8%
- **Hispanic / Latino**: 0.7%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.5%
- **Multiracial**: 0.0%

**Total Enrollment**: 406
**English Language Learner**: 0.2%
**Economically Disadvantaged**: >60%
**Special Education**: 18.5%

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.

Tier Explanation
1. **High Performing**
   (65.0% - 100.0%)
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**: *Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3*

*Please check www.wmata.com for updates
Friendship PCS - Technology Preparatory Academy (Middle)
2014 School Performance Report

(2013–14)
Grades Measured: 6–8

**Student Progress (40 points): Academic Improvement Over Time**

- **Growth on DC CAS Reading over time**
  - Points Earned: 42.5 out of 100
  - Percent of Possible Points: 31.5%

- **Growth on DC CAS Mathematics over time**
  - Points Earned: 41.1 out of 100
  - Percent of Possible Points: 28.0%

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- **DC CAS Reading**
  - Proficient and Above
    - Points Earned: 37.8 out of 100
    - Percent of Possible Points: 8.0%
  - Advanced only
    - Points Earned: 2.0 out of 25
    - Percent of Possible Points: 8.0%

- **DC CAS Mathematics**
  - Proficient and Above
    - Points Earned: 48.6 out of 100
    - Percent of Possible Points: 16.0%
  - Advanced only
    - Points Earned: 6.8 out of 25
    - Percent of Possible Points: 28.0%

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- Proficient and Advanced 8th Grade Mathematics
  - Points Earned: 68.8 out of 100
  - Percent of Possible Points: 48.7%

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - Points Earned: 94.5 out of 100
  - Percent of Possible Points: 100.0%

- **Re-enrollment**
  - Points Earned: 82.4 out of 100
  - Percent of Possible Points: 74.0%

**TOTAL SCORE**

- **Tier 2**
  - Points Earned: 39.9 out of 100
  - Percent of Possible Points: 39.9%

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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
- Partner with community organizations to expose students to a variety of college and career opportunities

Board Chair
Donald L. Hense

Executive Director
Patricia A. Brantley

Principal
Doranna Tindle

First School Year
2008–09

School Hours
MS: 7:45 a.m. – 3:40 p.m.
HS: 7:45 a.m. – 3:40 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 98.8%
- Hispanic / Latino: 0.7%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.5%
- Multiracial: 0.0%

Total Enrollment: 406

- Total Enrollment: 406
- English Language Learner: 0.2%
- Economically Disadvantaged: >60%
- Special Education: 18.5%

Transportation

Metro / Bus Service *
Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanation

1. High Performing
   (65.0% - 100.0%)

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.
### Friendship PCS - Technology Preparatory Academy (High School)
#### 2014 School Performance Report

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY</strong></td>
<td><strong>Score</strong></td>
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<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td><strong>Student Progress (15 points): Test Score Improvement Over Time</strong></td>
<td></td>
</tr>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td></td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td></td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or Exceeding Standards</strong></td>
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</tr>
<tr>
<td>High Grades DC CAS Reading Proficient and Above</td>
<td></td>
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<tr>
<td>Advanced only</td>
<td></td>
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<tr>
<td>High Grades DC CAS Mathematics Proficient and Above</td>
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<tr>
<td>Advanced only</td>
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<tr>
<td><strong>Gateway (8 points): Outcomes Aligned to College and Career Readiness</strong></td>
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<tr>
<td>Four-Year Graduation Rate</td>
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<td>PSAT Performance (11th)</td>
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<td>SAT/ACT Performance (12th)</td>
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<td>College Acceptance Rate</td>
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<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
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<tr>
<td><strong>Leading Indicators (25 points): Predictors of Future Student Progress and Achievement</strong></td>
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<tr>
<td>Attendance</td>
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<td>Re-enrollment</td>
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<td>9th Grade Credits (on track to graduate)</td>
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<tr>
<td><strong>TOTAL SCORE</strong></td>
<td><strong>TIER 2</strong></td>
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<td>40.5 out of 72.5</td>
<td>55.9%</td>
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<tr>
<td><strong>Points Earned out of Points Possible</strong></td>
<td>Percent of Possible Points</td>
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### Friendship PCS - Technology Preparatory Academy (High School)
#### 2014 School Performance Report

**Future Metrics**

<table>
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<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
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<tbody>
<tr>
<td>Graduation Rate</td>
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<tr>
<td>Five-Year Graduation Rate</td>
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<td>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
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<td>CTE Certification Exam Pass Rate</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
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
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

School Hours
7:45 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-12 network.
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

Student Demographics (2013–14)
- Asian: 0.7%
- Black Non-Hispanic: 95.5%
- Hispanic / Latino: 3.8%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment
- Total Enrollment: 290

English Language Learner
- English Language Learner: 3.1%

Economically Disadvantaged
- Economically Disadvantaged: >60%**

Special Education
- Special Education: 5.5%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation
- Metro / Bus Service *
  - 82, 83, B8, G8, H6

* Please check www.wmata.com for updates
Friendship PCS - Woodridge Elementary
2014 School Performance Report

(2013–14)

Grades Measured: PK3–3

Pre-Kindergarten (PK3-PK4) Grades (35% of Students)

Student Progress
Literacy / Language - Creative Curriculum - Teaching Strategies GOLD

Mathematics - Creative Curriculum - Teaching Strategies GOLD

Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-3 (65% of Students)

Student Achievement / Progress - Grades K-2
Literacy - Northwest Evaluation Association Measure of Academic Progress

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading
Proficient and Advanced - DC CAS

Advanced Only - DC CAS

Student Achievement Grade 3: Mathematics
Proficient and Above - DC CAS

Advanced Only - DC CAS
<table>
<thead>
<tr>
<th>Leading Indicators</th>
<th>Score</th>
<th>Goal</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.6</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>89.7</td>
<td>60</td>
<td>90</td>
</tr>
</tbody>
</table>
School Profile (2014–15)

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 focused on global perspectives and success in high school and college
- Rich course offerings including art, music, lab sciences, and foreign language
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

School Hours
7:45 a.m. – 4:00 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>97.7%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment 216

English Language Learner 0.5%

Economically Disadvantaged >60%

Special Education 23.6%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanations

1 High Performing (65.0% - 100.0%)
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
<table>
<thead>
<tr>
<th>Key</th>
<th>Floor</th>
<th>Score</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2013–14)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grades Measured: 4–8</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Progress (40 points): Academic Improvement Over Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>0</td>
<td>30</td>
<td>64.0</td>
<td>17.0 out of 20.0</td>
<td>85.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>0</td>
<td>30</td>
<td>61.0</td>
<td>15.5 out of 20.0</td>
<td>77.5%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or Exceeding Academic Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Grades DC CAS Reading</td>
<td>0</td>
<td>27.9</td>
<td>34.2</td>
<td>0.4 out of 5.0</td>
<td>8.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>0.3</td>
<td>25</td>
<td>1.3</td>
<td>0.05 out of 1.25</td>
<td>4.0%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Reading</td>
<td>0</td>
<td>32.3</td>
<td>55.9</td>
<td>1.7 out of 5.0</td>
<td>34.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>0.3</td>
<td>25</td>
<td>6.3</td>
<td>0.30 out of 1.25</td>
<td>24.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.3</td>
<td>25</td>
<td>12.7</td>
<td>0.63 out of 1.25</td>
<td>50.4%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Mathematics</td>
<td>0</td>
<td>39</td>
<td>63.8</td>
<td>2.0 out of 5.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>0.3</td>
<td>25</td>
<td>12.6</td>
<td>0.62 out of 1.25</td>
<td>49.6%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td></td>
<td></td>
<td></td>
<td></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>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd Grade Reading</td>
<td>0</td>
<td>17.4</td>
<td></td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>0</td>
<td>38.9</td>
<td>65.3</td>
<td>6.5 out of 15.0</td>
<td>43.3%</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>
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</tr>
<tr>
<td>Attendance</td>
<td>0</td>
<td></td>
<td></td>
<td>93.4</td>
<td>10.0 out of 10.0</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>0</td>
<td></td>
<td></td>
<td>86.4</td>
<td>8.8 out of 10.0</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIER</td>
<td>1</td>
<td></td>
<td></td>
<td>65.1 out of 100</td>
<td>65.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

**School Mission / Purpose**
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, 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**
- 2014 Imagine Schools National Character Education Award
- 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-5

**Board Chair**
James Kemp

**Regional Director**
Michael DePass

**Principal**
Diana Tharpe

**First School Year**
2008-09

**School Hours**
7:45 a.m. - 3:50 p.m.

**Grades Served**
Is part of a PK-8 network.

- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 88.4%
- Hispanic / Latino: 11.1%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.3%
- White Non-Hispanic: 0.3%
- Multiracial: 0.0%
- Total Enrollment: 380
- English Language Learner: 9.0%
- Economically Disadvantaged: 79.2%
- Special Education: 6.6%

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

- Metro / Bus Service *
  - Fort Totten, Takoma; K6

*Please check www wmata com for updates
Hope Community PCS - Lamond
2014 School Performance Report

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (47% of Students)

Student Progress
  Literacy / Language - mCLASS®:CIRCLE™
    Floor: 0  Target: 100
    Score: 88.9%

Mathematics - mCLASS®:CIRCLE™
    Floor: 0  Target: 100
    Score: 83.7%

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support
    Floor: 1  Target: 7
    Score: 5.5%

Classroom Organization
    Floor: 1  Target: 7
    Score: 4.8%

Instructional Support
    Floor: 1  Target: 7
    Score: 2.4%

Leading Indicator
  Attendance
    Floor: 0  Target: 100
    Score: 89.1%

K-2 (53% of Students)

Student Achievement / Progress
  Literacy - Stanford Achievement Test (SAT 10)
    Floor: 0  Target: 100
    Score: 73.2%

Mathematics - Stanford Achievement Test (SAT 10)
    Floor: 0  Target: 100
    Score: 86.9%

Leading Indicators
  Attendance
    Floor: 0  Target: 92
    Score: 82%

Re-enrollment
    Floor: 0  Target: 90
    Score: 79.5%
School Profile (2014–15)

**School Mission / Purpose**
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, 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**
- 2014 Imagine Schools National Character Education Award
- 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-5

**School Hours**
7:45 a.m. – 3:50 p.m.

**Grades Served**
Is part of a PK-8 network.

- **Current Grades**
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
- **Future Grades**
  - Adult Ed
  - Before Care
  - After Care

**Student Demographics (2013–14)**

- **Asian** 0.0%
- **Black Non-Hispanic** 88.4%
- **Hispanic / Latino** 11.1%
- **Native American / Alaska Native** 0.0%
- **Pacific Islander / Native Hawaiian** 0.3%
- **White Non-Hispanic** 0.3%
- **Multiracial** 0.0%

**Total Enrollment**
380

**English Language Learner**
9.0%

**Economically Disadvantaged**
79.2%

**Special Education**
6.6%

Tier Explanations

1. **High Performing**
   (65.0% - 100.0%)

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, Takoma; K6*

*Please check www.wmata.com for updates*
Hope Community PCS - Lamond
2014 School Performance Report

(2013–14)

Grades Measured: 3–6

Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time
  - 46.6% (8.3 out of 20.0, 41.5%)
- Growth on DC CAS Mathematics over time
  - 48.8% (9.4 out of 20.0, 47.0%)

Student Achievement (25 points): Meeting or Exceeding Academic Standards

- DC CAS Reading
  - Proficient and Above
    - 55.4% (3.8 out of 10.0, 38.0%)
  - Advanced only
    - 5.4% (0.5 out of 2.5, 20.0%)
- DC CAS Mathematics
  - Proficient and Above
    - 56.8% (4.1 out of 10.0, 41.0%)
  - Advanced only
    - 13.5% (1.3 out of 2.5, 52.0%)

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 3rd Grade Reading
  - 45.7% (5.1 out of 15.0, 34.0%)

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance
  - 92.8% (10.0 out of 10.0, 100.0%)
- Re-enrollment
  - 70.6% (3.4 out of 10.0, 34.0%)

TOTAL SCORE

- Tier 2
  - 45.9 out of 100 (45.9%)

For a more detailed explanation of the indicators, see our technical guide.
School Mission / Purpose
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, 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 content focus in ELA, history, science, music and visual arts
- Nurture and promote positive character development
- Project-based learning, Thinking Maps, Novel Studies, and student exhibition expos
- Assessments: Data analysis in spring/fall SAT10, ANet interim assessments and daily formative assessments

School Hours
8:00 a.m. - 3:30 p.m.

Grades Served
Is part of a PK-8 network.
- Current Grades
- Future Grades

School Profile (2014–15)

Board Chair
James Kemp

Principal
Chloe Marshall, Ed.D.

First School Year
2005-06

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>95.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>4.5%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment
451

English Language Learner
4.9%

Economically Disadvantaged
81.3%

Special Education
9.2%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Brookland-CUA; 81, 82, 83, 83X, 86, B51

*Please check www.wmata.com for updates
Hope Community PCS - Tolson
2014 School Performance Report

(2013–14)
Grades Measured: PK3–2

Pre-Kindergarten (PK3-PK4) Grades (49% of Students)

Student Progress
Literacy / Language - mCLASS®:CIRCLE™

Mathematics - mCLASS®:CIRCLE™

Social-Emotional Learning - Data unavailable

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-2 (51% of Students)

Student Achievement / Progress
Literacy - Stanford Achievement Test (SAT 10)

Mathematics - Stanford Achievement Test (SAT 10)

Leading Indicators
Attendance

Re-enrollment
Hope Community PCS – Tolson

2917 8th Street NE
Washington, DC 20017
202-832-7370
www.hopecommunitycs.org

School Mission / Purpose
The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, 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 content focus in ELA, history, science, music and visual arts
- Nurture and promote positive character development
- Project-based learning, Thinking Maps, Novel Studies, and student exhibition expos
- Assessments: Data analysis in spring/fall SAT10, ANet interim assessments and daily formative assessments

Board Chair
James Kemp

Principal
Chloe Marshall, Ed.D.

First School Year
2005-06

School Hours
8:00 a.m. - 3:30 p.m.

Grades Served
Is part of a PK-8 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Before Care | After Care

Student Demographics (2013–14)

- Asian: 0.2%
- Black Non-Hispanic: 95.1%
- Hispanic / Latino: 4.5%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.2%
- Multiracial: 0.0%
- Total Enrollment: 451
- English Language Learner: 4.9%
- Economically Disadvantaged: 81.3%
- Special Education: 9.2%

Transportation

Metro / Bus Service *
Brookland-CUA; 81, 82, 83, 83X, 86; B51

Tier Explanations

1. High Performing (65.0% - 100.0%)
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: 49.9% (10.0 out of 20.0, 50.0%)
- Growth on DC CAS Mathematics over time: 46.5% (8.3 out of 20.0, 41.5%)

Student Achievement (25 points): Meeting or Exceeding Academic Standards

- Elementary Grades DC CAS Reading: Proficient and Above - 48.4% (1.4 out of 5.0, 28.0%)
- Advanced Only: 2.1% (0.09 out of 1.25, 7.2%)

- Elementary Grades DC CAS Mathematics: Proficient and Above - 51.6% (1.7 out of 5.0, 34.0%)
- Advanced Only: 9.5% (0.47 out of 1.25, 37.6%)

- Middle Grades DC CAS Reading: Proficient and Above - 58.7% (1.9 out of 5.0, 38.0%)
- Advanced Only: 14.3% (0.71 out of 1.25, 56.8%)

- Middle Grades DC CAS Mathematics: Proficient and Above - 65.1% (2.1 out of 5.0, 42.0%)
- Advanced Only: 17.5% (0.87 out of 1.25, 69.6%)

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 3rd Grade Reading - 55.3% (3.4 out of 7.5, 45.3%)
- Proficient and Advanced 8th Grade Mathematics - 80.0% (5.0 out of 7.5, 66.7%)

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance: 96.6% (10.0 out of 10.0, 100.0%)
- Re-enrollment: 73.7% (4.4 out of 10.0, 44.0%)

TOTAL SCORE

TIER 2

50.3 out of 100 (50.3%)
School Profile (2014–15)

School Mission / Purpose
In collaboration with the school community, the mission of the Howard University Middle School of Mathematics and Science is to provide our students with a foundation in all academic subjects, including an emphasis in mathematics and science, and to nurture the social and emotional growth of each. An appreciation for diversity and sensitivity for all is encouraged through an enriched education that prepares 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
- Biweekly Saturday Academy; extended enrichment, and STEM connections

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Future Grades
- Before Care
- After Care

Student Demographics (2013–14)
- Asian: 0.0%
- Black Non-Hispanic: 95.6%
- Hispanic / Latino: 3.2%
- Native American / Alaska Native: 0.3%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.9%

Total Enrollment: 318
- English Language Learner: 4.7%
- Economically Disadvantaged: 66.2%
- Special Education: 6.3%

Tier Explanation
1. High Performing
   (65.0% - 100.0%)
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 *
  - Shaw-Howard; 70, 79

*Please check www.wmata.com for updates
For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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
- JROTC teaches leadership, discipline, service
- Tech training (AutoCAD, Microsoft Academy), championship athletics and new gymnasium

Board Chair
David Owens

Head of School
Justin Rydstrom

Principal
S. Lanette Bacchus

First School Year
1998-99

School Hours
8:30 a.m. - 4:00 p.m.

Grades Served
- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
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<tr>
<td>Pacific Islander / Native Hawaiian</td>
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</tr>
<tr>
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<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment: 199

English Language Learner: 0.0%

Economically Disadvantaged: >60%**

Special Education: 21.2%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanation

1. High Performing
   (65.0% - 100.0%)

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 *
Deanwood, Minnesota Avenue; U4; W4

*Please check www.wmata.com for updates
# IDEA PCS
## 2014 School Performance Report

### Grades Measured: 9-12

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points Earned</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>Growth on DC CAS Reading over time</td>
<td>7.5 out of 7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>Growth on DC CAS Mathematics over time</td>
<td>6.8 out of 7.5</td>
<td>90.7%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or Exceeding Standards</strong></td>
<td>High Grades DC CAS Reading Proficient and Above</td>
<td>4.7 out of 10</td>
<td>47.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>0.6 out of 2.5</td>
<td>24.0%</td>
</tr>
<tr>
<td></td>
<td>High Grades DC CAS Mathematics Proficient and Above</td>
<td>5.9 out of 10.0</td>
<td>59.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>0.0 out of 2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Gateway (35 points): Outcomes Aligned to College and Career Readiness</strong></td>
<td>Four-Year Graduation Rate</td>
<td>0.0 out of 7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>PSAT Performance (11th)</td>
<td>3.2 out of 7.5</td>
<td>42.7%</td>
</tr>
<tr>
<td></td>
<td>SAT/ACT Performance (12th)</td>
<td>3.1 out of 7.5</td>
<td>41.3%</td>
</tr>
<tr>
<td></td>
<td>College Acceptance Rate</td>
<td>6.9 out of 7.5</td>
<td>92.0%</td>
</tr>
<tr>
<td></td>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Leading Indicators (25 points): Predictors of Future Student Progress and Achievement</strong></td>
<td>Attendance</td>
<td>7.1 out of 10.0</td>
<td>71.0%</td>
</tr>
<tr>
<td></td>
<td>Re-enrollment</td>
<td>8.0 out of 10.0</td>
<td>80.0%</td>
</tr>
<tr>
<td></td>
<td>9th Grade Credits (on track to graduate)</td>
<td>0.6 out of 5.0</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

- **Tier**: 2
- **Score**: 54.4 out of 100
- **Percent**: 54.4%
**Future Metrics**

**Gateway: Outcomes Aligned to College and Career Readiness**

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>74.6%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate</td>
<td></td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td>0.0%</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*For a more detailed explanation of the indicators, see our technical guide.*
2014 School Performance Report

Ideal Academy PCS

6130 North Capitol Street NW
Washington, DC 20011
202-729-6660
www.iapcs.com

School Profile (2014–15)

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.

Unique School Characteristics
- Cognitive, social, emotional, physical, and creative growth developed through a balanced academic program
- Math and literacy instruction, assessments, and curriculum aligned to the Common Core State Standards
- Small class sizes at Ideal enhance small-group and individual learning
- Incorporates the “Quiet Time”, a stress management program for students and staff

Board Chair
Patricia Cooks

Principal
George H. Rutherford II, Ph.D.

First School Year
1999–2000

School Hours
8:15 a.m. – 3:45 p.m.

Grades Served

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>96.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>4.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

- Total Enrollment: 280
- English Language Learner: 2.9%
- Economically Disadvantaged: 77.0%
- Special Education: 10.4%

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
K2, K6

*Please check www.wmata.com for updates
(2013–14)

**Grades Measured: PK3-2**

**Pre-Kindergarten (PK3-PK4) Grades (41% of Students)**

### Student Progress
- Literacy / Language - Phonological Awareness Literacy Screening (PALS)
  - Score: 71.4%
- Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)
  - Score: 42.9%

### Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- Emotional Support
  - Score: 5.9
- Classroom Organization
  - Score: 5.5
- Instructional Support
  - Score: 2.6

### Leading Indicator
- Attendance
  - Score: 93.4%

**K-2 (59% of Students)**

### Student Achievement / Progress
- Literacy - Discovery Predictive (Progress), Stanford 10 (Achievement)
  - Score: 86.5%
- Mathematics - Discovery Predictive (Progress), Stanford 10 (Achievement)
  - Score: 91.0%

### Leading Indicators
- Attendance
  - Score: 94.4%
- Re-enrollment
  - Score: 68.8%
# Ideal Academy PCS

## 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.

## Unique School Characteristics

- Cognitive, social, emotional, physical, and creative growth developed through a balanced academic program
- Math and literacy instruction, assessments, and curriculum aligned to the Common Core State Standards
- Small class sizes at Ideal enhance small-group and individual learning
- Incorporates the “Quiet Time”, a stress management program for students and staff

## Board Chair

Patricia Cooks

## Principal

George H. Rutherford II, Ph.D.

## First School Year

1999-2000

## School Hours

8:15 a.m. - 3:45 p.m.

## Grades Served

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
  - Before Care
  - After Care

## Transportation

- Metro / Bus Service *
  - K2, K6

*Please check www.wmata.com for updates

## Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 96.0%
- Hispanic / Latino: 4.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%
- Total Enrollment: 280
- English Language Learner: 2.9%
- Economically Disadvantaged: 77.0%
- Special Education: 10.4%
### 2014 School Performance Report

#### Ideal Academy PCS

**Grades Measured: 3-8**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of 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>10.1 out of 20.0</td>
<td>50.5%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>8.9 out of 20.0</td>
<td>44.5%</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  Proficient and Above</td>
<td>1.3 out of 5.0</td>
<td>26.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.15 out of 1.25</td>
<td>12.0%</td>
</tr>
<tr>
<td>Elementary Grades DC CAS Mathematics Proficient and Above</td>
<td>1.0 out of 5.0</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.38 out of 1.25</td>
<td>30.4%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Reading Proficient and Above</td>
<td>1.0 out of 5.0</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.08 out of 1.25</td>
<td>6.4%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Mathematics Proficient and Above</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.27 out of 1.25</td>
<td>21.6%</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>1.9 out of 7.5</td>
<td>25.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>0.0 out of 7.5</td>
<td>0.0%</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 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>2.5 out of 10.0</td>
<td>25.0%</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>37.6</td>
<td>37.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
Ingenuity Prep PCS

4600 Livingston Road SE
Washington, DC 20032
202-562-0391
www.ingenuityprep.org

School Mission / Purpose
Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

Unique School Characteristics
- An innovative model leveraging digital content and 3-4 highly qualified teachers in each classroom
- Frequent small-group instruction personalized to students’ individual needs
- A civic leadership program with a focus on developing strong social-emotional literacy skills
- 1 of 8 new schools across the nation recognized in July 2013 as a Next Generation Learning Model
- Recognized nationally in a November 2013 Education Week article as one of 38 elementary schools “worth visiting”

First School Year
2013–14

School Hours
MTWR: 8:00 a.m. – 4:20 p.m.
F: 8:00 a.m. – 2:40 p.m.

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 93.5%
- Hispanic / Latino: 1.9%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 2.8%
- Multiracial: 1.9%

Total Enrollment: 108

English Language Learner: 0.0%

Economically Disadvantaged: >60%

Special Education: 4.6%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Congress Heights; A6, A8, A9, A46, A48; P17, P18, P19; W13, W14

*Please check www.wmata.com for updates
### (2013–14)

**Grades Measured: PK3-K**

#### Pre-Kindergarten (PK3-PK4) Grades (47% of Students)

**Student Progress**
- **Literacy / Language - Every Child Ready (ECR)**
  - Score: 58.3

- **Mathematics - Every Child Ready (ECR)**
  - Score: 77.1

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
- **Emotional Support**
  - Score: 6.0

- **Classroom Organization**
  - Score: 6.1

- **Instructional Support**
  - Score: 3.6

**Leading Indicator**
- **Attendance**
  - Score: 88.5

#### K-K (53% of Students)

**Student Achievement / Progress**
- **Literacy - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 96.3

- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 92.6

**Leading Indicators**
- **Attendance**
  - Score: 87.4

- **Re-enrollment**
  - Score: N/A
School Profile (2014–15)

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 goals centered on the four I’s: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

Board Chair
Gary Cohen

Executive Director
Deborah Dantzler Williams

Principal
Zoe Duskin

First School Year
2011–12

School Hours
8:45 a.m. – 3:15 p.m. (PK3–4)
8:30 a.m. – 3:15 p.m. (5–6)

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Future Grades

Student Demographics (2013–14)
- Asian: 3%
- Black Non-Hispanic: 41.4%
- Hispanic / Latino: 4.9%
- Native American / Alaska Native: 0.8%
- Pacific Islander / Native Hawaiian: 1.1%
- White Non-Hispanic: 41%
- Multiracial: 7.9%

Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation
Metro / Bus Service *

*Please check www.wmata.com for updates
(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3–PK4) Grades (43% of Students)

Student Progress
  Literacy / Language - Creative Curriculum - Teaching Strategies GOLD

Mathematics - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
  Attendance

K-2 (57% of Students)

Student Achievement / Progress
  Literacy - Developmental Reading Assessment (DRA)

Mathematics - Data Unavailable

Leading Indicators
  Attendance
  Re-enrollment
Inspired Teaching Demonstration PCS

School Profile (2014–15)

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 goals centered on the four I’s: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

School Hours
8:45 a.m. – 3:15 p.m. (PK3-4)
8:30 a.m. – 3:15 p.m. (5-6)

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - Grade 1
  - Grade 2
  - Grade 3
  - Grade 4
  - Grade 5
  - Grade 6
  - Grade 7
  - Grade 8
  - Grade 9
  - Grade 10
  - Grade 11
  - Grade 12
  - Adult Ed
- Future Grades

Student Demographics (2013–14)
- Asian: 3.0%
- Black Non-Hispanic: 41.4%
- Hispanic / Latino: 4.9%
- Native American / Alaska Native: 0.8%
- Pacific Islander / Native Hawaiian: 1.1%
- White Non-Hispanic: 41.0%
- Multiracial: 7.9%
- Total Enrollment: 268
- English Language Learner: 3.4%
- Economically Disadvantaged: 20.7%
- Special Education: 10.2%

Transportation

Tier Explanations

1. High Performing
   (65.0% - 100.0%)
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.
Inspired Teaching Demonstration PCS
2014 School Performance Report

Grades Measured: 3–5

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

DC CAS Reading

Proficient and Above

Advanced only

DC CAS Mathematics

Proficient and Above

Advanced only

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance

Re-enrollment

TOTAL SCORE

For a more detailed explanation of the indicators, see our technical guide.
2600 Douglass Road SE
Washington, DC 20020
202-678-5477
www.kippdc.org

2014 School Performance Report

KIPP DC - AIM Academy
PCS

School Chair
Terry Golden

First School Year
2005–06

School Leader
Kristy Ochs

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.

School Hours
8:00 a.m. – 4:15 p.m.

Grades Served
Current Grades
Future Grades
PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed
Before Care
After Care

Transportation
Metro / Bus Service *
Anacostia; 93, 94; W2, W3, W6, W8

Student Demographics (2013–14)

Asian 0.0%
Black Non-Hispanic 96.2%
Hispanic / Latino 3.8%
Native American / Alaska Native 0.0%
Pacific Islander / Native Hawaiian 0.0%
White Non-Hispanic 0.0%
Multiracial 0.0%

Total Enrollment
338

Economically Disadvantaged
87.0%

Special Education
21.0%

Tier Explanation

1 High Performing
(65.0% - 100.0%)

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.

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.

School Mission / Purpose

Unique School Characteristics
- College preparatory curriculum; foreign language and arts offered daily
- 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

KIPP DC – AIM Academy

2014 School Performance Report

202-678-5477
www.kippdc.org

Updated November 1, 2014

DC Public Charter School Board School Performance Report © 2014
### Grades Measured: 5-8

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percent of Possible Points</th>
<th>Score</th>
<th>Points Earned out of Points 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>70.0%</td>
<td>58.0</td>
<td>14.0 out of 20.0</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>100.0%</td>
<td>70.9</td>
<td>20.0 out of 20.0</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>36.0%</td>
<td>56.8</td>
<td>3.6 out of 10.0</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>24.0%</td>
<td>6.7</td>
<td>0.6 out of 2.5</td>
</tr>
<tr>
<td>DC CAS Mathematics</td>
<td>50.0%</td>
<td>69.2</td>
<td>5.0 out of 10.0</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>100.0%</td>
<td>26.7</td>
<td>2.5 out of 2.5</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>90.7%</td>
<td>94.5</td>
<td>13.6 out of 15.0</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>100.0%</td>
<td>93.9</td>
<td>10.0 out of 10.0</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>100.0%</td>
<td>90.1</td>
<td>10.0 out of 10.0</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>TIER 1</td>
<td></td>
<td>79.3 out of 100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
KIPP DC - College Preparatory PCS

1401 Brentwood Parkway NE
Washington, DC 20002
202-678-2527
www.kippdc.org

School Profile (2014–15)

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
- Access to competitive sports teams and music and arts

Board Chair
Terry Golden
Founder and CEO
Susan Schaeffler

School Leader
Jessica Cunningham
First School Year
2009-10

School Hours
8:00 a.m. - 4:15 p.m.

Grades Served
Is part of a PK-12 network.

Transportation

Tier Explanation

1 High Performing
(65.0% - 100.0%)

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 (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.5%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Total Enrollment
424

English Language Learner
0.0%

Economically Disadvantaged
69.8%

Special Education
17.9%

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KIPP DC - College Preparatory PCS
2014 School Performance Report

(2013–14)
Grades Measured: 9–12

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time

- Floor: 30
- Target: 65
- Points Earned: 48.3
- Possible Points: 7.5
- Percent of Possible Points: 52.0%

Growth on DC CAS Mathematics over time

- Floor: 30
- Target: 65
- Points Earned: 60.1
- Possible Points: 7.5
- Percent of Possible Points: 86.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading

- Proficient and Above: 71.0
- Points Earned: 6.5
- Possible Points: 10
- Percent of Possible Points: 65.0%

Advanced only

- Points Earned: 1.9
- Possible Points: 2.5
- Percent of Possible Points: 76.0%

High Grades DC CAS Mathematics

- Proficient and Above: 95.4
- Points Earned: 9.4
- Possible Points: 10.0
- Percent of Possible Points: 94.0%

Advanced only

- Points Earned: 2.5
- Possible Points: 2.5
- Percent of Possible Points: 100.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate

- Points Earned: 4.9
- Possible Points: 7.5
- Percent of Possible Points: 65.3%

PSAT Performance (11th)

- Points Earned: 5.2
- Possible Points: 7.5
- Percent of Possible Points: 69.3%

SAT/ACT Performance (12th)

- Points Earned: 7.2
- Possible Points: 7.5
- Percent of Possible Points: 96.0%

College Acceptance Rate

- Points Earned: 7.5
- Possible Points: 7.5
- Percent of Possible Points: 100.0%

College Readiness: Advanced Placement / International Baccalaureate Achievement

- Points Earned: 5.0
- Possible Points: 5.0
- Percent of Possible Points: 100.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance

- Points Earned: 10.0
- Possible Points: 10.0
- Percent of Possible Points: 100.0%

Re-enrollment

- Points Earned: 9.9
- Possible Points: 10.0
- Percent of Possible Points: 99.0%

9th Grade Credits (on track to graduate)

- Points Earned: 3.2
- Possible Points: 5.0
- Percent of Possible Points: 64.0%

TOTAL SCORE

- Total Points: 83.6
- Tier: Tier 1
- Percent of Possible Points: 83.6%
## Future Metrics

### Gateway: Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>97.6%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate</td>
<td>38.6%</td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td></td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program</td>
<td>N/A</td>
</tr>
<tr>
<td>Achievement (CTE) Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

KIPP DC - Connect Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002
202-396-5477
www.kippdc.org

School Profile (2014–15)

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 of 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
- We believe in developmentally appropriate curricula and play-based learning

Board Chair
Terry Golden

Founder and CEO
Susan Schaeffler

School Leader
Donny Tiengtum

First School Year
2013–14

School Hours
8:00 a.m. – 4:15 p.m.

Grades Served
Is part of a PK-12 network.

- Current Grades
- Future Grades

PK3 PK4 K 1 2 3
4 5 6 7 8 9
10 11 12 Adult Ed
Before Care After Care

Student Demographics (2013–14)

- Asian 0.0%
- Black Non-Hispanic 97.5%
- Hispanic / Latino 1.0%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 1.5%

Total Enrollment
203

English Language Learner
0.5%

Economically Disadvantaged
88.7%

Special Education
4.9%

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
NoMa-Gallaudet; B2; D3, D4, D8

*Please check www.wmata.com for updates

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KIPP DC - Connect Academy PCS
2014 School Performance Report

Grades Measured: PK3-PK4

Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress
  Literacy / Language - Peabody Picture Vocabulary Test (PPVT)

Mathematics - Test of Early Mathematics Ability (TEMA)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
  Attendance

KEY

Score

Floor

Target

100

0

80

90

100

100

0

60

90

92.5

100

7

60

95.4

100

97.4

60

5.4

3

5.2

1

2.3

4

6

6

7

7

0

0

7

(2013-14)

Mission Specific Goals

Goals Met

% Met

2013–14 School Performance Report

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Updated November 1, 2014
School Profile (2014–15)

**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.

**Board Chair**
Terry Golden

**Founder and CEO**
Susan Schaeffler

**School Leader**
Philonda Johnson

**First School Year**
2009-10

**School Hours**
8:00 a.m. – 4:15 p.m.

**Grades Served**
Is part of a PK-12 network.

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**Unique School Characteristics**
- We believe that ALL of 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
- We believe in developmentally appropriate curricula and play-based learning

**Transportation**

- **Metro / Bus Service**
  - *Anacostia: 93, 94; W2, W3, W6, W8

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

**Student Demographics (2013–14)**

- **Total Enrollment**
  - 306

- **English Language Learner**
  - 0.0%

- **Economically Disadvantaged**
  - 87.5%

- **Special Education**
  - 7.5%

**Asian**
0.0%

**Black Non-Hispanic**
98.4%

**Hispanic / Latino**
1.3%

**Native American / Alaska Native**
0.0%

**Pacific Islander / Native Hawaiian**
0.0%

**White Non-Hispanic**
0.0%

**Multiracial**
0.3%
### KIPP DC - Discover Academy PCS
#### 2014 School Performance Report

**Grades Measured: PK3-K**

#### Pre-Kindergarten (PK3-PK4) Grades (66% of Students)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy / Language - Peabody Picture Vocabulary Test (PPVT)</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Mathematics - Test of Early Mathematics Ability (TEMA)</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>Teacher Interaction: Classroom Assessment Scoring System (CLASS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td><strong>Leading Indicator</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

**K-K (34% of Students)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement / Progress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy - Northwest Evaluation Association Measure of Academic Progress</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics - Northwest Evaluation Association Measure of Academic Progress</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td><strong>Leading Indicators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>N/A</td>
<td>90</td>
</tr>
</tbody>
</table>
KIPP DC – Grow Academy

School Profile (2014–15)

**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.

**Board Chair**
Terry Golden

**Founder and CEO**
Susan Schaeffler

**School Leader**
Stacie Kossoy

**First School Year**
2010-11

**School Hours**
8:00 a.m. – 4:15 p.m.

**Grades Served**
Is part of a PK-12 network.

- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**Unique School Characteristics**
- We believe that ALL of 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
- We believe in developmentally appropriate curricula and play-based learning

**Early Childhood PMF**
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Student Demographics (2013–14)**

- Asian: 1.6%
- Black Non-Hispanic: 94.1%
- Hispanic / Latino: 2.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.7%
- Multiracial: 0.3%

**Total Enrollment**
304

**English Language Learner**
3.0%

**Economically Disadvantaged**
75.0%

**Special Education**
6.3%

**Transportation**

Metro / Bus Service *
Shaw-Howard; 90, 92, 96; G2, G8; X3

*Please check www.wmata.com for updates
(2013–14)

Grades Measured: PK3-K

Pre-Kindergarten (PK3-PK4) Grades (66% of Students)

Student Progress
  Literacy / Language - Peabody Picture Vocabulary Test (PPVT)
  Mathematics - Test of Early Mathematics Ability (TEMA)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
  Emotional Support
  Classroom Organization
  Instructional Support

Leading Indicator
  Attendance

K-K (34% of Students)

Student Achievement / Progress
  Literacy - Northwest Evaluation Association Measure of Academic Progress
  Mathematics - Northwest Evaluation Association Measure of Academic Progress

Leading Indicators
  Attendance
  Re-enrollment
### School Profile (2014–15)

**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.

**Board Chair**  
Terry Golden

**Founder and CEO**  
Susan Schaeffler

**School Leader**  
Gaelan Gallagher

**First School Year**  
2011–12

**School Hours**  
8:00 a.m. – 4:15 p.m.

**Grades Served**  
Is part of a PK-12 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>1</td>
</tr>
<tr>
<td>PK4</td>
<td>2</td>
</tr>
<tr>
<td>K</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
</tbody>
</table>

**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

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**  
314

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
87.5%

**Special Education**  
11.8%

### Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

### Transportation

**Metro / Bus Service**  
Anacostia; 93, 94; W2, W3, W6, W8

*Please check www.wmata.com for updates*
KIPP DC - Heights Academy PCS
2014 School Performance Report

(2013–14)

Grades Measured: 1-3

1-3 (100% of Students)

Student Achievement / Progress - Grades K-2
Literacy - Northwest Evaluation Association Measure of Academic Progress

Mathematics - Northwest Evaluation Association Measure of Academic Progress

Student Achievement Grade 3: Reading
Proficient and Advanced - DC CAS

Advanced Only - DC CAS

Student Achievement Grade 3: Mathematics
Proficient and Above - DC CAS

Advanced Only - DC CAS

Leading Indicators
Attendance

Re-enrollment

KEY

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Updated November 1, 2014
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; foreign language and arts offered daily
- 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

School Hours
8:00 a.m. – 4:15 p.m.

Grades Served
Is part of a PK-12 network.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>98.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment
334

English Language Learner
0.0%

Economically Disadvantaged
79.3%

Special Education
11.4%

Transportation

*Please check www.wmata.com for updates

2014 School Performance Report

KIPP DC – KEY Academy
PCS

4801 Benning Road SE
Washington, DC 20019
202-582-5477
www.kippdc.org

Tier Explanation

1 High Performing (65.0% - 100.0%)
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 (2014–15)

Board Chair
Terry Golden

Founder and CEO
Susan Schaeffler

School Leader
David Ayala

First School Year
2001-02

Metro / Bus Service *
Benning Road; U5, U6, U8; W4

Updated November 1, 2014

DC Public Charter School Board School Performance Report © 2014
### KIPP DC - KEY Academy PCS

2014 School Performance Report

#### Grades Measured: 5-8

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of 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>17.3 out of 20.0</td>
<td>86.5%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>20.0 out of 20.0</td>
<td>100.0%</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 Proficient and Above</td>
<td>6.0 out of 10.0</td>
<td>60.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.1 out of 2.5</td>
<td>44.0%</td>
</tr>
<tr>
<td>DC CAS Mathematics Proficient and Above</td>
<td>7.9 out of 10.0</td>
<td>79.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5 out of 2.5</td>
<td>100.0%</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 8th Grade Mathematics</td>
<td>14.3 out of 15.0</td>
<td>95.3%</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 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Score</th>
<th>TIER</th>
<th>Points Earned out of 100</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.1</td>
<td>1</td>
<td>89.1%</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
KIPP DC – Lead Academy
PCS

2014 School Performance Report

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.

School Profile (2014–15)

School Mission / Purpose

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Board Chair
Terry Golden

First School Year
2012-13

School Leader
Mekia Love

School Hours
8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades
Future Grades

PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed

Before Care
After Care

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

School Shuttle

Metro / Bus Service *
B8; D2; X8

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.9%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>95.3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Total Enrollment: 215

English Language Learner: 0.5%

Economically Disadvantaged: 71.2%

Special Education: 7.9%

Transportation

*Please check www.wmata.com for updates
## KIPP DC - Lead Academy PCS
### 2014 School Performance Report

**Student Achievement / Progress**

<table>
<thead>
<tr>
<th>Grades Measured: 1-2</th>
<th>1-2 (100% of Students)</th>
<th>KEY</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mission Specific Goals</strong></td>
<td><strong>Goals Met</strong></td>
<td><strong>% Met</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td><strong>Grades Measured: 1-2</strong></td>
<td><strong>2013-14</strong></td>
<td><strong>Score</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Floor</strong></td>
<td><strong>Target</strong></td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Literacy</strong> - Northwest Evaluation Association Measure of Academic Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong> - Northwest Evaluation Association Measure of Academic Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leading Indicators</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KIPP DC – Lead Academy PCS**

**1–2 (100% of Students)**

**Student Achievement / Progress**

- **Literacy - Northwest Evaluation Association Measure of Academic Progress**
  - **Score**: 90.5

- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - **Score**: 95.7

**Leading Indicators**

- **Attendance**
  - **Score**: 95.6

- **Re-enrollment**
  - **Score**: 100.0

**Updated November 1, 2014**
School Profile (2014–15)

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 of 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
- We believe in developmentally appropriate curricula and play-based learning

School Hours
8:00 a.m. – 4:15 p.m.

Grades Served
Is part of a PK-12 network.

- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Board Chair
Terry Golden

Founder and CEO
Susan Schaeffler

School Leader
Abraham Clayman

First School Year
2007-08

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 98.3%
- Hispanic / Latino: 1.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.7%

Total Enrollment
303

English Language Learner
0.7%

Economically Disadvantaged
89.1%

Special Education
7.6%

Transportation

*Please check www.wmata.com for updates

Metro / Bus Service *
Benning Road; U5, U6, U8; W4

4801 Benning Road SE
Washington, DC 20019
202-582-5327
www.kippdc.org

2014 School Performance Report

KIPP DC – LEAP Academy
PCS
# Mission Specific Goals

## Goals Met

<table>
<thead>
<tr>
<th>Score</th>
<th>KEY</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td></td>
<td>0</td>
<td>60</td>
</tr>
</tbody>
</table>

## Percent Met

- % Met: 96.0

### Grades Measured: PK3-K

#### Pre-Kindergarten (PK3-PK4) Grades (67% of Students)

<table>
<thead>
<tr>
<th>Subject/Category</th>
<th>Description</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress</td>
<td>Literacy / Language - Peabody Picture Vocabulary Test (PPVT)</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Teacher Interaction: Classroom Assessment Scoring System (CLASS)</td>
<td>Emotional Support</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

#### K-K (33% of Students)

<table>
<thead>
<tr>
<th>Subject/Category</th>
<th>Description</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement / Progress</td>
<td>Literacy - Northwest Evaluation Association Measure of Academic Progress</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>Mathematics - Northwest Evaluation Association Measure of Academic Progress</td>
<td></td>
<td>50</td>
<td>90</td>
</tr>
</tbody>
</table>

### Leading Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
KIPP DC - Promise Academy PCS

2014 School Performance Report

4801 Benning Road SE
Washington, DC 20019
202-582-1390
www.kippdc.org

School Profile (2014–15)

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

Board Chair
Terry Golden

Founder and CEO
Susan Schaeffler

School Leader
Andhra Lutz

First School Year
2009-10

School Hours
8:00 a.m. – 4:15 p.m.

Grades Served
Is part of a PK-12 network.

Current Grades
Future Grades
PK3 PK4 K 1 2 3 4 5 6 7 8 9 10 11 12 Adult Ed

Before Care After Care

Student Demographics (2013–14)

- Asian 0.0%
- Black Non-Hispanic 98.3%
- Hispanic / Latino 1.5%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.2%

Total Enrollment
409

English Language Learner
0.2%

Economically Disadvantaged
86.6%

Special Education
13.7%

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Benning Road; U5, U6, U8; W4

*Please check www.wmata.com for updates

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
(2013–14)

Grades Measured: 1-2

1-2 (100% of Students)

Student Achievement / Progress

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Northwest Evaluation Association Measure of Academic Progress</td>
<td>50</td>
<td>90 100</td>
</tr>
<tr>
<td>Score 82.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Northwest Evaluation Association Measure of Academic Progress</td>
<td>50</td>
<td>90 100</td>
</tr>
<tr>
<td>Score 94.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leading Indicators

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score 93.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score 92.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**School Profile (2014–15)**

**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.

**Board Chair**
Terry Golden

**Founder and CEO**
Susan Schaeffler

**School Leader**
Andhra Lutz

**First School Year**
2009-10

**School Hours**
8:00 a.m. – 4:15 p.m.

**Grades Served**
Is part of a PK-12 network.

**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

**School Profile (2013–14)**

**Student Demographics (2013–14)**

- **Asian**: 0.0%
- **Black Non-Hispanic**: 98.3%
- **Hispanic / Latino**: 1.5%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.0%
- **Multiracial**: 0.2%

**Total Enrollment**: 409

- **English Language Learner**: 0.2%
- **Economically Disadvantaged**: 86.6%
- **Special Education**: 13.7%

**Tier Explanations**

1. **High Performing** (65.0% - 100.0%)
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; U5, U6, U8; W4

*Please check www.wmata.com for updates
KIPP DC - Promise Academy PCS
2014 School Performance Report

(2013–14)

Grades Measured: 3–4

Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time: 70.1%
  - Points Earned: 20.0 out of 20.0
  - Percent of Possible Points: 100.0%
- Growth on DC CAS Mathematics over time: 75.8%
  - Points Earned: 20.0 out of 20.0
  - Percent of Possible Points: 100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

- DC CAS Reading
  - Proficient and Above: 52.5%
    - Points Earned: 3.4 out of 10.0
    - Percent of Possible Points: 34.0%
  - Advanced only: 2.0%
    - Points Earned: 0.2 out of 2.5
    - Percent of Possible Points: 8.0%
- DC CAS Mathematics
  - Proficient and Above: 75.8%
    - Points Earned: 6.7 out of 10.0
    - Percent of Possible Points: 67.0%
  - Advanced only: 28.3%
    - Points Earned: 2.5 out of 2.5
    - Percent of Possible Points: 100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 3rd Grade Reading: 40.8%
  - Points Earned: 4.2 out of 15.0
  - Percent of Possible Points: 28.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance: 95.2%
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%
- Re-enrollment: 90.8%
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

TOTAL SCORE

- Tier 1: 77.0 out of 100
- Percent: 77.0%

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

School Hours
8:00 a.m. to 4:15 p.m.

Grades Served
Is part of a PK-12 network.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 96.0%
- Hispanic / Latino: 4.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment: 101
English Language Learner: 0.0%
Economically Disadvantaged: 84.2%
Special Education: 6.9%

Transportation
Metro / Bus Service *
NoMa-Gallaudet; B2; D3, D4, D8

*Please check www.wmata.com for updates
## Grades Measured: K-K

<table>
<thead>
<tr>
<th>K-K (100% of Students)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Achievement / Progress</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy - Northwest Evaluation Association Measure of Academic Progress</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics - Northwest Evaluation Association Measure of Academic Progress</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leading Indicators</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
</tr>
</tbody>
</table>

### KIPP DC – Spring Academy PCS

#### 2014 School Performance Report

(2013–14)

**Mission Specific Goals**

<table>
<thead>
<tr>
<th>Goals Met</th>
<th>% Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>Floor</td>
</tr>
</tbody>
</table>

#### KEY

- **Floor**: 0
- **Target**: 100
- **Score**: 89.7

- **Floor**: 0
- **Target**: 100
- **Score**: 91.8

- **Floor**: 0
- **Target**: 100
- **Score**: 95.5

- **Floor**: 0
- **Target**: 100
- **Score**: N/A
2014 School Performance Report

KIPP DC - WILL Academy
PCS

421 P Street NW
Washington, DC 20001
202-328-9455
www.kippdc.org

2014 School Performance Report

KIPP DC - WILL Academy
PCS

421 P Street NW
Washington, DC 20001
202-328-9455
www.kippdc.org

School Profile (2014–15)

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; foreign language and arts offered daily
- 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

School Hours
8:00 a.m. - 4:15 p.m.

Grades Served
Is part of a PK-12 network.

Current Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

Future Grades
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.8%
- Black Non-Hispanic: 95.6%
- Hispanic / Latino: 3.1%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.5%

Total Enrollment: 388
English Language Learner: 1.0%
Economically Disadvantaged: 76.8%
Special Education: 19.3%

Tier Explanations

1. High Performing
   (65.0% - 100.0%)
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 *
Shaw-Howard: 90, 92, 96; G2, G8; X3

*Please check www.wmata.com for updates
## KIPP DC - WILL Academy PCS
### 2014 School Performance Report

### Grades Measured: 4-8

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of 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>13.0 out of 20.0</td>
<td>65.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>20.0 out of 20.0</td>
<td>100.0%</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 Proficient and Above</td>
<td>1.7 out of 5.0</td>
<td>34.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.25 out of 1.25</td>
<td>20.0%</td>
</tr>
<tr>
<td>Elementary Grades DC CAS Mathematics Proficient and Above</td>
<td>2.1 out of 5.0</td>
<td>42.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.79 out of 1.25</td>
<td>63.2%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Reading Proficient and Above</td>
<td>1.8 out of 5.0</td>
<td>36.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>0.66 out of 1.25</td>
<td>52.8%</td>
</tr>
<tr>
<td>Middle Grades DC CAS Mathematics Proficient and Above</td>
<td>3.5 out of 5.0</td>
<td>70.0%</td>
</tr>
<tr>
<td>Advanced Only</td>
<td>1.25 out of 1.25</td>
<td>100.0%</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>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>9.4 out of 15.0</td>
<td>62.7%</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 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>8.7 out of 10.0</td>
<td>87.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>73.2 out of 100</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
Latin American Montessori Bilingual PCS

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 in grades PK3-5
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Monthly peace ceremony as part of peace curriculum focused on students becoming global citizens
- Primary program recognized by the National Council of La Raza
- Partners with NCLR, Smithsonian Latino Center, Military Road School Preservation Trust & DC International

School Hours
PK3-K: 8:30 a.m. – 3:00 p.m.
1-5: 8:15 a.m. – 3:15 p.m.

Grades Served
Takes applications through PK4. Part of PK-12 DCI network.

Board Chair
Barrie Lynn Tapia
First School Year
2003-04

Executive Director
Diane Cottman
Principal
Cristina Encinas

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.6%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>21.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>49.7%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>23.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>4.4%</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>320</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>35.0%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>26.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Transportation

Metro / Bus Service *
Missouri Avenue: S2, S3, S4, 70, 79; E2, E3, E4; S1, S2, S4, S9
South Dakota Avenue: E2, E3

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

### Pre-Kindergarten (PK3-PK4) Grades (49% of Students)

#### Student Progress

- **Literacy / Language** - Bracken School Readiness Assessment (BSRA-3)
  - Score: 90.6
- **Mathematics** - Bracken School Readiness Assessment (BSRA-3)
  - Score: 90.6

#### Teacher Interaction: Classroom Assessment Scoring System (CLASS)

- Emotional Support
  - Score: 6.0

- Classroom Organization
  - Score: 5.7

- Instructional Support
  - Score: 2.2

#### Leading Indicator

- **Attendance**
  - Score: 94.6

### K-2 (51% of Students)

#### Student Achievement / Progress

- **Literacy** - Indicadores Dinámicos del Éxito en la Lectura® (IDEL)
  - Score: 80.9
- **Mathematics** - Easy Curriculum-Based Measures (easyCBM™)
  - Score: 55.7

#### Leading Indicators

- **Attendance**
  - Score: 95.9
- **Re-enrollment**
  - Score: 94.8
## School Profile (2014–15)

### Board Chair
Barrie Lynn Tapia

### Executive Director
Diane Cottman

### Principal
Cristina Encinas

### First School Year
2003–04

### 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 in grades PK3-5
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Monthly peace ceremony as part of peace curriculum focused on students becoming global citizens
- Primary program recognized by the National Council of La Raza
- Partners with NCLR, Smithsonian Latino Center, Military Road School Preservation Trust & DC International

### School Hours
PK3-K: 8:30 a.m. - 3:00 p.m.
1-5: 8:15 a.m. - 3:15 p.m.

### Grades Served
Takes applications through PK4. Part of PK–12 DCI network.

#### Current Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

#### Future Grades
Before Care
After Care

### Transportation
**Metro / Bus Service**
- Missouri Avenue: S2, S3, S4, 70, 79; E2, E3, E4; S1, S2, S4, S9
- South Dakota Avenue: E2, E3

*Please check www.wmata.com for updates

### School Profile (2014–15)

#### TIER SCORES

<table>
<thead>
<tr>
<th>Tier</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>84.4%</td>
<td>77.6%</td>
<td>80.5%</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

#### Tier Explanations

1. **High Performing**
   (65.0% - 100.0%)

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 (2013–14)

- **Asian**: 0.6%
- **Black Non-Hispanic**: 21.6%
- **Hispanic / Latino**: 49.7%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 23.8%
- **Multiracial**: 4.4%

### Total Enrollment
320

### English Language Learner
35.0%

### Economically Disadvantaged
26.9%

### Special Education
10.0%
Latin American Montessori Bilingual PCS
2014 School Performance Report

(2013–14)

Grades Measured: 3–5

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time
Points Earned out of Points Possible Percent of Possible Points

- Growth on DC CAS Mathematics over time

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading
- Proficient and Above

- Advanced only

DC CAS Mathematics
- Proficient and Above

- Advanced only

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance

Re-enrollment

TOTAL SCORE TIER 1

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

School Mission / Purpose
Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college and careers.

Board Chair
Ken Robinson

Executive Director
Nicole Hanrahan

Principal
Angela Stepancic

First School Year
2012-13

School Hours

Unique School Characteristics
- Medical Assistant Training
- A+ IT Certification
- Opportunity to earn free college credits
- GED program; Positive Youth Development model
- Student Support Services department; assistance in obtaining internships

Grades Served
Serves ages 16 to 24.

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

- Future Grades
  - Before Care
  - After Care

Student Demographics (2013–14)

- Asian 3.4%
- Black Non-Hispanic 45.3%
- Hispanic / Latino 47.9%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 3.4%

Total Enrollment
120

English Language Learner
12.8%

Economically Disadvantaged
1.7%

Special Education
3.4%

Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE 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 skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Transportation

Metro / Bus Service *
Columbia Heights, Circulator Green Line; S2, S3, S4; H1, H2, H3, H4, H8; S1, S2, S4

*Please check www.wmata.com for updates
LAYC Career Academy PCS
2014 School Performance Report

(2013–14)
Grades Measured: Adult Ed

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance*

Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential

College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary
Survey Response Rate: 35.3%**

Retained Employment or Entered Postsecondary
Survey Response Rate: 66.7%**

Entered Postsecondary
(Prior Program Year)

Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance
In-seat attendance rate

Retention

Mission-Specific Goals: Progress on Programming Unique to the School’s Mission

NWEA MAP
100% of graduates will score 240 or higher on the NWEA MAP Reading exam.

IC3 Certification
100% of our graduates will receive the IC3 certification showing that they are digitally literate and have the computer skills necessary to attain employment.

NWEA Reading Growth
On average, students with a Fall to Spring pre-test and post-test score increased their NWEA Reading score by 7 points.

*This measure has multiple floors and targets based on students’ starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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.

Unique School Characteristics
- Half-day Spanish language immersion program for students in grades PK-2; 10-1 student-to-teacher PK-5
- Special education inclusion
- Free bus transportation stops all over Washington, DC; sports, drama, chess, tutoring, and other clubs
- Problem-based learning; art, music, foreign language (Spanish and Latin), health and PE instruction
- Focus on positive character development and community service

Board Chair
Valerie Smith

Executive Director
Linda McKay, Ed.D.

Principal
Jubria A. Lewis (ES)
C. Maurice Porter (MS)

First School Year
2004-05

School Hours

Grades Served

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>93.3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>4.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>2.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0%</td>
</tr>
</tbody>
</table>

Total Enrollment
373

English Language Learner
5.6%

Economically Disadvantaged
>60%**

Special Education
11.3%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Brookland-CUA; H6

School Shuttle
Free transportation provided. Bus stops throughout the city.

*Please check www.wmata.com for updates
Mary McLeod Bethune Day Academy PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (45% of Students)

Student Progress
Literacy / Language - Learning Accomplishment Profile-Diagnostic (LAP-D)

Mathematics - Data Unavailable

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-2 (55% of Students)

Student Achievement / Progress
Literacy - Discovery Education Assessment

Mathematics - Discovery Education Assessment

Leading Indicators
Attendance

Re-enrollment

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
**School Profile (2014–15)**

**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.

**Unique School Characteristics**
- Half-day Spanish language immersion program for students in grades PK-2; 10:1 student-to-teacher PK-8
- Special education inclusion
- Sports, drama, chess, tutoring, and other clubs
- Problem-based learning; art, music, foreign language (Spanish and Latin), health and PE instruction
- Focus on positive character development and community service

**Board Chair**
Valerie Smith

**Executive Director**
Linda McKay, Ed.D.

**Principal**
Jubria A. Lewis (ES)

**First School Year**
2004-05

C. Maurice Porter (MS)

**School Hours**

**Grades Served**

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>Adult Ed</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

**Student Demographics (2013–14)**

- **Asian**: 0.0%
- **Black Non-Hispanic**: 93.3%
- **Hispanic / Latino**: 4.3%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 2.4%
- **Multiracial**: 0.0%

**Total Enrollment**
373

**English Language Learner**
5.6%

**Economically Disadvantaged**
>60%**

**Special Education**
11.3%

**Transportation**

**Metro / Bus Service**
Brookland-CUA; H6

**School Shuttle**
Free transportation provided. Bus stops throughout the city.

**Tier Explanations**

1. **High Performing**
   (65.0% - 100.0%)

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 © 2014**

**Updated November 1, 2014**

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.
## Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>10.7 out of 20.0</td>
<td>53.5%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>11.1 out of 20.0</td>
<td>55.5%</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 out of Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Grades</td>
<td>DC CAS Reading</td>
<td>Proficient and Above</td>
<td>0.7 out of 5.0</td>
<td>14.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Only</td>
<td>0.00 out of 1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>DC CAS Mathematics</td>
<td>Proficient and Above</td>
<td>0.4 out of 5.0</td>
<td>8.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Only</td>
<td>0.12 out of 1.25</td>
<td>9.6%</td>
</tr>
<tr>
<td>Middle Grades</td>
<td>DC CAS Reading</td>
<td>Proficient and Above</td>
<td>1.4 out of 5.0</td>
<td>28.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Only</td>
<td>0.43 out of 1.25</td>
<td>34.4%</td>
</tr>
<tr>
<td></td>
<td>DC CAS Mathematics</td>
<td>Proficient and Above</td>
<td>2.0 out of 5.0</td>
<td>40.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced Only</td>
<td>0.30 out of 1.25</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

## Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

<table>
<thead>
<tr>
<th>Subject</th>
<th>Proficient and Advanced</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade Reading</td>
<td>25.0</td>
<td>0.7 out of 7.5</td>
<td>9.3%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>100.0</td>
<td>7.5 out of 7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>9.9 out of 10.0</td>
<td>99.0%</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>55.3</td>
<td>55.3%</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

**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. At Maya Angelou our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

**Unique School Characteristics**

- BUILD Metro DC partner
- Integrated college planning and preparation
- College scholarship partners including the College Success Foundation’s DC Achievers Scholarship program
- Enrichment programs; extended learning opportunities including Saturday program and credit recovery
- Competency-based education model

**Board Chair**
Jane Dimyan-Ehrenfeld

**First School Year**
1998–99

**School Hours**
8:30 a.m.–4:45 p.m.

**Grades Served**

Current Grades

Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**Chief Executive Officer**
Heather Wathington, Ph.D.

**Principal**
Brian Rahaman

**Transportation**

Metro / Bus Service *
Capitol Heights; 96, 97

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Ethnicity/Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
296

**English Language Learner**
0.0%

**Economically Disadvantaged**
>60%**

**Special Education**
32.1%

**Alt. Accountability**

Some schools do not receive a PMF tier because they serve a markedly different population from other K-12 schools. PCSB’s board has approved an alternative accountability framework which will be implemented 2014-15.

**2014 School Performance Report**

**Maya Angelou PCS - Evans High School**

5600 East Capitol Street NE
Washington, DC 20019
202-379-4335
www.seeforever.org

**PCSB's board has approved an alternative accountability framework which will be implemented 2014-15.**

**2011 2012 2013 2014**

<table>
<thead>
<tr>
<th>TIER</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**21.5% 18.4% 13.6% 13.7%**

**Some schools do not receive a PMF tier because they serve a markedly different population from other K-12 schools.**

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.**

**Please check www.wmata.com for updates.**
Maya Angelou PCS - Evans High School
2014 School Performance Report

(2013–14)
Grades Measured: 9–12

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.4</td>
<td>5.2 out of 7.5</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

Growth on DC CAS Mathematics over time

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.9</td>
<td>1.3 out of 7.5</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading
Proficient and Above

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.0</td>
<td>1.5 out of 10</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0 out of 2.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

High Grades DC CAS Mathematics
Proficient and Above

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.5</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>0.3 out of 2.5</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.9</td>
<td>0.0 out of 7.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

PSAT Performance (11th)

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.0</td>
<td>1.8 out of 7.5</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

SAT/ACT Performance (12th)

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.4</td>
<td>0.4 out of 7.5</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

College Acceptance Rate

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.0</td>
<td>0.0 out of 7.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

College Readiness: Advanced Placement / International Baccalaureate Achievement

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.4</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Re-enrollment

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.7</td>
<td>3.2 out of 10.0</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

9th Grade Credits (on track to graduate)

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.0</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

13.7 out of 100 13.7%
Maya Angelou PCS – Evans High School
2014 School Performance Report

(2013-14)

**Future Metrics**

<table>
<thead>
<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>56.1%</td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
Maya Angelou PCS - Young Adult Learning Center

School Profile (2014–15)

**School Mission / Purpose**
To provide young adults with the academic support, vocational training, and life skills necessary to achieve success and earn the credentials needed to start a successful career.

**Unique School Characteristics**
- Academic classes to earn a GED
- Job training program
- Life skills coaching
- Individualized learning environment
- Summer session available

**Board Chair**
Jane Dimyan-Ehrenfeld

**CEO**
Heather Wathington, Ph.D.

**Director**
Sarah Navarro

**First School Year**
2012-13

**School Hours**
8:30 a.m. - 3:30 p.m.

**Grades Served**
Serves ages 17 to 24.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

**Transportation**

Metro / Bus Service *
Capitol Heights; 96, 97

*Please check www.wmata.com for updates

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
149

**English Language Learner**
0.0%

**Economically Disadvantaged**
99.3%

**Special Education**
16.8%

**Adult Education PMF**

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE 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 skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

DC Public Charter School Board School Performance Report © 2014

Updated November 1, 2014
## Maya Angelou PCS - Young Adult Learning Center
### 2014 School Performance Report

### Grades Measured: Adult Ed

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Basic Education (ABE) Level Performance*</td>
<td>58.1</td>
<td>100</td>
</tr>
<tr>
<td>Obtain Secondary Credential</td>
<td>72.5</td>
<td>100</td>
</tr>
<tr>
<td>Entered Employment or Entered Postsecondary Survey Response Rate: 67.5%**</td>
<td>31.6</td>
<td>75</td>
</tr>
<tr>
<td>Retained Employment or Entered Postsecondary Survey Response Rate: 91.7%**</td>
<td>81.8</td>
<td>100</td>
</tr>
<tr>
<td>Entered Postsecondary (Prior Program Year)</td>
<td>N/A</td>
<td>75</td>
</tr>
<tr>
<td>Attendance In-seat attendance rate</td>
<td>64.1</td>
<td>100</td>
</tr>
<tr>
<td>Retention</td>
<td>55.6</td>
<td>100</td>
</tr>
<tr>
<td>Workforce 50% of students exiting a workforce program will attain the relevant credential.</td>
<td>77.3</td>
<td>100</td>
</tr>
</tbody>
</table>

### Notes
- *This measure has multiple floors and targets based on students' starting levels.
- **Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.
Board Chair
Christopher Siddall

First School Year
1999–2000

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 their academic and life goals. Meridian Public Charter School seeks to give each child the foundation of skills they need to succeed in today’s global society, while at the same time stimulating all children to learn, explore, and develop their own special talents.

Unique School Characteristics
- Meridian celebrated 15 years of service to the community
- Awarded the 2014 DC Award for Excellence in Historic Preservation (Harrison Building)
- Increased STEM opportunities for students at every grade level
- Utilizes Robert Marzano’s Reflective Teacher framework for teacher evaluation
- Awarded seven-year reaccreditation by Middle States Association (expires May 1, 2021)

School Hours
8:00 a.m. – 3:00 p.m.

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

Transportation
Metro / Bus Service *
U Street; 52, 53, 54, 90, 92, 93, 96

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.9%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>61.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>36.4%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.2%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

** Total Enrollment 588
** English Language Learner 27.4%
** Economically Disadvantaged >60%**
** Special Education 14.5%**

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

**Please check www.wmata.com for updates**
Meridian PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (34% of Students)

Student Progress
Literacy / Language - Creative Curriculum - Teaching Strategies GOLD

Mathematics - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-2 (66% of Students)

Student Achievement / Progress
Literacy - Stanford Achievement Test (SAT 10)

Mathematics - Stanford Achievement Test (SAT 10)

Leading Indicators
Attendance

Re-enrollment
Meridian PCS
2120 13th Street NW
Washington, DC 20009
202-387-9830
www.meridian-dc.org

2014 School Performance Report

School Profile (2014–15)

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 their academic and life goals. Meridian Public Charter School seeks to give each child the foundation of skills they need to succeed in today’s global society, while at the same time stimulating all children to learn, explore, and develop their own special talents.

Board Chair
Christopher Siddall

Head of School
Tamara Cooper

First School Year
1999–2000

School Hours
8:00 a.m. - 3:00 p.m.

Grades Served
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed

School Shuttle
U Street; 52, 53, 54, 90, 92, 93, 96

Student Demographics (2013–14)

- Asian: 0.9%
- Black Non-Hispanic: 61.1%
- Hispanic / Latino: 36.4%
- Native American / Alaska Native: 0.2%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 1.4%
- Multiracial: 0.0%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

**Please check www.wmata.com for updates

Tier Explanations

1. High Performing
   (65.0% - 100.0%)
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.
Meridian PCS
2014 School Performance Report

(2013–14)

Grades Measured: 3–8

KEY

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

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

**Board Chair**

Sara Elliott

**Executive Director**

Kristin Scotchmer

**Principal**

Dahlia Aguilar

**First School Year**

2011–12

**School Hours**

8:30 a.m. – 3:30 p.m.

**Grades Served**

Is part of PK-12 DCI network.

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

- Future Grades

**Unique School Characteristics**

- Students engage with communities to learn that natural, social, and economic systems are linked
- Cultural competence and biliteracy proficiency in English/Spanish are achieved through language immersion
- Project-based instructional model fosters critical thinking and social-emotional skill building
- U.S. DoE Green Ribbon School, Ashoka Changemaker School, Mayor's Sustainability Award Winner

**School Profile (2014–15)**

**Student Demographics (2013–14)**

- **Asian**
  - 1.5%

- **Black Non-Hispanic**
  - 20.1%

- **Hispanic / Latino**
  - 44.9%

- **Native American / Alaska Native**
  - 0.0%

- **Pacific Islander / Native Hawaiian**
  - 0.0%

- **White Non-Hispanic**
  - 29.6%

- **Multiracial**
  - 4.0%

- **Total Enrollment**
  - 274

- **English Language Learner**
  - 27.7%

- **Economically Disadvantaged**
  - 35.4%

- **Special Education**
  - 6.6%

**Early Childhood PMF**

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Transportation**

**Metro / Bus Service ***

NoMa-Gallaudet; 80, 90, 92, 93; P6; X3

*Please check www.wmata.com for updates
Mundo Verde Bilingual PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (23% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD

Mathematics - Creative Curriculum - Teaching Strategies GOLD

Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Leading Indicator

Attendance

K-2 (77% of Students)

Student Achievement / Progress

Literacy - Fountas & Pinnell

Mathematics - Group Mathematics Assess. and Diag. Evaluation (GMADE™)

Leading Indicators

Attendance

Re-enrollment

Mission Specific Goals

The school will attain “achieving” on at least 60% of the 12 domains of the rubric (seven out of 12) on the Education for Sustainability Audit observation tool.

Goals Met 75.0%
School Mission / Purpose
The mission of our public charter high school is to offer a rigorous standards-based college preparatory curriculum to maximize our students’ academic achievement, provide an interdisciplinary curriculum that combines international studies themes leading to an International Baccalaureate (IB) Diploma, and prepare our students to be self-directed, lifelong learners equipped to be engaged citizens of their school, community, country, and world.

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; travel abroad chances for juniors
- Entire senior class graduated and was accepted to college; Small class size;
- Offers basketball, cheerleading, volleyball, track, football, softball, baseball, band, and step

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)
- Asian: 0.0%
- Black Non-Hispanic: 99.4%
- Hispanic / Latino: 0.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.3%
- Multiracial: 0.0%

Total Enrollment: 330
English Language Learner: 0.0%
Economically Disadvantaged: >60%
Special Education: 17.0%

Tier Explanation
1. **High Performing**
   - (65.0% - 100.0%)
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**
  - Anacostia; A4, A5, A6

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.**
National Collegiate Preparatory PCHS
2014 School Performance Report

Grades Measured: 9-12

<table>
<thead>
<tr>
<th>Student Progress (15 points): Test Score Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
</tr>
<tr>
<td>Floor: 0, Target: 100, Score: 62.0</td>
</tr>
<tr>
<td>Points Earned: 6.9 out of 7.5, Percent of Possible Points: 92.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
</tr>
<tr>
<td>Floor: 0, Target: 100, Score: 45.5</td>
</tr>
<tr>
<td>Points Earned: 3.3 out of 7.5, Percent of Possible Points: 44.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or Exceeding Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading</td>
</tr>
<tr>
<td>Proficient and Above: Floor: 17.6, Target: 100, Score: 33.3</td>
</tr>
<tr>
<td>Points Earned: 1.9 out of 10, Percent of Possible Points: 19.0%</td>
</tr>
<tr>
<td>Advanced only: Floor: 25, Target: 100, Score: 4.3</td>
</tr>
<tr>
<td>Points Earned: 0.4 out of 2.5, Percent of Possible Points: 16.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Above: Floor: 20.3, Target: 100, Score: 26.1</td>
</tr>
<tr>
<td>Points Earned: 0.7 out of 10, Percent of Possible Points: 7.0%</td>
</tr>
<tr>
<td>Advanced only: Floor: 25, Target: 100, Score: 1.4</td>
</tr>
<tr>
<td>Points Earned: 0.1 out of 2.5, Percent of Possible Points: 4.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (35 points): Outcomes Aligned to College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate: Floor: 57, Target: 100, Score: 73.3</td>
</tr>
<tr>
<td>Points Earned: 2.8 out of 7.5, Percent of Possible Points: 37.3%</td>
</tr>
<tr>
<td>PSAT Performance (11th): Floor: 50, Target: 100, Score: 23.3</td>
</tr>
<tr>
<td>Points Earned: 3.3 out of 7.5, Percent of Possible Points: 44.0%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th): Floor: 75, Target: 100, Score: 38.6</td>
</tr>
<tr>
<td>Points Earned: 3.5 out of 7.5, Percent of Possible Points: 46.7%</td>
</tr>
<tr>
<td>College Acceptance Rate: Floor: 100, Target: 100, Score: 100.0</td>
</tr>
<tr>
<td>Points Earned: 7.5 out of 7.5, Percent of Possible Points: 100.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
</tr>
<tr>
<td>Floor: 15, Target: 100, Score: 8.6</td>
</tr>
<tr>
<td>Points Earned: 2.9 out of 5.0, Percent of Possible Points: 58.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (25 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance: Floor: 82, Target: 92, Score: 81.5</td>
</tr>
<tr>
<td>Points Earned: 0.0 out of 10.0, Percent of Possible Points: 0.0%</td>
</tr>
<tr>
<td>Re-enrollment: Floor: 90, Target: 100, Score: 75.7</td>
</tr>
<tr>
<td>Points Earned: 4.4 out of 10.0, Percent of Possible Points: 44.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate): Floor: 89.0, Target: 100, Score: 50.5</td>
</tr>
<tr>
<td>Points Earned: 3.9 out of 5.0, Percent of Possible Points: 78.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

**Tier 2**
- Points Earned: 41.6 out of 100
- Percent of Possible Points: 41.6%
### National Collegiate Preparatory PCHS
#### 2014 School Performance Report

(2013-14)

**Future Metrics**

<table>
<thead>
<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>83.6%</td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.6%</td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
The Next Step/El Próximo Paso PCS

School Profile (2014–15)

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

Board Chair
Rachel Sussman

Principal
Susan Evans-Espinoza

Executive Director
Julie Meyer

First School Year
1998–99

School Hours
Day School: 9:00 a.m. – 3:00 p.m.
Night School: 6:00 p.m. – 9:00 p.m.

Grades Served
Serves ages 16 to 24.

Transportation

Adult Education PMF
This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE 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 skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)

- Asian: 1.2%
- Black Non-Hispanic: 11.9%
- Hispanic / Latino: 86.9%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment: 316

English Language Learner: 53.7%

Economically Disadvantaged: 88.1%

Special Education: 5.2%
The Next Step/El Próximo Paso PCS
2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance*

Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential

College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary
Survey Response Rate: 64.0%**

Retained Employment or Entered Postsecondary
Survey Response Rate: 74.3%**

Entered Postsecondary
(Prior Program Year)

Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance
In-seat attendance rate

Retention

Mission-Specific Goals: Progress on Programming Unique to the School’s Mission

Spanish ABE Classes - Reading
On average, students post-testing in the Spanish ABE classes will advance by one grade equivalent in reading.

Spanish ABE Classes - Math
On average, students post-testing in the Spanish ABE classes will advance by one grade equivalent in math.

*This measure has multiple floors and targets based on students’ starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.
School Mission / Purpose
The mission of 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
- Individualized instruction and support; continuum of support and services for students with special needs
- Small class sizes and low student-to-teacher ratios
- Comprehensive wrap-around services provided by advisors, mentors, and clinicians
- Innovative co-curricular and extra-curricular programs
- College and career-focused coursework, programs, and transition services

School Profile (2014–15)

Court Appointed Receiver/Custodian
Josh Kern

First School Year
1996–97

School Hours

Grades Served

Current Grades
Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 100.0%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Total Enrollment
376

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
65.3%

Alt. Accountability

Some schools do not receive a PMF tier because they serve a markedly different population from other K-12 schools. PCSB’s board has approved an alternative accountability framework which will be implemented 2014-15.

Transportation

Metro / Bus Service *
B2; D6; X8

*Please check www wmata com for updates
Options PCS (Middle School)
2014 School Performance Report

Grades Measured: 6-8

Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>5.8 out of 20.0</td>
<td>29.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>4.6 out of 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 out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC CAS Reading</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0 out of 2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>DC CAS Mathematics</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0 out of 2.5</td>
<td>0.0%</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 out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>0.0 out of 15.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>5.0 out of 10.0</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

| Score | 15.4 out of 100 | 15.4% |

For a more detailed explanation of the indicators, see our technical guide.
Options PCS (High School)

School Profile (2014–15)

School Mission / Purpose
The mission of 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.

Court Appointed Receiver/Custodian
Josh Kern

First School Year
1996–97

School Hours

Grades Served

Current Grades
Future Grades

| Grade | PK3 | PK4 | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Adult Ed | Before Care | After Care |
|-------|-----|-----|---|---|---|---|---|---|---|---|---|---|----|----|-------|-------------|------------|

Unique School Characteristics
- Individualized instruction and support; continuum of support and services for students with special needs
- Small class sizes and low student-to-teacher ratios
- Comprehensive wrap-around services provided by advisors, mentors, and clinicians
- Innovative co-curricular and extra-curricular programs
- College and career-focused coursework, programs, and transition services

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 100.0%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment
376

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
65.3%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Alt. Accountability

Some schools do not receive a PMF tier because they serve a markedly different population from other K-12 schools. PCSB’s board has approved an alternative accountability framework which will be implemented 2014-15.

Transportation

Metro / Bus Service *
B2; D6; X8

* Please check www.wmata.com for updates

1375 E Street NE
Washington, DC 20002
202-547-1028
www.optionsschool.org

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
### Student Progress (15 points): Test Score Improvement Over Time

**Growth on DC CAS Reading over time**

- **Score**: 42.9 out of 75
- **Percent of Possible Points**: 57.3%

**Growth on DC CAS Mathematics over time**

- **Score**: 43.7 out of 75
- **Percent of Possible Points**: 58.3%

### Student Achievement (25 points): Meeting or Exceeding Standards

**High Grades DC CAS Reading**

- **Proficient and Above**: 0.0 out of 10
- **Advanced only**: 0.0 out of 2.5

**High Grades DC CAS Mathematics**

- **Proficient and Above**: 0.0 out of 10
- **Advanced only**: 0.0 out of 2.5

### Gateway (35 points): Outcomes Aligned to College and Career Readiness

**Four-Year Graduation Rate**

- **Score**: 50.0 out of 100

**PSAT Performance (11th)**

- **Score**: 2.3 out of 100

**SAT/ACT Performance (12th)**

- **Score**: 1.6 out of 100

**College Acceptance Rate**

- **Score**: 36.1 out of 100

**College Readiness: Advanced Placement / International Baccalaureate Achievement**

- **Score**: 0.0 out of 50

### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

**Attendance**

- **Score**: 72.3 out of 100

**Re-enrollment**

- **Score**: 70.3 out of 100

**9th Grade Credits (on track to graduate)**

- **Score**: 54.5 out of 100

### TOTAL SCORE

- **Score**: 8.3 out of 100
- **Percent of Possible Points**: 8.3%
### Options PCS (High School)
#### 2014 School Performance Report

#### (2013-14)

### Future Metrics

<table>
<thead>
<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td>60.4%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</strong></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td><strong>CTE Certification Exam Pass Rate</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>

*For a more detailed explanation of the indicators, see our technical guide.*
School Profile (2014–15)

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
- College prep
- International studies program
- 21st-century technology
- Character and leadership
- Junior varsity and varsity athletics

Board Chair
Roberta Colton

Principal
Kenya Wilson

Chief Executive Officer
Jami Dunham

First School Year
2013-14

School Hours
8:40 a.m. – 4:00 p.m.

Grades Served
Is part of a 6–12 network.

Student Demographics (2013–14)

- Asian: 0.8%
- Black Non-Hispanic: 79.1%
- Hispanic / Latino: 20.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment
253

English Language Learner
9.9%

Economically Disadvantaged
35.2%

Special Education
12.3%

Transportation

Metro / Bus Service *
70, 79

Tier Explanation

1 High Performing
(65.0% - 100.0%)

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 school is not receiving a PMF tier this year because 2013-14 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2014-15 school year.
Paul PCS - International High School
2014 School Performance Report

(2013–14)
Grades Measured: 9–10

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time

Points Earned out of Possible Points
3.9 out of 7.5 52.0%

Growth on DC CAS Mathematics over time

Points Earned out of Possible Points
0.9 out of 7.5 12.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading
Proficient and Above

Points Earned out of Possible Points
4.0 out of 10 40.0%

Advanced only

Points Earned out of Possible Points
0.7 out of 2.5 28.0%

High Grades DC CAS Mathematics
Proficient and Above

Points Earned out of Possible Points
3.0 out of 10.0 30.0%

Advanced only

Points Earned out of Possible Points
0.3 out of 2.5 12.0%

Gateway (0 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate

Points Earned out of Possible Points
0.0 out of 0.0 N/A

PSAT Performance (11th)

Points Earned out of Possible Points
0.0 out of 0.0 N/A

SAT/ACT Performance (12th)

Points Earned out of Possible Points
0.0 out of 0.0 N/A

College Acceptance Rate

Points Earned out of Possible Points
0.0 out of 0.0 N/A

College Readiness: Advanced Placement / International Baccalaureate Achievement

Points Earned out of Possible Points
0.0 out of 0.0 N/A

Leading Indicators (15 points): Predictors of Future Student Progress and Achievement

Attendance

Points Earned out of Possible Points
10.0 out of 10.0 100.0%

Re-enrollment

Points Earned out of Possible Points
0.0 out of 0.0 N/A

9th Grade Credits (on track to graduate)

Points Earned out of Possible Points
4.2 out of 5.0 84.0%

TOTAL SCORE

Points Earned out of Possible Points
27.0 out of 55 49.1%
### Future Metrics

**Gateway: Outcomes Aligned to College and Career Readiness**

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate</td>
<td>N/A</td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td></td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program</td>
<td>N/A</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*For a more detailed explanation of the indicators, see our technical guide.*
2014 School Performance Report

Perry Street Preparatory PCS (Lower School)

1800 Perry Street NE
Washington, DC 20018
202-529-4400
www.pspdc.org

School Profile (2014–15)

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

Board President
Cynthia Brown

Principal
Tenina Reeves (PK-8)
Cordelia Postell (9-12)

First School Year
1998-99

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Executive Director
Shadwick Jenkins

Student Demographics (2013–14)

- Asian: 0.1%
- Black Non-Hispanic: 97.3%
- Hispanic / Latino: 2.2%
- Native American / Alaska Native: 0.1%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.2%

Total Enrollment: 815
English Language Learner: 2.5%
Economically Disadvantaged: 53.3%
Special Education: 15.3%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Brookland-CUA, Fort Totten; E2; G8; H6; R4

*Please check www.wmata.com for updates
### Perry Street Preparatory PCS (Lower School)
#### 2014 School Performance Report

**Grades Measured: PK3-2**

<table>
<thead>
<tr>
<th>Pre-Kindergarten (PK3-PK4) Grades (36% of Students)</th>
<th></th>
</tr>
</thead>
</table>

#### Student Progress
- **Literacy / Language** - Brigance Developmental Assessment II/III
  - **Score**: 47.5
  - **Target**: 100

#### Mathematics - Brigance Developmental Assessment II/III
- **Score**: 66.1
- **Target**: 100

#### Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- **Emotional Support**
  - **Score**: 5.5
  - **Target**: 7

#### Classroom Organization
- **Score**: 4.7
- **Target**: 7

#### Instructional Support
- **Score**: 2.2
- **Target**: 7

#### Leading Indicator
- **Attendance**
  - **Score**: 89.0
  - **Target**: 100

### K-2 (64% of Students)

#### Student Achievement / Progress
- **Literacy** - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
  - **Score**: 51.4
  - **Target**: 100

#### Mathematics - Terra Nova
- **Score**: 74.3
- **Target**: 100

#### Leading Indicators
- **Attendance**
  - **Score**: 91.1
  - **Target**: 92

- **Re-enrollment**
  - **Score**: 65.7
  - **Target**: 90
Perry Street Preparatory
PCS (Lower School)

School Profile (2014–15)

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

Board President
Cynthia Brown

Executive Director
Shadwick Jenkins

Principal
Tenina Reeves (PK-8)

First School Year
1998–99

Cordelia Postell (9-12)

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.1%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>97.3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.1%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>815</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>2.5%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>53.3%</td>
</tr>
<tr>
<td>Special Education</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

Transportation

*Please check www.wmata.com for updates

Metro / Bus Service *
- Brookland-CUA, Fort Totten; E2; G8; H6; R4

Tier Explanations

1. High Performing
   (65.0% - 100.0%)

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.
Perry Street Preparatory PCS (Lower School)
2014 School Performance Report

(2013–14)

Grades Measured: 3–8

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time

0 30 70 100 Points Earned out of Points Possible Percent of Possible Points

Growth on DC CAS Mathematics over time

0 30 70 100

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading

Proficient and Above

0 27.9 100

Advanced Only

0.3 25 100

Elementary Grades DC CAS Mathematics

Proficient and Above

0 26.4 100

Advanced Only

0.3 25 100

Middle Grades DC CAS Reading

Proficient and Above

0 32.3 100

Advanced Only

0.3 25 100

Middle Grades DC CAS Mathematics

Proficient and Above

0 39 100

Advanced Only

0.3 25 100

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading

0 17.4 100

Proficient and Advanced 8th Grade Mathematics

0 38.9 100

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance

0 82 100

Re-enrollment

0 60.7 100

TOTAL SCORE

TIER 2

For a more detailed explanation of the indicators, see our technical guide.
Perry Street Preparatory
PCS (Upper School)

School Profile (2014–15)

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

Board President
Cynthia Brown

Executive Director
Shadwick Jenkins

Principal
Tenina Reeves (PK-8)

First School Year
1998-99

Cordelia Postell (9-12)

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Before Care | After Care

Student Demographics (2013–14)

- Asian: 0.1%
- Black Non-Hispanic: 97.3%
- Hispanic / Latino: 2.2%
- Native American / Alaska Native: 0.1%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.2%

Total Enrollment: 815

- English Language Learner: 2.5%
- Economically Disadvantaged: 53.3%
- Special Education: 15.3%

Transportation

Metro / Bus Service *
Brookland-CUA, Fort Totten; E2; G8; H6; R4

*Please check www.wmata.com for updates
Perry Street Preparatory PCS (Upper School)
2014 School Performance Report

(2013–14)
Grades Measured: 9–12

Student Progress (15 points): Test Score Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>3.5 out of 7.5</td>
<td>46.7%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>1.4 out of 7.5</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading Proficient and Above</td>
<td>1.9 out of 10</td>
<td>19.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.9 out of 2.5</td>
<td>36.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics Proficient and Above</td>
<td>1.4 out of 10.0</td>
<td>14.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0 out of 2.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Gateway (35 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>2.0 out of 7.5</td>
<td>26.7%</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>1.9 out of 7.5</td>
<td>25.3%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>0.9 out of 7.5</td>
<td>12.0%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>5.5 out of 7.5</td>
<td>73.3%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5.3 out of 10.0</td>
<td>53.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>5.1 out of 10.0</td>
<td>51.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>2.2 out of 5.0</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>32.0 out of 100</td>
<td>32.0%</td>
</tr>
</tbody>
</table>
## Future Metrics

### Gateway: Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>81.4%</td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate</strong></td>
<td></td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td>8.0%</td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)

4401 8th Street NE
Washington, DC 20017

202-526-6003
www.potomacprep.org

School Profile (2014–15)

School Mission / Purpose
Students at the Potomac Preparatory 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
- Creative and performing arts curriculum
- Extended school year services
- Provides Summer Academy for scholars in grades 1 and above
- Warm family atmosphere
- Provides transportation

Board Chair
Nicholette Smith-Bligen

Principal
Marian White-Hood, Ph.D.

First School Year
2005–06

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served
Takes applications through 5th.

Current Grades
Future Grades

PK3
PK4
K
1
2
3
4
5
6
7
8
9
10
11
12
Adult Ed
Before Care
After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>97.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.7%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment
423

English Language Learner
0.2%

Economically Disadvantaged
>60%**

Special Education
6.4%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
80; H8

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

### Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

#### Student Progress
- **Literacy / Language - Every Child Ready (ECR)**
  - Score: 59.8
  - Target: 100

- **Mathematics - Every Child Ready (ECR)**
  - Score: 75.3
  - Target: 100

#### Teacher Interaction: Classroom Assessment Scoring System (CLASS)
- **Emotional Support**
  - Score: 6.0
  - Target: 7

- **Classroom Organization**
  - Score: 5.7
  - Target: 7

- **Instructional Support**
  - Score: 3.6
  - Target: 7

#### Leading Indicator
- **Attendance**
  - Score: 88.9
  - Target: 100

### K-2 (57% of Students)

#### Student Achievement / Progress
- **Literacy - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 42.6
  - Target: 100

- **Mathematics - Northwest Evaluation Association Measure of Academic Progress**
  - Score: 60.5
  - Target: 100

#### Leading Indicators
- **Attendance**
  - Score: 92.1
  - Target: 92

- **Re-enrollment**
  - Score: 71.3
  - Target: 90
School Profile (2014–15)

School Mission / Purpose
Students at the Potomac Preparatory 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
- Creative and performing arts curriculum
- Extended school year services
- Provides Summer Academy for scholars in grades 1 and above
- Warm family atmosphere
- Provides transportation

Board Chair
Nicholette Smith-Bligen

Principal
Marian White-Hood, Ph.D.

First School Year
2005-06

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served
Takes applications through 5th.

Current Grades
Future Grades

PK3 PK4 K 1 2 3
4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Student Demographics (2013–14)

- Asian 0.2%
- Black Non-Hispanic 97.6%
- Hispanic / Latino 0.7%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.0%

Total Enrollment
423

English Language Learner
0.2%

Economically Disadvantaged
>60%**

Special Education
6.4%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanations

1 High Performing
(65.0% - 100.0%)

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 *
80; H8

*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>6.8 out of 20.0</td>
<td>34.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>9.7 out of 20.0</td>
<td>48.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or Exceeding Academic Standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>DC CAS Reading</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Elementary</td>
<td>DC CAS Mathematics</td>
<td>0.4 out of 5.0</td>
<td>8.0%</td>
</tr>
<tr>
<td>Middle</td>
<td>DC CAS Reading</td>
<td>1.6 out of 5.0</td>
<td>32.0%</td>
</tr>
<tr>
<td>Middle</td>
<td>DC CAS Mathematics</td>
<td>1.6 out of 5.0</td>
<td>32.0%</td>
</tr>
<tr>
<td>Gateway</td>
<td></td>
<td>0.1 out of 7.5</td>
<td>1.3%</td>
</tr>
<tr>
<td>Leading Indicators</td>
<td></td>
<td>3.9 out of 7.5</td>
<td>52.0%</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>35.3 out of 100</td>
<td>35.3%</td>
</tr>
</tbody>
</table>
Richard Wright PCS for Journalism and Media Arts

School Profile (2014–15)

School Mission / Purpose
The mission of Richard Wright Public Charter School 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.

Unique School Characteristics
- Focused on journalism and media arts
- Latin-based curriculum
- Focused on classical and modern languages
- Forward Focused Media Contributors

Board Chair
Rhonda Wells-Wilbon, Ph.D.

Chief Executive Officer
Marco Clark, Ed.D.

First School Year
2011–12

School Hours
7:50 a.m. – 4:30 p.m.

Grades Served
Takes applications through 10th.

Current Grades
- PK3
- PK4
- K

Future Grades
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.3%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment
322

English Language Learner
0.6%

Economically Disadvantaged
>60%**

Special Education
20.2%

Transportation

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.

Tier Explanation

1. High Performing
   (65.0% - 100.0%)

2. Mid Performing
   (35.0% - 64.9%)

3. Low Performing
   (0.0% - 34.9%)

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates
Richard Wright PCS for Journalism and Media Arts
2014 School Performance Report

(2013–14)
Grades Measured: 8–11

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time
Points Earned out of Points Possible
Percent of Possible Points
5.7 out of 7.5
76.0%

Growth on DC CAS Mathematics over time
Points Earned out of Points Possible
Percent of Possible Points
1.4 out of 7.5
18.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading
Proficient and Above
Points Earned out of Points Possible
Percent of Possible Points
4.1 out of 10
41.0%

Advanced only
Points Earned out of Points Possible
Percent of Possible Points
0.7 out of 2.5
28.0%

High Grades DC CAS Mathematics
Proficient and Above
Points Earned out of Points Possible
Percent of Possible Points
2.2 out of 10.0
22.0%

Advanced only
Points Earned out of Points Possible
Percent of Possible Points
0.3 out of 2.5
12.0%

Gateway (8 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate
Points Earned out of Points Possible
Percent of Possible Points
0.0 out of 0.0
N/A

PSAT Performance (11th)
Points Earned out of Points Possible
Percent of Possible Points
1.7 out of 7.5
22.7%

SAT/ACT Performance (12th)
Points Earned out of Points Possible
Percent of Possible Points
0.0 out of 0.0
N/A

College Acceptance Rate
Points Earned out of Points Possible
Percent of Possible Points
0.0 out of 0.0
N/A

College Readiness: Advanced Placement / International Baccalaureate Achievement
Points Earned out of Points Possible
Percent of Possible Points
0.0 out of 0.0
N/A

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance
Points Earned out of Points Possible
Percent of Possible Points
5.3 out of 10.0
53.0%

Re-enrollment
Points Earned out of Points Possible
Percent of Possible Points
8.8 out of 10.0
88.0%

9th Grade Credits (on track to graduate)
Points Earned out of Points Possible
Percent of Possible Points
4.6 out of 5.0
92.0%

TOTAL SCORE
Points Earned out of Points Possible
Percent of Possible Points
34.8 out of 72.5
48.0%

TIER 2

Richard Wright PCS for Journalism and Media Arts
2014 School Performance Report
### Future Metrics

**Gateway: Outcomes Aligned to College and Career Readiness**

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate</td>
<td>N/A</td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program</td>
<td>N/A</td>
</tr>
<tr>
<td>Achievement CTE Program of Study Completion Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
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; 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 and the NAEYC

Board Chair
Gilda Sherrod-Ali

Principal
Bernida Thompson, Ed.D.

First School Year
1999–2000

School Hours
PK3-K: 7:00 a.m. – 6:00 p.m.
1-8: 8:30 a.m. – 3:30 p.m.

Grades Served

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 100.0%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment
118

English Language Learner
0.0%

Economically Disadvantaged
89.0%

Special Education
2.5%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

Metro / Bus Service *
Fort Totten; 64; E2; K6

*Please check www.wmata.com for updates
(2013–14)

**Grades Measured: PK3-2**

**Pre-Kindergarten (PK3-PK4) Grades (45% of Students)**

**Student Progress**
- Literacy / Language - Data Unavailable

**Mathematics - Data Unavailable**

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
- Emotional Support: 5.7

**Classroom Organization**: 4.9

**Instructional Support**: 1.8

**Leading Indicator**
- Attendance: 90.9

**K-2 (55% of Students)**

**Student Achievement / Progress**
- Literacy - Scholastic Reading Assessment (SRA Reading Mastery): 81.0

**Mathematics - McGraw-Hill My Math**: 88.1

**Leading Indicators**
- Attendance: 92.2
- Re-enrollment: 80.9
Roots PCS

15 Kennedy Street NW
Washington, DC 20011
202-882-8073
www.rootspcs.org

2014 School Performance Report

**Board Chair**
Gilda Sherrod-Ali

**Principal**
Bernida Thompson, Ed.D.

**First School Year**
1999-2000

**School Chair / 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; 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 and the NAEYC

**School Hours**
PK3-K: 7:00 a.m. – 6:00 p.m.
1-8: 8:30 a.m. – 3:30 p.m.

**Grades Served**
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
  - Before Care
  - After Care

**Student Demographics (2013–14)**
- Asian: 0.0%
- Black Non-Hispanic: 100.0%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

**Total Enrollment**
118

**English Language Learner**
0.0%

**Economically Disadvantaged**
89.0%

**Special Education**
2.5%

**Transportation**
- Metro / Bus Service *
  Fort Totten; 64; E2; K6

*Please check www.wmata.com for updates

**Tier Explanations**

1. **High Performing**
   (65.0% - 100.0%)

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.
### Grades Measured: 3–8

#### Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>3.5 out of 20.0</td>
<td>17.5%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>0.0 out of 20.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or Exceeding Academic Standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficient and Above</th>
<th>Advanced Only</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>DC CAS Reading</td>
<td>46.2</td>
<td>11.5</td>
<td>1.3 out of 5.0</td>
<td>26.0%</td>
</tr>
<tr>
<td>Elementary</td>
<td>DC CAS Mathematics</td>
<td>26.9</td>
<td>0.0</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Middle</td>
<td>DC CAS Reading</td>
<td>30.0</td>
<td>0.0</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Middle</td>
<td>DC CAS Mathematics</td>
<td>60.0</td>
<td>0.0</td>
<td>1.7 out of 5.0</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

#### Gateway (0 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 out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>Reading</td>
<td>17.4</td>
<td>0.0</td>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>8th Grade</td>
<td>Mathematics</td>
<td>38.9</td>
<td>0.0</td>
<td>0.0 out of 0.0</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>4.6 out of 10.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>22.2 out of 85</td>
<td>26.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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

Board Chair
Vasco Fernandez

Executive Director
Adrian Manuel, Ed.D.

First School Year
1998–99

School Hours
7:00 a.m. - 9:00 p.m

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.4%
- Hispanic / Latino: 0.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment: 342

Transportation

- Metro / Bus Service *
  - Benning Road; B2; D6

*Please check www.wmata.com for updates
SEED PCS of Washington, DC (Middle School)
2014 School Performance Report

(2013–14)
Grades Measured: 6–8

Student Progress (40 points): Academic Improvement Over Time

- Growth on DC CAS Reading over time
  - Floor: 30, Target: 70, Score: 36.1
  - Points Earned: 3.1 out of 20.0
  - Percent of Possible Points: 15.5%

- Growth on DC CAS Mathematics over time
  - Floor: 30, Target: 70, Score: 42.9
  - Points Earned: 6.5 out of 20.0
  - Percent of Possible Points: 32.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

- DC CAS Reading
  - Proficient and Above
    - Points Earned: 0.3 out of 10.0
    - Percent of Possible Points: 3.0%
  - Advanced only
    - Points Earned: 0.3 out of 2.5
    - Percent of Possible Points: 12.0%

- DC CAS Mathematics
  - Proficient and Above
    - Points Earned: 3.1 out of 10.0
    - Percent of Possible Points: 31.0%
  - Advanced only
    - Points Earned: 0.6 out of 2.5
    - Percent of Possible Points: 24.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- Proficient and Advanced 8th Grade Mathematics
  - Points Earned: 9.5 out of 15.0
  - Percent of Possible Points: 63.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- Attendance
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- Re-enrollment
  - Points Earned: 9.2 out of 10.0
  - Percent of Possible Points: 92.0%

TOTAL SCORE

- Points Earned: 42.6 out of 100
- Percent of Possible Points: 42.6%

For a more detailed explanation of the indicators, see our technical guide.
SEED PCS of Washington, DC (High School)

4300 C Street SE
Washington, DC 20019
202-248-7773
www.seedschooldc.org

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

School Hours
7:00 a.m. - 9:00 p.m

First School Year
1998-99

Executive Director
Adrian Manuel, Ed.D.

TIER EXPLANATION

1 High Performing
(65.0% - 100.0%)

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; B2; D6

*Please check www.mnata.com for updates

School Profile (2014–15)

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Before Care</td>
<td>After Care</td>
</tr>
</tbody>
</table>

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.4%
- Hispanic / Latino: 0.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

- Total Enrollment: 342
- English Language Learner: 0.0%
- Economically Disadvantaged: 81.2%
- Special Education: 15.0%

Metro / Bus Service *
Benning Road; B2; D6

*Please check www.mnata.com for updates
### Student Progress (15 points): Test Score Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>1.9 out of 7.5</td>
<td>25.3%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>4.9 out of 7.5</td>
<td>65.3%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading Proficient and Above</td>
<td>5.6 out of 10</td>
<td>56.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.6 out of 2.5</td>
<td>24.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics Proficient and Above</td>
<td>9.6 out of 10.0</td>
<td>96.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3 out of 2.5</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

### Gateway (35 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>5.9 out of 7.5</td>
<td>78.7%</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>7.5 out of 7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>5.5 out of 7.5</td>
<td>73.3%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>3.3 out of 7.5</td>
<td>44.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>6.4 out of 10.0</td>
<td>64.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>4.2 out of 5.0</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCORE</td>
<td>65.7 out of 100</td>
<td>65.7%</td>
</tr>
</tbody>
</table>
## Future Metrics

### Gateway: Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td><strong>97.2%</strong></td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement / International Baccalaureate</strong></td>
<td></td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td><strong>0.0%</strong></td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td><strong>N/A</strong></td>
</tr>
</tbody>
</table>

*For a more detailed explanation of the indicators, see our technical guide.*
2014 School Performance Report

Sela PCS

6015 Chillum Place NE
Washington, DC 20011
202-670-7352
www.selapcs.org

School Profile (2014–15)

School Mission / Purpose
Sela PCS is the first Hebrew language immersion public charter school in DC. We believe that the combination of foreign language acquisition and 21st-century skills will equip Sela PCS students to begin a lifelong encounter with people and cultures beyond our borders, enriching their lives and preparing them to be truly global citizens.

Unique School Characteristics
- Language immersion: Students learn all subjects in both English and Hebrew

School Hours
8:30 a.m. – 3:30 p.m.

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

Board Chair
Jessica Lieberman, Ph.D.

Head of School
Natalie Arthurs, Ph.D.
First School Year
2013–14

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 60.3%
- Hispanic / Latino: 8.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 31.5%
- Multiracial: 0.0%
- Total Enrollment: 73
- English Language Learner: 5.5%
- Economically Disadvantaged: 6.8%
- Special Education: 4.1%

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Transportation

- Metro / Bus Service *
  - 31, 32, 36

*Please check www.wmata.com for updates
Sela PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK4-1

Pre-Kindergarten (PK4–PK4) Grades (55% of Students)

Student Progress
Literacy / Language - Brigance Developmental Assessment II/III

Mathematics - Brigance Developmental Assessment II/III

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-1 (45% of Students)

Student Achievement / Progress
Literacy - Fountas & Pinnell

Mathematics - Discovery Education Assessment

Leading Indicators
Attendance

Re-enrollment
Shining Stars Montessori Academy PCS

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
- Mixed-aged cohorts work individually or in small groups
- Consciously designed learning experiences cultivate autonomy, respect, peace, and a passion for work
- The international curriculum focuses on promoting inquiry, discovery and the celebration of all people
- Our focus is on children’s learning, not teachers’ teaching
- Encourages hands-on learning, bringing the abstract to life for a deeper learning experience

School Hours
8:30 a.m. – 3:30 p.m.

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Future Grades
  - Before Care
  - After Care

Student Demographics (2013–14)
- Asian: 2.3%
- Black Non-Hispanic: 36.8%
- Hispanic / Latino: 11.5%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 34.5%
- Multiracial: 14.9%

Total Enrollment: 87

English Language Learner: 10.3%

Economically Disadvantaged: 1.1%

Special Education: 1.1%

Transportation
Metro / Bus Service *
- 31, 32, 36

*Please check www.wmata.com for updates

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
Shining Stars Montessori Academy PCS
2014 School Performance Report

(2013–14)

Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (86% of Students)

Student Progress

- Literacy / Language - Peabody Picture Vocabulary Test (PPVT)

- Mathematics - Test of Early Mathematics Ability (TEMA)

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

- Emotional Support

- Classroom Organization

- Instructional Support

Leading Indicator

- Attendance

K-2 (14% of Students)

Student Achievement / Progress

- Literacy - PPVT (K), DIBELS (1-2)

- Mathematics - Test of Early Mathematics Ability (TEMA)

Leading Indicators

- Attendance

- Re-enrollment

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
School Mission / Purpose
The purpose of Somerset Prep is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop students who are self-assured, well-rounded, and prepared for future success.

Unique School Characteristics
- Technology academy that offers an added emphasis in interactive media and communications technology
- College acceleration and/or integration program awarding up to 30 college credits
- Extended day tutorial and enrichment program
- 21st-century classrooms
- Athletic programs

Board Chair
Jud Starr

Principal
James Griffin

First School Year
2013-14

School Hours
8:00 a.m. – 2:30 p.m.

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

- Future Grades
  - Before Care
  - After Care

Student Demographics (2013–14)
- Asian: 0.0%
- Black Non-Hispanic: 99.4%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.6%

**Total Enrollment**
160

**English Language Learner**
0.0%

**Economically Disadvantaged**
>60%**

**Special Education**
20.1%

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.

Tier Explanation
1. **High Performing**
   (65.0% - 100.0%)
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, Anacostia; M9

**Community Eligible Schools** serve at least 60% low-income students and offer free school meals to all students.

*Please check www.wmata.com for updates
### Grades Measured: 6-8

#### Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC CAS Reading over time</td>
<td>14.0 out of 20.0</td>
<td>70.0%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>4.0 out of 20.0</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or Exceeding Academic Standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC CAS Reading</td>
<td>0.9 out of 10.0</td>
<td>9.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0 out of 2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>DC CAS Mathematics</td>
<td>0.3 out of 10.0</td>
<td>3.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3 out of 2.5</td>
<td>12.0%</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 out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th Grade Mathematics</td>
<td>5.2 out of 15.0</td>
<td>34.7%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (10 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>7.1 out of 10.0</td>
<td>71.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.8</td>
<td>31.8 out of 90</td>
<td>35.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Mission / Purpose
The mission of St. Coletta Special Education PCS is to serve students with intellectual disabilities and autism and support their families. At St. Coletta we believe in the immeasurable value of the human spirit and in the right of each person to live as full and independent a life as possible. Our goal is to serve our students 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; USDA Forest Service partner
- School garden, horticulture, and cooking programs; ingredients from garden used to prepare healthy meals
- 2013 OSSE “Reward” School
- Hosted educators from Russia, Singapore, and Romania

School Hours
M: 8:30 a.m. - 12:30 p.m.
TWRF: 8:30 a.m. - 3:00 p.m.

Grades Served
Serves non-graded students ages 3 to 22.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>PK3</th>
<th>PK4</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>ADULT ED</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Board Chair
Peggy O’Brien

Executive Director
Sharon Raimo

Principal
Janice Corazza

First School Year
2006-07

Student Demographics (2013–14)
- Asian: 0.0%
- Black Non-Hispanic: 77.6%
- Hispanic / Latino: 13.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 6.4%
- Multiracial: 2.8%

Total Enrollment
250

English Language Learner
0.0%

Economically Disadvantaged
75.6%

Special Education
100.0%

Accountability Plan
For schools who do not receive a Performance Management Framework score, PCSB has implemented 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 and are not tiered. St. Coletta is the only school that received an accountability plan for 2013-14.

Transportation

Metro / Bus Service *
Stadium-Armory; D6

*Please check www.wmata.com for updates
## Grades Measured: Non-Graded

<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 <strong>90.6%</strong>.</td>
<td>✔️</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 <strong>81.5%</strong>.</td>
<td>✔️</td>
</tr>
<tr>
<td>80% of students participating in the DC CAS-Alt will score proficient or advanced in math.</td>
<td>For the 2013-14 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in math was <strong>86.3%</strong>.</td>
<td>✔️</td>
</tr>
<tr>
<td>80% of students participating in the DC CAS-Alt will score proficient or advanced in reading.</td>
<td>For the 2013-14 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in reading was <strong>89.5%</strong>.</td>
<td>✔️</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>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 <strong>88.88%</strong> of the school days.</td>
<td>✔️</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>90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).</td>
<td>15 Copies of Certificates of Completion provided for 15 students expected to graduate (100% of eligible students).</td>
<td>✔️</td>
</tr>
</tbody>
</table>

| TOTAL TARGETS MET | 6 OF 6 |

For a more detailed explanation of the indicators, see our technical guide.
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 10 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

Board Chair
Kannon Shanmugam

Executive Director
Alexandra Pardo, Ed.D.

Academic Director
LaRita Williams

First School Year
2001–02

School Hours
MWRF: 8:00 a.m. – 3:30 p.m.
T: 8:00 a.m. – 4:00 p.m.

Grades Served
Current Grades
Future Grades

PK3 PK4 K 1 2 3
4 5 6 7 8 9
10 11 12 Adult Ed

Before Care After Care

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.7%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.3%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Total Enrollment 399

Transportation

Metro / Bus Service *
Anacostia

*Please check www.wmata.com for updates

Tier Explanation

1. High Performing (65.0% - 100.0%)
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
2014 School Performance Report

(2013–14)

Grades Measured: 9–12

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5 out of 7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>7.5 out of 7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time
- 66.3% of 100 possible points
- 7.5 out of 7.5

Growth on DC CAS Mathematics over time
- 84.8% of 100 possible points
- 7.5 out of 7.5

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading
- Proficient and Above: 69.8% of 100 possible points
- 6.3 out of 10

Advanced only
- 0.8 out of 2.5

High Grades DC CAS Mathematics
- Proficient and Above: 84.4% of 100 possible points
- 8.0 out of 10.0

Advanced only
- 0.4 out of 2.5

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate
- 77.3% of 100 possible points
- 3.5 out of 7.5

PSAT Performance (11th)
- 48.8% of 100 possible points
- 7.3 out of 7.5

SAT/ACT Performance (12th)
- 59.8% of 100 possible points
- 5.8 out of 7.5

College Acceptance Rate
- 100.0% of 100 possible points
- 7.5 out of 7.5

College Readiness: Advanced Placement / International Baccalaureate Achievement
- 22.0% of 100 possible points
- 5.0 out of 5.0

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance
- 93.4% of 100 possible points
- 10.0 out of 10.0

Re-enrollment
- 84.1% of 100 possible points
- 7.7 out of 10.0

9th Grade Credits (on track to graduate)
- 73.0% of 100 possible points
- 2.3 out of 5.0

TOTAL SCORE
- TIER 1
- 79.6 out of 100
- 79.6%
### Thurgood Marshall Academy PCS
#### 2014 School Performance Report

(2013-14)

<table>
<thead>
<tr>
<th>Future Metrics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gateway: Outcomes Aligned to College and Career Readiness</strong></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Five-Year Graduation Rate</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</td>
<td></td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
<td>CTE Program of Study Completion Rate</td>
</tr>
<tr>
<td></td>
<td>CTE Certification Exam Pass Rate</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
### School Profile (2014–15)

**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 PK-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 facility and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring; family support, including parenting workshops
- Positive behavior support through incentives
- Technology-rich instruction, including laptops for each student in grades 2-8

**Board Chair**
Carl J. Hampton, Psy.D.

**Executive Director**
Patricia L. Williams

**Principal**
Tenika Holden

**First School Year**
2000-01

**School Hours**
8:00 a.m. – 3:30 p.m.

**Grades Served**

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>K</td>
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<td>Adult Ed</td>
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**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
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<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
311

**English Language Learner**
1.0%

**Economically Disadvantaged**
>60%

**Special Education**
9.8%

**Transportation**

- **Metro / Bus Service**
  - *: 86; D4; E2

**Early Childhood PMF**

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

**Student Demographics (2013–14)**

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<tr>
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<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
311

**English Language Learner**
1.0%

**Economically Disadvantaged**
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**Special Education**
9.8%

**Transportation**

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  - *: 86; D4; E2

**Early Childhood PMF**

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Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.
### Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

#### Student Progress

- **Literacy / Language - Every Child Ready (ECR)**
  - Score: 78.4%

- **Mathematics - Every Child Ready (ECR)**
  - Score: 82.4%

#### Teacher Interaction: Classroom Assessment Scoring System (CLASS)

- **Emotional Support**
  - Score: 5.5%

- **Classroom Organization**
  - Score: 5.1%

- **Instructional Support**
  - Score: 2.8%

#### Leading Indicator

- **Attendance**
  - Score: 91.9%

### K-2 (57% of Students)

#### Student Achievement / Progress

- **Literacy - STAR Early Literacy**
  - Score: 95.0%

- **Mathematics - AlMSweb (K), STAR Math (1-2)**
  - Score: 99.0%

#### Leading Indicators

- **Attendance**
  - Score: 97.2%

- **Re-enrollment**
  - Score: 68.8%
Tree of Life PCS

2315 18th Place NE
Washington, DC 20018
202-832-1108
www.treeoflifepcs.org

School Profile (2014–15)

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 PK-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 facility and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring; family support, including parenting workshops
- Positive behavior support through incentives
- Technology-rich instruction, including laptops for each student in grades 2-8

Students Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 99.7%
- Hispanic / Latino: 0.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment: 311
- English Language Learner: 1.0%
- Economically Disadvantaged: >60%
- Special Education: 9.8%

Tier Explanations
1. **High Performing**
   (65.0% - 100.0%)

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 *
86; D4; E2

*Please check www.wmata.com for updates

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.
### Grades Measured: 3–8

**Student Progress (40 points): Academic Improvement Over Time**

- **Growth on DC CAS Reading over time**
  - Points Earned: 44.5 (7.3 out of 20.0, 36.5%)
  - Percent of Possible Points: 37.9%

- **Growth on DC CAS Mathematics over time**
  - Points Earned: 41.7 (5.9 out of 20.0, 29.5%)
  - Percent of Possible Points: 33.5%

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- **Elementary Grades DC CAS Reading**
  - Proficient and Above
    - Points Earned: 37.3 (0.7 out of 5.0, 14.0%)
  - Advanced Only
    - Points Earned: 1.5 (0.06 out of 1.25, 4.8%)

- **Elementary Grades DC CAS Mathematics**
  - Proficient and Above
    - Points Earned: 35.8 (0.6 out of 5.0, 12.0%)
  - Advanced Only
    - Points Earned: 3.0 (0.14 out of 1.25, 11.2%)

- **Middle Grades DC CAS Reading**
  - Proficient and Above
    - Points Earned: 25.5 (0.0 out of 5.0, 0.0%)
  - Advanced Only
    - Points Earned: 3.6 (0.17 out of 1.25, 13.6%)

- **Middle Grades DC CAS Mathematics**
  - Proficient and Above
    - Points Earned: 45.5 (0.5 out of 5.0, 10.0%)
  - Advanced Only
    - Points Earned: 7.3 (0.35 out of 1.25, 28.0%)

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- **Proficient and Advanced 3rd Grade Reading**
  - Points Earned: 19.0 (0.1 out of 7.5, 1.3%)

- **Proficient and Advanced 8th Grade Mathematics**
  - Points Earned: 53.3 (1.8 out of 7.5, 24.0%)

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - Points Earned: 95.1 (10.0 out of 10.0, 100.0%)

- **Re-enrollment**
  - Points Earned: 71.0 (3.5 out of 10.0, 35.0%)

**TOTAL SCORE**

- **Tier 3**
  - Points Earned: 31.1 (31.1 out of 100, 31.1%)

*For a more detailed explanation of the indicators, see our technical guide.*
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
- A supportive community of learners; Responsive Classroom school
- Integrates the arts, Spanish, and physical education
- Highly skilled, dedicated staff
- An engaged and active parent community

Board President
Ann Gosier
Principal
Maggie Bello (ES)
Elaine Hou (MS)

First School Year
2004-05

School Hours
ES: MTRF: 8:30 a.m. - 3:15 p.m.
ES: W: 8:30 a.m. - 1:15 p.m.
MS: 8:30 a.m. - 4:15 p.m.

School Profile (2014–15)
Grade Served

Transportation
Metro / Bus Service *
NoMa-Gallaudet; 90, 92, 93

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>63.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>8.7%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.2%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>25.8%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Total Enrollment
516

English Language Learner
5.0%

Economically Disadvantaged
48.8%

Special Education
21.9%
Two Rivers PCS
2014 School Performance Report

(2013–14)
Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

Student Progress
Literacy / Language - Brigance Developmental Assessment II/III

Mathematics - Brigance Developmental Assessment II/III

Teacher Interaction: Classroom Assessment Scoring System (CLASS)
Emotional Support

Classroom Organization

Instructional Support

Leading Indicator
Attendance

K-2 (64% of Students)

Student Achievement / Progress
Literacy - mCLASS:Reading (K), NWEA Measure of Acad. Progress (1-2)

Mathematics - mCLASS:Math (K), NWEA Measure of Acad. Progress (1-2)

Leading Indicators
Attendance

Re-enrollment

DC Public Charter School Board School Performance Report © 2014
Updated November 1, 2014
2014 School Performance Report

Two Rivers PCS

ES: 1227 4th Street NE
MS: 1234 4th Street NE
Washington, DC 20002

ES: 202-546-4477
MS: 202-543-8477
www.tworiverspcs.org

School Profile (2014–15)

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
- A supportive community of learners; Responsive Classroom school
- Integrates the arts, Spanish, and physical education
- Highly skilled, dedicated staff
- An engaged and active parent community

Board President
Ann Gosier

Executive Director
Jessica Wodatch

Principal
Maggie Bello (ES)
Elaine Hou (MS)

First School Year
2004-05

School Hours
ES: MTRF: 8:30 a.m. – 3:15 p.m.
ES: W: 8:30 a.m. – 1:15 p.m.
MS: 8:30 a.m. – 4:15 p.m.

Grades Served
- Current Grades
- Future Grades
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.8%
- Black Non-Hispanic: 63.8%
- Hispanic / Latino: 8.7%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.2%
- White Non-Hispanic: 25.8%
- Multiracial: 0.8%

Total Enrollment
516

English Language Learner
5.0%

Economically Disadvantaged
48.8%

Special Education
21.9%

Transportation

Metro / Bus Service *
NoMa-Gallaudet; 90, 92, 93

Tier Explanations

1 High Performing
(65.0% - 100.0%)

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.
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading
- Score: 67.4
- Points Earned: 4.5 out of 7.5
- Percent of Possible Points: 60.0%

Proficient and Advanced 8th Grade Mathematics
- Score: 88.1
- Points Earned: 6.0 out of 7.5
- Percent of Possible Points: 80.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance
- Score: 95.3
- Points Earned: 10.0 out of 10.0
- Percent of Possible Points: 100.0%

Re-enrollment
- Score: 91.4
- Points Earned: 10.0 out of 10.0
- Percent of Possible Points: 100.0%

TOTAL SCORE
- Score: 67.6
- TIER: 1
- Points Earned: 67.6 out of 100
- Percent of Possible Points: 67.6%

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Washington Hospitality Foundation (formerly Hospitality High PCS)

1851 9th Street NW
Washington, DC 20001
202-737-4150
www.washingtonhospitality.org

TIER SCORES

<table>
<thead>
<tr>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>45.5%</td>
<td>38.2%</td>
<td>36.9%</td>
<td>26.5%</td>
</tr>
</tbody>
</table>

Tier Explanation

1. High Performing
   (65.0% - 100.0%)

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 (2014–15)

School Mission / Purpose
The mission of Washington Hospitality Foundation 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

Board Chair
Michael Durso

Executive Director
Michael Cucciardo

Principal
Jacque Hayden

First School Year
1999-2000

School Hours
MTWR: 8:00 a.m. – 3:56 p.m.
F: 8:00 a.m. – 2:00 p.m.

Grades Served
Will transition to DCPS in 2015-16.

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 94.0%
- Hispanic / Latino: 6.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment: 182

English Language Learner: 6.6%

Economically Disadvantaged: >60%

Special Education: 31.9%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Shaw-Howard; 70, 79; G2, G8

** Please check www.wmata.com for updates
## Student Progress (15 points): Test Score Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Target</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>30</td>
<td>65</td>
<td>37.4</td>
<td>21.3%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>30</td>
<td>65</td>
<td>50.8</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

## Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading</td>
<td>17.6</td>
<td>100</td>
<td>25.0</td>
<td>9.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>6.3</td>
<td>25</td>
<td>0.6</td>
<td>24.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3</td>
<td>25</td>
<td>0.3</td>
<td>12.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics</td>
<td>20.3</td>
<td>100</td>
<td>37.5</td>
<td>22.0%</td>
</tr>
<tr>
<td>Proficient and Above</td>
<td>3.1</td>
<td>25</td>
<td>0.3</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

## Gateway (35 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>57</td>
<td>100</td>
<td>33.3</td>
<td>0.0%</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>50</td>
<td>100</td>
<td>10.3</td>
<td>17.3%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>75</td>
<td>100</td>
<td>30.3</td>
<td>34.7%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>97</td>
<td>100</td>
<td>6.8</td>
<td>90.7%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>15</td>
<td>100</td>
<td>6.1</td>
<td>40.0%</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>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>82</td>
<td>92</td>
<td>80.9</td>
<td>0.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>64.6</td>
<td>100</td>
<td>74.1</td>
<td>37.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>50.5</td>
<td>100</td>
<td>22.5</td>
<td>0.0%</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>26.5</td>
<td>26.5%</td>
</tr>
</tbody>
</table>
### Future Metrics

#### Gateway: Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>80.4%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate</td>
<td></td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td>39.4%</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

**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
- Students at Washington Latin PCS come from every ward in Washington, DC
- All students take Latin beginning in 5th grade and may begin Arabic, French, or Mandarin in 8th.

**Board Chair**
Chinesom Ejiasa

**Head of School**
Martha Cutts

**Principal**
Diana Smith

**First School Year**
2006–07

**School Hours**
8:10 a.m. – 3:15 p.m.

**Grades Served**
Is part of a 5–12 network.

**Student Demographics (2013–14)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>44.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>6.8%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>42.1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

**Total Enrollment**
366

**English Language Learner**
0.0%

**Economically Disadvantaged**
22.4%

**Special Education**
7.1%

**Tier Explanation**

1. **High Performing**
(65.0% - 100.0%)

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: 60, 62, 63, 64; E2, E4

**School Shuttle**
- Eastern Market, Tenleytown, Union Station

*Please check www.wmata.com for updates*
(2013–14)

**Grades Measured: 5-8**

**Student Progress (40 points): Academic Improvement Over Time**

- Growth on DC CAS Reading over time:
  - Points Earned out of Points Possible: 6.4 out of 20.0
  - Percent of Possible Points: 32.0%

- Growth on DC CAS Mathematics over time:
  - Points Earned out of Points Possible: 4.9 out of 20.0
  - Percent of Possible Points: 24.5%

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

- DC CAS Reading:
  - Proficient and Above:
    - Points Earned out of Points Possible: 6.9 out of 10.0
    - Percent of Possible Points: 69.0%
  - Advanced only:
    - Points Earned out of Points Possible: 2.1 out of 2.5
    - Percent of Possible Points: 84.0%

- DC CAS Mathematics:
  - Proficient and Above:
    - Points Earned out of Points Possible: 6.2 out of 10.0
    - Percent of Possible Points: 62.0%
  - Advanced only:
    - Points Earned out of Points Possible: 2.5 out of 2.5
    - Percent of Possible Points: 100.0%

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

- Proficient and Advanced 8th Grade Mathematics:
  - Points Earned out of Points Possible: 10.4 out of 15.0
  - Percent of Possible Points: 69.3%

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

- Attendance:
  - Points Earned out of Points Possible: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- Re-enrollment:
  - Points Earned out of Points Possible: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

**TOTAL SCORE**

- Points Earned out of Points Possible: 59.4 out of 100
- Percent of Possible Points: 59.4%

For a more detailed explanation of the indicators, see our technical guide.
Washington Latin PCS - Upper School

School Profile (2014–15)

**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 four straight years
- Students at Washington Latin PCS come from every ward in Washington, DC
- Washington Latin PCS offers a robust music program including choir, honors choir, and jazz band.

**Grades Served**
Takes applications through 9th. Is part of a 5–12 network.

**Current Grades**
- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

**Future Grades**

**Board Chair**
Chinesom Ejiasa

**Head of School**
Martha Cutts

**Principal**
Diana Smith

**First School Year**
2006-07

**School Hours**
8:10 a.m. – 3:15 p.m.

Tier Explanation

1. **High Performing**
   (65.0% - 100.0%)

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 (2013–14)**

- **Total Enrollment**: 274
- **English Language Learner**: 0.0%
- **Economically Disadvantaged**: 23.8%
- **Special Education**: 11.4%

**Transportation**

- **Metro / Bus Service**: Fort Totten; 60, 62, 63, 64; E2, E4
- **School Shuttle**: Eastern Market, Tenleytown, Union Station

*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: 3.4 out of 7.5, Percent of Possible Points: 45.3%
- **Growth on DC CAS Mathematics over time**
  - Points Earned: 7.5 out of 7.5, Percent of Possible Points: 100.0%

### Student Achievement (25 points): Meeting or Exceeding Standards

- **High Grades DC CAS Reading**
  - Proficient and Above: 5.5 out of 10, Percent of Possible Points: 55.0%
  - Advanced only: 2.2 out of 2.5, Percent of Possible Points: 88.0%
- **High Grades DC CAS Mathematics**
  - Proficient and Above: 6.2 out of 10.0, Percent of Possible Points: 62.0%
  - Advanced only: 1.2 out of 2.5, Percent of Possible Points: 48.0%

### Gateway (35 points): Outcomes Aligned to College and Career Readiness

- **Four-Year Graduation Rate**
  - Points Earned: 4.9 out of 7.5, Percent of Possible Points: 65.3%
- **PSAT Performance (11th)**
  - Points Earned: 7.5 out of 7.5, Percent of Possible Points: 100.0%
- **SAT/ACT Performance (12th)**
  - Points Earned: 7.0 out of 7.5, Percent of Possible Points: 93.3%
- **College Acceptance Rate**
  - Points Earned: 7.0 out of 7.5, Percent of Possible Points: 93.3%
- **College Readiness: Advanced Placement / International Baccalaureate Achievement**
  - Points Earned: 5.0 out of 5.0, Percent of Possible Points: 100.0%

### Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - Points Earned: 10.0 out of 10.0, Percent of Possible Points: 100.0%
- **Re-enrollment**
  - Points Earned: 10.0 out of 10.0, Percent of Possible Points: 100.0%
- **9th Grade Credits (on track to graduate)**
  - Points Earned: 4.8 out of 5.0, Percent of Possible Points: 96.0%

### TOTAL SCORE

- **Tier 1**
  - Points Earned: 82.2 out of 100, Percent of Possible Points: 82.2%
### Gateway: Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>95.7%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate</td>
<td>39.6%</td>
</tr>
<tr>
<td>Achievement and Dual Enrollment Achievement</td>
<td></td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program</td>
<td>N/A</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
2014 School Performance Report

Washington Mathematics Science Technology PCHS

1920 Bladensburg Road NE Washington, DC 20002
202-636-8011 www.wmstpchs.org

School Profile (2014–15)

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 in 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

Board President
Jeneen Y. Ramos

Principal
N’Deye Diagne, Ph.D.

First School Year
1998-99

School Hours
8:30 a.m. – 3:30 p.m.

Grades Served
- Current Grades
- Future Grades

- PK3
- PK4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- Adult Ed
- Before Care
- After Care

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 98.2%
- Hispanic / Latino: 0.9%
- Native American / Alaska Native: 0.3%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.6%
- Multiracial: 0.0%

Total Enrollment: 333

English Language Learner: 0.0%

Economically Disadvantaged: >60%**

Special Education: 15.3%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanation

1. High Performing
   (65.0% - 100.0%)

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 *
B2

**Please check www.wmata.com for updates
## Student Progress (15 points): Test Score Improvement Over Time

<table>
<thead>
<tr>
<th>Subject</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>5.6 out of 7.5</td>
<td>74.7%</td>
</tr>
<tr>
<td>Growth on DC CAS Mathematics over time</td>
<td>3.5 out of 7.5</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

## Student Achievement (25 points): Meeting or Exceeding Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Grades DC CAS Reading Proficient and Above</td>
<td>4.0 out of 10</td>
<td>40.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.5 out of 2.5</td>
<td>60.0%</td>
</tr>
<tr>
<td>High Grades DC CAS Mathematics Proficient and Above</td>
<td>2.5 out of 10.0</td>
<td>25.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.1 out of 2.5</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

## Gateway (35 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate</td>
<td>5.7 out of 7.5</td>
<td>76.0%</td>
</tr>
<tr>
<td>PSAT Performance (11th)</td>
<td>3.0 out of 7.5</td>
<td>40.0%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th)</td>
<td>4.0 out of 7.5</td>
<td>53.3%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>7.2 out of 7.5</td>
<td>96.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement</td>
<td>1.6 out of 5.0</td>
<td>32.0%</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>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>6.7 out of 10.0</td>
<td>67.0%</td>
</tr>
<tr>
<td>9th Grade Credits (on track to graduate)</td>
<td>4.2 out of 5.0</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.6 out of 100</td>
<td>2</td>
</tr>
</tbody>
</table>
Future Metrics

<table>
<thead>
<tr>
<th>Gateway: Outcomes Aligned to College and Career Readiness</th>
<th>School Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>92.3%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement</td>
<td>7.0%</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2014–15)

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

Board Chair
Maurice Smith

Head of School
Maquita Alexander

First School Year
2008-09

School Hours
8:30 a.m. - 3:30 p.m.

Grades Served
Is part of PK-12 DCI network.

- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed

- Future Grades

Transportation

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

- Asian: 9.8%
- Black Non-Hispanic: 40.7%
- Hispanic / Latino: 6.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.2%
- White Non-Hispanic: 26.8%
- Multiracial: 16.2%
- Total Enrollment: 511
- English Language Learner: 5.5%
- Economically Disadvantaged: 12.7%
- Special Education: 7.2%

*Please check www.wmata.com for updates
(2013–14)

**Grades Measured: PK4-2**

**Pre-Kindergarten (PK4-PK4) Grades (24% of Students)**

<table>
<thead>
<tr>
<th>Student Progress</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lit./Lang.</strong></td>
<td>85.0</td>
</tr>
<tr>
<td><strong>Math.</strong></td>
<td>85.0</td>
</tr>
</tbody>
</table>

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**

<table>
<thead>
<tr>
<th>Emotional Support</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Organization</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Support</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1.8</td>
</tr>
</tbody>
</table>

**K-2 (76% of Students)**

<table>
<thead>
<tr>
<th>Student Achievement / Progress</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lit.</strong></td>
<td>80.8</td>
</tr>
<tr>
<td><strong>Math.</strong></td>
<td>88.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>96.8</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td>95.8</td>
</tr>
</tbody>
</table>
School Profile (2014–15)

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

Board Chair
Maurice Smith

Head of School
Maquita Alexander

First School Year
2008–09

School Hours
8:30 a.m. – 3:30 p.m.

Grades Served
Is part of PK-12 DCI network.

Student Demographics (2013–14)

- Asian: 9.8%
- Black Non-Hispanic: 40.7%
- Hispanic / Latino: 6.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.2%
- White Non-Hispanic: 26.8%
- Multiracial: 16.2%
- Total Enrollment: 511
- English Language Learner: 5.5%
- Economically Disadvantaged: 12.7%
- Special Education: 7.2%

Tier Explanations
1. High Performing (65.0% - 100.0%)
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.
### Washington Yu Ying PCS
#### 2014 School Performance Report

**Grades Measured: 3–6**

#### Student Progress (40 points): Academic Improvement Over Time

- **Growth on DC CAS Reading over time**
  - Points Earned: 12.6 out of 20.0
  - Percent of Possible Points: 63.0%

- **Growth on DC CAS Mathematics over time**
  - Points Earned: 15.0 out of 20.0
  - Percent of Possible Points: 75.0%

#### Student Achievement (25 points): Meeting or Exceeding Academic Standards

- **DC CAS Reading**
  - Proficient and Above
    - Points Earned: 5.7 out of 10.0
    - Percent of Possible Points: 57.0%
  - Advanced only
    - Points Earned: 0.8 out of 2.5
    - Percent of Possible Points: 32.0%

- **DC CAS Mathematics**
  - Proficient and Above
    - Points Earned: 7.4 out of 10.0
    - Percent of Possible Points: 74.0%
  - Advanced only
    - Points Earned: 2.5 out of 2.5
    - Percent of Possible Points: 100.0%

#### Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

- **Proficient and Advanced 3rd Grade Reading**
  - Points Earned: 7.4 out of 15.0
  - Percent of Possible Points: 49.3%

#### Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

- **Re-enrollment**
  - Points Earned: 10.0 out of 10.0
  - Percent of Possible Points: 100.0%

#### TOTAL SCORE

- Points Earned: 71.4 out of 100
- Percent of Possible Points: 71.4%

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

Board Chair
John Goldman

School Leader
Andrew Touchette
First School Year
2004-05

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - Adult Ed
- Future Grades

School Profile (2014–15)

Early Childhood PMF
This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 94.5%
- Hispanic/Latino: 3.7%
- Native American/Alaska Native: 0.0%
- Pacific Islander/Native Hawaiian: 0.0%
- White Non-Hispanic: 1.4%
- Multiracial: 0.0%

Total Enrollment: 435
English Language Learner: 5.1%
Economically Disadvantaged: >60%**
Special Education: 6.0%

**Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Transportation

Metro / Bus Service *
Rhode Island Avenue; D8; G8; H1, H2, H8

*Please check www wmata com for updates
(2013–14)

**Grades Measured: PK3-2**

**Pre-Kindergarten (PK3-PK4) Grades (41% of Students)**

**Student Progress**
- Literacy / Language - mCLASS®:CIRCLE™
  - Score: 78.7%

**Mathematics - mCLASS®:CIRCLE™**
  - Score: 83.0%

**Teacher Interaction: Classroom Assessment Scoring System (CLASS)**
- Emotional Support
  - Score: 5.4%
- Classroom Organization
  - Score: 5.2%
- Instructional Support
  - Score: 1.8%

**Leading Indicator**
- Attendance
  - Score: 89.4%

**K-2 (59% of Students)**

**Student Achievement / Progress**
- Literacy - mCLASS:Reading
  - Score: 81.3%
- Mathematics - mCLASS:Math
  - Score: 66.4%

**Leading Indicators**
- Attendance
  - Score: 93.4%

- Re-enrollment
  - Score: 68.8%
2014 School Performance Report

William E. Doar, Jr. PCS for the Performing Arts

705 Edgewood Street NE
Washington, DC 20017
202-269-4646
www.wedjschool.us

School Profile (2014–15)

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

Board Chair
John Goldman

School Leader
Andrew Touchette
First School Year
2004-05

School Hours
8:00 a.m. – 4:00 p.m.

Grades Served
- Current Grades
  - PK3
  - PK4
  - K
  - 1
  - 2
  - 3
- Future Grades
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
- Before Care
  - 10
- After Care
  - 11
  - 12
  - Adult Ed

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 94.5%
- Hispanic / Latino: 3.7%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 1.4%
- Multiracial: 0.0%

Total Enrollment: 435
English Language Learner: 5.1%
Economically Disadvantaged: >60%
Special Education: 6.0%

** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.

Tier Explanations

1. High Performing (65.0% - 100.0%)
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 *
Rhode Island Avenue; D8; G8; H1, H2, H8

*Please check www.wmata.com for updates
William E. Doar, Jr. PCS for the Performing Arts
2014 School Performance Report

(2013–14)

**Grades Measured: 3–8**

**Student Progress (40 points): Academic Improvement Over Time**

**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>44.4</td>
<td>7.2 out of 20.0</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

**Growth on DC CAS Mathematics over time**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.6</td>
<td>12.8 out of 20.0</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or Exceeding Academic Standards**

**Elementary Grades DC CAS Reading**

- Proficient and Above
  - **Score**: 41.7
  - **Points Earned**: 1.0 out of 5.0
  - **Percent of Possible Points**: 20.0%

- Advanced Only
  - **Score**: 1.7
  - **Points Earned**: 0.07 out of 1.25
  - **Percent of Possible Points**: 5.6%

**Elementary Grades DC CAS Mathematics**

- Proficient and Above
  - **Score**: 52.2
  - **Points Earned**: 1.8 out of 5.0
  - **Percent of Possible Points**: 36.0%

- Advanced Only
  - **Score**: 7.0
  - **Points Earned**: 0.34 out of 1.25
  - **Percent of Possible Points**: 27.2%

**Middle Grades DC CAS Reading**

- Proficient and Above
  - **Score**: 52.2
  - **Points Earned**: 1.5 out of 5.0
  - **Percent of Possible Points**: 30.0%

- Advanced Only
  - **Score**: 2.9
  - **Points Earned**: 0.13 out of 1.25
  - **Percent of Possible Points**: 10.4%

**Middle Grades DC CAS Mathematics**

- Proficient and Above
  - **Score**: 62.3
  - **Points Earned**: 1.9 out of 5.0
  - **Percent of Possible Points**: 38.0%

- Advanced Only
  - **Score**: 14.5
  - **Points Earned**: 0.72 out of 1.25
  - **Percent of Possible Points**: 57.6%

**Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success**

**Proficient and Advanced 3rd Grade Reading**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.5</td>
<td>2.1 out of 7.5</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

**Proficient and Advanced 8th Grade Mathematics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.7</td>
<td>3.4 out of 7.5</td>
<td>45.3%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of Future Student Progress and Achievement**

**Attendance**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.0</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Re-enrollment**

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.1</td>
<td>4.6 out of 10.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

- **Score**: 47.6 out of 100
- **Percent**: 47.6%

For a more detailed explanation of the indicators, see our technical guide.
YouthBuild PCS

School Profile (2014–15)

School Mission / Purpose
YouthBuild Public Charter School (YBPCS) seeks to prepare young adults, interested in re-engaging in their education, for higher education and career development by offering academic, vocational, and workforce development programs in English and Spanish. YBPCS believes community service is an essential part of the transformative process. Therefore, students serve their community by volunteering and creating houses for low-income residents in Washington, DC.

Unique School Characteristics
- Academic instruction/GED preparation; college dual-enrollment program
- Construction training-NCCER/PACT certification; Americorps; Child Development Associates (CDA)
- Student transportation stipend
- Job-readiness training

Grades Served
Serves ages 16 to 24.

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>K</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Adult Ed</td>
<td>7</td>
</tr>
</tbody>
</table>

School Hours
8:30 a.m. – 3:30 p.m.

Student Demographics (2013–14)

- Asian: 0.0%
- Black Non-Hispanic: 61.2%
- Hispanic / Latino: 38.8%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

Total Enrollment
116

English Language Learner
25.0%

Economically Disadvantaged
100.0%

Special Education
6.9%

Adult Education PMF
This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE 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 skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.
YouthBuild PCS  
2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed

**Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)**

Adult Basic Education (ABE) Level Performance*

**Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment**

Obtain Secondary Credential

**College/Career Readiness: Employment and Postsecondary Outcomes**

Entered Employment or Entered Postsecondary
Survey Response Rate: 71.4%**

Retained Employment or Entered Postsecondary
Survey Response Rate: 0.0%**

Entered Postsecondary
(Prior Program Year)

**Leading Indicators: Predictors of Future Student Progress and Achievement**

Attendance
In-seat attendance rate

Retention

**Mission-Specific Goals: Progress on Programming Unique to the School’s Mission**

Certification
95% of students completing the school year will earn an NCCER, HBI, OSHA, or IC3 certification.

Spanish GED Students
85% of students in the Spanish GED program and completing the school year will progress two grade levels in reading.

*This measure has multiple floors and targets based on students’ starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

For a more detailed explanation of the indicators, see our technical guide.
DC Public Charter School Board would like to thank the following DC and national organizations for their support of the 2014 Performance Management Framework:

American Institutes for Research
Council of the District of Columbia
CTR Services, Inc.
Kramer Editing Services
Michael & Susan Dell Foundation
Office of the Deputy Mayor for Education
Office of the State Superintendent of Education
Tembo, Inc.
Walton Family Foundation

and

The District’s public charter schools and the more than 38,000 public charter school students and their families.
For more information about public charter school performance and the DC Public Charter School Board:

Get the mobile app **MyDCcharters** in the App Store or Android Marketplace or at dcpcsb.boopsie.com

Visit [www.dcpcsb.org](http://www.dcpcsb.org)

DC Public Charter School Board

[facebook](http://facebook.com)

[dcpublic@dcpcsb.org](mailto:dcpublic@dcpcsb.org)