Changes for 2016

PK-12 Schools tiered for the first time with PARCC data
The 2015–16 School Quality Reports are tiered as Tier 1, 2, and 3, with Tier 1 being the highest. This is the first time that public charter schools will be tiered using the new state assessment Partnership for Assessment of Readiness for College and Careers (PARCC). Additionally, all schools serving grades pre-kindergarten through high school and/or adults are also tiered.

Alternative Accountability Framework
This year, DC PCSB implemented the Alternative Accountability Framework (AAF) for schools that provide alternative programs to serve highly at-risk students. The AAF will not receive a score or tier in 2015–16. Each school’s AAF School Quality Report is composed of a unique set of measures designed to measure the quality of the school’s particular program.

DC PCSB’s Mission
To provide quality public school options for DC students, families, and communities through:
- A comprehensive application review process;
- Effective oversight;
- Meaningful support; and
- Active engagement of its stakeholders.

DC PCSB’s Vision
To lead the transformation of public education in DC and serve as a national role model for charter school authorizing and accountability.

What are the DC PCSB School Quality Reports?
DC PCSB produces a detailed annual quality report for each public charter school showing a school’s results on the Performance Management Framework (PMF).

How can families use the School Quality Reports?
Families can use the School Quality Reports to find out how a public charter school is performing and as a guide to help them select a new school. Families can also learn about each school’s mission, grades served, and student population.

Where did DC PCSB get the data for the School Quality Reports?
The data come from a variety of sources, including state test data from the Office of the State Superintendent of Education (OSSE), official score reports from testing agencies, and DC PCSB’s internal data systems. DC PCSB staff verified all data submitted by public charter schools. Public charter school leaders validated each data point and fact-checked the results.
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<td>YouthBuild PCS</td>
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</table>

The following public charter schools first opened in the 2016–17 school year and therefore do not have school performance data from the 2015–16 school year:

**New Public Charter Schools**
- Breakthrough Montessori PCS
- Goodwill Excel PCS
- Rocketship PCS
- Washington Leadership PCS
## PK–8 SCHOOLS

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<th>Grade Levels</th>
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<tr>
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## PK–8 SCHOOLS CONTINUED

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<th>Grade Levels</th>
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## HIGH SCHOOLS

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<td>KIPP DC – WILL Academy PCS</td>
<td>6</td>
<td>4–8</td>
<td>55.3%</td>
</tr>
<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>5</td>
<td>PK3–8</td>
<td>51.9%</td>
</tr>
<tr>
<td>Meridian PCS</td>
<td>1</td>
<td>PK3–8</td>
<td>41.8%</td>
</tr>
<tr>
<td>Paul PCS – Middle School</td>
<td>4</td>
<td>6–8</td>
<td>44.9%</td>
</tr>
<tr>
<td>Perry Street Preparatory PCS</td>
<td>5</td>
<td>PK3–8</td>
<td>39.4%</td>
</tr>
<tr>
<td>Roots PCS</td>
<td>4</td>
<td>PK3–5</td>
<td>46.2%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (Middle School)</td>
<td>7</td>
<td>6–8</td>
<td>38.8%</td>
</tr>
<tr>
<td>Shining Stars Montessori Academy PCS</td>
<td>5</td>
<td>PK3–4</td>
<td>60.4%</td>
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</table>

### HIGH SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Ward</th>
<th>Grade Levels</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>6</td>
<td>9–12</td>
<td>44.4%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Parkside High School</td>
<td>7</td>
<td>9–12</td>
<td>54.5%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – High School</td>
<td>4</td>
<td>9–12</td>
<td>48.9%</td>
</tr>
<tr>
<td>Friendship PCS – Collegiate Academy</td>
<td>7</td>
<td>9–12</td>
<td>51.8%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy High</td>
<td>8</td>
<td>9–12</td>
<td>50.1%</td>
</tr>
<tr>
<td>IDEA PCS</td>
<td>7</td>
<td>9–12</td>
<td>42.2%</td>
</tr>
<tr>
<td>Paul PCS – International High School</td>
<td>4</td>
<td>9–12</td>
<td>47.7%</td>
</tr>
<tr>
<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>6</td>
<td>8–12</td>
<td>39.2%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (High School)</td>
<td>7</td>
<td>9–12</td>
<td>54.5%</td>
</tr>
<tr>
<td>Somerset Preparatory Academy PCS (High School)</td>
<td>8</td>
<td>9–10</td>
<td>41.0%</td>
</tr>
<tr>
<td>Washington Mathematics Science Technology PCHS</td>
<td>5</td>
<td>9–12</td>
<td>43.8%</td>
</tr>
</tbody>
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## School Lists

<table>
<thead>
<tr>
<th>Tier</th>
<th>2015–16 Grade Levels</th>
<th>Overall Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK–8 SCHOOLS</td>
<td></td>
<td></td>
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<tr>
<td>Achievement Preparatory Academy PCS – Wahler Place Elementary School</td>
<td>8</td>
<td>K–3</td>
</tr>
<tr>
<td>Center City PCS – Trinidad</td>
<td>5</td>
<td>PK4–8</td>
</tr>
<tr>
<td>Somerset Preparatory Academy PCS (Middle School)</td>
<td>8</td>
<td>6–8</td>
</tr>
<tr>
<td>HIGH SCHOOLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Collegiate Preparatory PCHS</td>
<td>8</td>
<td>9–12</td>
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## School Lists

### PK–8 Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2015–16 Grade Levels</th>
<th>Tier</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Columbia Heights*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>70.9%</td>
</tr>
<tr>
<td>Briya PCS (Early Childhood)*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>77.8%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Chávez Prep</td>
<td>6–9</td>
<td>2</td>
<td>37.9%</td>
</tr>
<tr>
<td>District of Columbia International School</td>
<td>6–8</td>
<td>1</td>
<td>76.1%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Middle School</td>
<td>5–8</td>
<td>2</td>
<td>64.6%</td>
</tr>
<tr>
<td>Howard University Middle School of Mathematics and Science PCS</td>
<td>6–8</td>
<td>2</td>
<td>39.1%</td>
</tr>
<tr>
<td>Meridian PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>41.8%</td>
</tr>
<tr>
<td><strong>WARD 2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASIS DC PCS (Middle School)</td>
<td>5–8</td>
<td>1</td>
<td>74.3%</td>
</tr>
<tr>
<td><strong>WARD 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital City PCS – Lower School</td>
<td>PK3–4</td>
<td>2</td>
<td>60.8%</td>
</tr>
<tr>
<td>Capital City PCS – Middle School</td>
<td>5–8</td>
<td>2</td>
<td>57.4%</td>
</tr>
<tr>
<td>Center City PCS – Brightwood</td>
<td>PK4–8</td>
<td>1</td>
<td>66.6%</td>
</tr>
<tr>
<td>Center City PCS – Petworth</td>
<td>PK4–8</td>
<td>1</td>
<td>69.3%</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Elementary School</td>
<td>PK3–4</td>
<td>1</td>
<td>73.2%</td>
</tr>
<tr>
<td>Hope Community PCS – Lamond</td>
<td>PK3–5</td>
<td>2</td>
<td>47.2%</td>
</tr>
<tr>
<td>Ideal Academy PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>38.8%</td>
</tr>
<tr>
<td>Latin American Montessori Bilingual PCS</td>
<td>PK3–5</td>
<td>1</td>
<td>83.3%</td>
</tr>
<tr>
<td>Paul PCS – Middle School</td>
<td>6–8</td>
<td>2</td>
<td>44.9%</td>
</tr>
<tr>
<td>Roots PCS</td>
<td>PK3–5</td>
<td>2</td>
<td>46.2%</td>
</tr>
<tr>
<td>Sela PCS</td>
<td>PK3–2</td>
<td>1</td>
<td>75.6%</td>
</tr>
<tr>
<td>Washington Latin PCS – Middle School</td>
<td>5–8</td>
<td>1</td>
<td>89.4%</td>
</tr>
</tbody>
</table>

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

*DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework.
## PK–8 Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2015–16 Grade Levels</th>
<th>Tier</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridges PCS*</td>
<td>PK3–3</td>
<td>Growing school</td>
<td>64.0%</td>
</tr>
<tr>
<td>Center City PCS – Trinidad</td>
<td>PK4–8</td>
<td>3</td>
<td>32.7%</td>
</tr>
<tr>
<td>City Arts &amp; Prep PCS (formerly William E. Doar, Jr. PCS)</td>
<td>PK3–8</td>
<td>2</td>
<td>49.4%</td>
</tr>
<tr>
<td>Creative Minds International PCS</td>
<td>PK3–5</td>
<td>2</td>
<td>52.6%</td>
</tr>
<tr>
<td>DC Bilingual PCS</td>
<td>PK3–5</td>
<td>1</td>
<td>75.3%</td>
</tr>
<tr>
<td>DC Prep PCS – Edgewood Elementary</td>
<td>PK3–3</td>
<td>1</td>
<td>87.1%</td>
</tr>
<tr>
<td>DC Prep PCS – Edgewood Middle</td>
<td>4–8</td>
<td>1</td>
<td>80.3%</td>
</tr>
<tr>
<td>Elsie Whitlow Stokes Community Freedom PCS</td>
<td>PK3–5</td>
<td>1</td>
<td>66.1%</td>
</tr>
<tr>
<td>Friendship PCS – Armstrong**</td>
<td>PK3–5</td>
<td>First year of school</td>
<td>52.4%</td>
</tr>
<tr>
<td>Friendship PCS – Woodridge Elementary</td>
<td>PK3–3</td>
<td>2</td>
<td>63.6%</td>
</tr>
<tr>
<td>Friendship PCS – Woodridge Middle</td>
<td>4–8</td>
<td>2</td>
<td>60.2%</td>
</tr>
<tr>
<td>Harmony DC PCS – School of Excellence</td>
<td>K–5</td>
<td>2</td>
<td>38.5%</td>
</tr>
<tr>
<td>Hope Community PCS – Tolson</td>
<td>PK3–8</td>
<td>2</td>
<td>54.6%</td>
</tr>
<tr>
<td>Inspired Teaching Demonstration PCS</td>
<td>PK3–7</td>
<td>2</td>
<td>58.6%</td>
</tr>
<tr>
<td>KIPP DC – Connect Academy PCS</td>
<td>PK3–K</td>
<td>1</td>
<td>91.9%</td>
</tr>
<tr>
<td>KIPP DC – Northeast Academy PCS</td>
<td>5–7</td>
<td>1</td>
<td>74.7%</td>
</tr>
<tr>
<td>KIPP DC – Spring Academy PCS</td>
<td>1–2</td>
<td>2</td>
<td>55.8%</td>
</tr>
<tr>
<td>Lee Montessori PCS*</td>
<td>PK3–2</td>
<td>Growing school</td>
<td>67.1%</td>
</tr>
</tbody>
</table>

*Schools that are growing one grade at a time that do not yet serve grade 4 or higher and do not use a normed reference early childhood growth assessment receive an overall score but no tier.

**Friendship PCS – Armstrong is not receiving a PMF tier this year because it first opened in the 2015–16 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 2016–17 school year, Friendship PCS – Armstrong will be held to the same performance framework as other public charter schools.
## School Lists

### PK–8 Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>Grade Levels</th>
<th>Tier</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 5 CONTINUED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>51.9%</td>
</tr>
<tr>
<td>Mundo Verde Bilingual PCS</td>
<td>PK3–4</td>
<td>1</td>
<td>72.5%</td>
</tr>
<tr>
<td>Perry Street Preparatory PCS</td>
<td>PK3–8</td>
<td>2</td>
<td>39.4%</td>
</tr>
<tr>
<td>Shining Stars Montessori Academy PCS</td>
<td>PK3–4</td>
<td>2</td>
<td>60.4%</td>
</tr>
<tr>
<td>The Children's Guild DC PCS**</td>
<td>K–8</td>
<td>First year of school</td>
<td>11.9%</td>
</tr>
<tr>
<td>Two Rivers PCS – Young**</td>
<td>PK3–1</td>
<td>First year of school</td>
<td>47.2%</td>
</tr>
<tr>
<td>Washington Yu Ying PCS</td>
<td>PK3–5</td>
<td>1</td>
<td>77.6%</td>
</tr>
<tr>
<td><strong>WARD 6</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Lincoln Park*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>71.0%</td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Southwest*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>45.5%</td>
</tr>
<tr>
<td>Center City PCS – Capitol Hill</td>
<td>PK4–8</td>
<td>2</td>
<td>39.4%</td>
</tr>
<tr>
<td>Center City PCS – Shaw</td>
<td>PK4–8</td>
<td>1</td>
<td>69.0%</td>
</tr>
<tr>
<td>Eagle Academy PCS – Capitol Riverfront</td>
<td>PK3–3</td>
<td>1</td>
<td>76.4%</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Elementary</td>
<td>PK3–3</td>
<td>1</td>
<td>77.2%</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Middle</td>
<td>4–8</td>
<td>2</td>
<td>62.1%</td>
</tr>
<tr>
<td>KIPP DC – Grow Academy PCS</td>
<td>PK3–K</td>
<td>1</td>
<td>75.8%</td>
</tr>
<tr>
<td>KIPP DC – Lead Academy PCS</td>
<td>1–4</td>
<td>2</td>
<td>60.9%</td>
</tr>
<tr>
<td>KIPP DC – WILL Academy PCS</td>
<td>4–8</td>
<td>2</td>
<td>55.3%</td>
</tr>
<tr>
<td>Two Rivers PCS – 4th Street</td>
<td>PK3–8</td>
<td>1</td>
<td>73.7%</td>
</tr>
<tr>
<td>Washington Global PCS**</td>
<td>6–7</td>
<td>First year of school</td>
<td>35.0%</td>
</tr>
</tbody>
</table>

*DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework.

**The Children’s Guild DC PCS, Two Rivers PCS – Young, and Washington Global PCS are not receiving a PMF tier this year because it first opened in the 2015–16 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 2016–17 school year, The Children’s Guild DC PCS, Two Rivers PCS – Young, and Washington Global PCS will be held to the same performance framework as other public charter schools.
### PK–8 Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>Grade Levels</th>
<th>Tier</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 7</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Oklahoma Avenue*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>51.9%</td>
</tr>
<tr>
<td>César Chávez PCS for Public Policy – Parkside Middle School</td>
<td>6–8</td>
<td>2</td>
<td>39.3%</td>
</tr>
<tr>
<td>DC Prep PCS – Benning Elementary</td>
<td>PK3–3</td>
<td>1</td>
<td>67.4%</td>
</tr>
<tr>
<td>DC Prep PCS – Benning Middle</td>
<td>4–6</td>
<td>1</td>
<td>65.3%</td>
</tr>
<tr>
<td>DC Scholars PCS</td>
<td>PK3–6</td>
<td>1</td>
<td>65.1%</td>
</tr>
<tr>
<td>Friendship PCS – Blow Pierce Elementary</td>
<td>PK3–3</td>
<td>1</td>
<td>75.8%</td>
</tr>
<tr>
<td>Friendship PCS – Blow Pierce Middle</td>
<td>4–8</td>
<td>1</td>
<td>66.0%</td>
</tr>
<tr>
<td>KIPP DC – Arts and Technology Academy PCS</td>
<td>PK3–K</td>
<td>1</td>
<td>85.4%</td>
</tr>
<tr>
<td>KIPP DC – KEY Academy PCS</td>
<td>5–8</td>
<td>1</td>
<td>65.5%</td>
</tr>
<tr>
<td>KIPP DC – LEAP Academy PCS*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>76.1%</td>
</tr>
<tr>
<td>KIPP DC – Promise Academy PCS</td>
<td>K–4</td>
<td>1</td>
<td>90.0%</td>
</tr>
<tr>
<td>KIPP DC – Quest Academy PCS</td>
<td>1–4</td>
<td>1</td>
<td>71.2%</td>
</tr>
<tr>
<td>KIPP DC – Valor Academy PCS**</td>
<td>5–6</td>
<td>First year of school</td>
<td>46.3%</td>
</tr>
<tr>
<td>SEED PCS of Washington, DC (Middle School)</td>
<td>6–8</td>
<td>2</td>
<td>38.8%</td>
</tr>
</tbody>
</table>

*DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework.

**KIPP DC – Valor Academy PCS is not receiving a PMF tier this year because it first opened in the 2015–16 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 2016–17 school year, KIPP DC – Valor Academy PCS will be held to the same performance framework as other public charter schools.
## School Lists

### PK–8 Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2015–16 Grade Levels</th>
<th>Tier</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement Preparatory Academy PCS – Wahler Place Elementary School</td>
<td>K–3</td>
<td>3</td>
<td>26.3%</td>
</tr>
<tr>
<td>Achievement Preparatory Academy PCS – Wahler Place Middle School</td>
<td>4–8</td>
<td>2</td>
<td>38.3%</td>
</tr>
<tr>
<td>AppleTree Early Learning PCS – Southeast*</td>
<td>PK3–PK4</td>
<td>PK only school</td>
<td>51.3%</td>
</tr>
<tr>
<td>Cedar Tree Academy PCS</td>
<td>PK3–K</td>
<td>1</td>
<td>86.0%</td>
</tr>
<tr>
<td>Center City PCS – Congress Heights</td>
<td>PK4–8</td>
<td>2</td>
<td>52.6%</td>
</tr>
<tr>
<td>DC Prep PCS – Anacostia Elementary**</td>
<td>PK3–PK4</td>
<td>First year of school</td>
<td>79.0%</td>
</tr>
<tr>
<td>Democracy Prep Congress Heights PCS</td>
<td>PK3–6</td>
<td>2</td>
<td>40.8%</td>
</tr>
<tr>
<td>Eagle Academy PCS – Congress Heights</td>
<td>PK3–3</td>
<td>2</td>
<td>60.0%</td>
</tr>
<tr>
<td>Early Childhood Academy PCS</td>
<td>PK3–3</td>
<td>1</td>
<td>79.3%</td>
</tr>
<tr>
<td>Excel Academy PCS</td>
<td>PK3–7</td>
<td>2</td>
<td>44.8%</td>
</tr>
<tr>
<td>Friendship PCS – Southeast Academy</td>
<td>PK3–5</td>
<td>2</td>
<td>44.0%</td>
</tr>
<tr>
<td>Friendship PCS – Technology Preparatory Academy Middle</td>
<td>6–8</td>
<td>2</td>
<td>40.9%</td>
</tr>
<tr>
<td>Ingenuity Prep PCS</td>
<td>PK3–2</td>
<td>2</td>
<td>63.7%</td>
</tr>
<tr>
<td>KIPP DC – AIM Academy PCS</td>
<td>5–8</td>
<td>2</td>
<td>51.6%</td>
</tr>
<tr>
<td>KIPP DC – Discover Academy PCS</td>
<td>PK3–K</td>
<td>1</td>
<td>89.2%</td>
</tr>
<tr>
<td>KIPP DC – Heights Academy PCS</td>
<td>1–4</td>
<td>1</td>
<td>71.4%</td>
</tr>
<tr>
<td>Somerset Preparatory Academy PCS (Middle School)</td>
<td>6–8</td>
<td>3</td>
<td>34.7%</td>
</tr>
<tr>
<td><strong>ONLINE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship PCS – Online**</td>
<td>K–8</td>
<td>First year of school</td>
<td>62.8%</td>
</tr>
</tbody>
</table>

*DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework.

**DC Prep PCS – Anacostia Elementary, and Friendship PCS – Online are not receiving a PMF tier this year because it first opened in the 2015–16 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 2016–17 school year, DC Prep PCS – Anacostia Elementary, and Friendship PCS – Online will be held to the same performance framework as other public charter schools.
### High Schools

#### 2015–16 Grade Levels Tier Overall Score

<table>
<thead>
<tr>
<th>Ward</th>
<th>Public Charter School</th>
<th>Grade Levels</th>
<th>Tier</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARD 2</td>
<td>BASIS DC PCS (High School)</td>
<td>9–11</td>
<td>1</td>
<td>94.8%</td>
</tr>
<tr>
<td>WARD 4</td>
<td>Capital City PCS – High School</td>
<td>9–12</td>
<td>1</td>
<td>65.3%</td>
</tr>
<tr>
<td></td>
<td>E.L. Haynes PCS – High School</td>
<td>9–12</td>
<td>2</td>
<td>48.9%</td>
</tr>
<tr>
<td></td>
<td>Paul PCS – International High School</td>
<td>9–12</td>
<td>2</td>
<td>47.7%</td>
</tr>
<tr>
<td></td>
<td>Washington Latin PCS – Upper School</td>
<td>9–12</td>
<td>1</td>
<td>80.5%</td>
</tr>
<tr>
<td>WARD 5</td>
<td>KIPP DC – College Preparatory PCS</td>
<td>9–12</td>
<td>1</td>
<td>74.1%</td>
</tr>
<tr>
<td></td>
<td>Washington Mathematics Science Technology PCHS</td>
<td>9–12</td>
<td>2</td>
<td>43.8%</td>
</tr>
<tr>
<td>WARD 6</td>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>9–12</td>
<td>2</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>8–12</td>
<td>2</td>
<td>39.2%</td>
</tr>
<tr>
<td>WARD 7</td>
<td>César Chávez PCS for Public Policy – Parkside High School</td>
<td>9–12</td>
<td>2</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>Friendship PCS – Collegiate Academy</td>
<td>9–12</td>
<td>2</td>
<td>51.8%</td>
</tr>
<tr>
<td></td>
<td>IDEA PCS</td>
<td>9–12</td>
<td>2</td>
<td>42.2%</td>
</tr>
<tr>
<td></td>
<td>SEED PCS of Washington, DC (High School)</td>
<td>9–12</td>
<td>2</td>
<td>54.5%</td>
</tr>
<tr>
<td>WARD 8</td>
<td>Friendship PCS – Technology Preparatory Academy High</td>
<td>9–12</td>
<td>2</td>
<td>50.1%</td>
</tr>
<tr>
<td></td>
<td>National Collegiate Preparatory PCHS</td>
<td>9–12</td>
<td>3</td>
<td>32.9%</td>
</tr>
<tr>
<td></td>
<td>Somerset Preparatory Academy PCS (High School)</td>
<td>9–10</td>
<td>2</td>
<td>41.0%</td>
</tr>
<tr>
<td></td>
<td>Thurgood Marshall Academy PCS</td>
<td>9–12</td>
<td>1</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

There are no public charter high schools in Wards 1 or 3.
## Adult Education Schools

<table>
<thead>
<tr>
<th>Tier</th>
<th>(65.0 – 100.0%)</th>
<th>Ward</th>
<th>2015–16 Ages Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Briya PCS</td>
<td>1, 4</td>
<td>16 and older</td>
</tr>
<tr>
<td></td>
<td>Carlos Rosario International PCS</td>
<td>1, 5</td>
<td>16 and older</td>
</tr>
<tr>
<td></td>
<td>Community College Preparatory Academy PCS</td>
<td>6, 8</td>
<td>18 and older</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier</th>
<th>(35.0 – 64.9%)</th>
<th>Ward</th>
<th>2015–16 Ages Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LAYC Career Academy PCS</td>
<td>1</td>
<td>16–24</td>
</tr>
<tr>
<td></td>
<td>The Next Step/El Próximo Paso PCS</td>
<td>1</td>
<td>16–24</td>
</tr>
<tr>
<td></td>
<td>YouthBuild PCS</td>
<td>1</td>
<td>16–24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier</th>
<th>(0.0 – 34.9%)</th>
<th>Ward</th>
<th>2015–16 Ages Served</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academy of Hope Adult PCS</td>
<td>5, 8</td>
<td>18 and older</td>
</tr>
<tr>
<td></td>
<td>Maya Angelou PCS – Young Adult Learning Center</td>
<td>7</td>
<td>17–24</td>
</tr>
</tbody>
</table>

## Alternative Accountability Schools

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>Ward</th>
<th>2015–16 Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kingsman Academy PCS</td>
<td>6</td>
<td>6–12</td>
</tr>
<tr>
<td>Maya Angelou PCS – High School</td>
<td>7</td>
<td>9–12</td>
</tr>
<tr>
<td>Monument Academy PCS</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>St. Coletta Special Education PCS</td>
<td>7</td>
<td>PK3–12</td>
</tr>
</tbody>
</table>
What information is included

The School Quality Report lists a school’s (1) overall tier history. It also has (2) basic information about the school’s leadership, grades served, and (3) student demographics.

(4)

a) English Language Learners are students with a home language other than English who are eligible to receive an English-language development program at school.

b) Economically Disadvantaged is a classification based on family income.

c) Special Education is specifically designed instruction, at no cost to the family, to meet the unique needs of a child with a disability.

d) At-Risk is a classification based on family income as well as high school students who are over-aged and under-credited.

(5) A Note from the School is a school’s opportunity to describe its program and accomplishments.
What the points mean

DC PCSB uses various metrics to assign points to each common measure. For each score, a school earns between zero and a maximum number of points, with the maximum number being the weight assigned to that measure. 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 DC PCSB. Most schools can earn a total of 100 possible points; for these schools, their point total equates to their School Quality Report score. For schools in which some scores are not applicable, the total possible points may be less than 100 points; in these cases, the School Quality Report overall scores are determined by dividing the points earned by their total possible points.

How scores are calculated

This evaluation framework comprises categories, measures, and scores. This structure has been adapted from a report by the National Consensus Panel on Charter School Academic Quality.

(6) Categories are groups of measures such as student achievement, student progress, or school environment.

(7) Measures assess performance in each category. Each category contains one or more specific measures, such as percentage of students scoring College and Career Ready on the PARCC, or school re-enrollment rate.

(8) Scores are schools' outcomes for each measure.

For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Policy & Technical Guide in the PMF section of the DC PCSB website, www.dcpcsb.org.
English language learners: Students whose families speak a language at home other than English.

**Student Demographics (2015–16)**

**A Note from the School**

Washington Public Charter School’s mission is to prepare a community of successful learners for active citizenship and further education in a climate of respect and appreciation for diversity. Washington Public Charter School accomplishes this mission through a balanced curriculum focusing on the development of mind, body, and character. We are committed to providing our students with service learning opportunities with integrated technology. Students use laptops, interactive whiteboards, and document cameras as they work in teams on service learning projects. We celebrate student achievements each month and at an end of year assembly. Washington Public Charter School has received recognition for its community service by receiving the Jefferson Award for Public Service.
(5) Each section is color-coded to correspond to the performance on each category:

- Green denotes high performance (65.0% – 100.0%)
- Yellow denotes mid performance (35.0% – 64.9%)
- Red denotes low performance (34.9% and below)

To obtain the category score, each measure is weighted by the number of students within each measure.

(6) School Tier

**Tier 1 (High Performing)**
Schools earning a Tier 1 status must meet or exceed a weighted percent of 65.0% on all indicators.

**Tier 2 (Mid Performing)**
Schools earning a Tier 2 status meet a weighted percent of at least 35.0% on all indicators.

**Tier 3 (Low Performing)**
Schools earning a Tier 3 status do not meet the 35.0% weighted percent on one or more indicators.

For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Policy & Technical Guide in the PMF section of the DC PCSB website, www.dcpcsb.org.
# Explanations of Measures

<table>
<thead>
<tr>
<th>Measures</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Common Measures: Measures used in multiple frameworks</strong></td>
<td></td>
</tr>
<tr>
<td>PARCC: Approaching College and Career Ready or Above</td>
<td>The percentage of students scoring at PARCC level 3 or above in ELA or Math.</td>
</tr>
<tr>
<td>PARCC: College and Career Ready</td>
<td>The percentage of students scoring at PARCC level 4 or level 5 in ELA or Math.</td>
</tr>
<tr>
<td>Attendance</td>
<td>The in-seat attendance rate measures the percentage of students who are present each day.</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>The percentage of eligible students who return to the school the following year.</td>
</tr>
<tr>
<td><strong>Early Childhood Measures</strong></td>
<td></td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment</td>
<td>The percentage of students meeting or exceeding their typical growth target as designated by the publisher in reading or math.</td>
</tr>
<tr>
<td>Teacher Interaction Observations</td>
<td>Classroom assessment scores in three domains: Emotional Support, Classroom Organization, and Instructional Support.</td>
</tr>
<tr>
<td>Early Childhood Outcomes on School Selected Assessments</td>
<td>The percentage of students meeting the publishers’ recommendations for growth or achievement in reading, math, and social-emotional skills (optional).</td>
</tr>
<tr>
<td><strong>PK–8 School Measures</strong></td>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment</td>
<td>The median growth percentile measures how much students grow from year to year in ELA or Math. The median percentile is centered at 50.</td>
</tr>
<tr>
<td>3rd Grade ELA</td>
<td>The percentage of 3rd grade students who were enrolled in the school the previous year and score at PARCC level 4 or above.</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>The percentage of 8th grade students who were enrolled in the school the previous year and score at PARCC level 4 or above.</td>
</tr>
</tbody>
</table>
## Explanations of Measures (continued)

<table>
<thead>
<tr>
<th>Measures</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High School Measures</strong></td>
<td></td>
</tr>
<tr>
<td>4-Year Graduation rate</td>
<td>The percentage of 9th graders in 2011–12 who graduate in four years.</td>
</tr>
<tr>
<td>5-Year Graduation rate</td>
<td>The percentage of 9th graders in 2011–12 who graduate in five years.</td>
</tr>
<tr>
<td>PSAT Performance (11th grade)</td>
<td>The percentage of 11th grade students who score 80 or above on the combined reading and math sections of the PSAT.</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th grade)</td>
<td>The percentage of 12th grade students who score 800 or above on the combined reading and math sections of the SAT or who have a composite score of 16 or above on the ACT.</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td>The percentage of 2015–16 graduates who are accepted to a two- or four-year college or university.</td>
</tr>
<tr>
<td>College Readiness</td>
<td>The number of students in any grade level who score 3 or above on AP exams, score 4 or above on IB exams, or earn a C or better in dual enrollment courses.</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE)</td>
<td>The percentage of eligible students who complete a program and earn a CTE program certificate. (Optional measure)</td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>The percentage of 9th grade students in 2015–16 on track to graduate from high school in four years.</td>
</tr>
<tr>
<td><strong>Adult Education Measures</strong></td>
<td></td>
</tr>
<tr>
<td>Adult Basic Education (ABE) or English as a Second Language (ESL) Performance</td>
<td>The percentage of students in ABE or ESL classes making academic gains.</td>
</tr>
<tr>
<td>Obtained a Secondary Credential</td>
<td>The percentage of students who earn the GED or National External Diploma Program credential.</td>
</tr>
<tr>
<td>Entered or Retained Employment or Entered Postsecondary</td>
<td>The percentage of students leaving the program who either obtain a job, retain a job, or enroll in postsecondary education or training.</td>
</tr>
<tr>
<td>Retention</td>
<td>The percentage of students who stay in the program long enough to make academic gains.</td>
</tr>
</tbody>
</table>
2015-16
Individual Public Charter School Quality Reports
Academy of Hope Adult PCS

School Profile (2016–17)

Board Chair
Patrina Clark

CEO
Lecester Johnson

Chief Program Officer
Patricia DeFerrari

First School Year
2014–15

Ages Served
Serves ages 18 and older

Programs Offered
Day and Evening classes
- Dual Enrollment
- Computer Skills

Diplomas Offered
- NEDP Diploma
- English GED

School Quality Report
2016
TIER
3
2015
n/a

Total Enrollment
334

Student Demographics (2015–16)

Asian 0.6%
Black Non-Hispanic 94.0%
Hispanic / Latino 4.2%
Native American / Alaska Native 0.0%
Pacific Islander / Native Hawaiian 0.0%
White Non-Hispanic 1.2%
Multiracial 0.0%

A Note from the School

The mission of Academy of Hope Adult PCS is to provide high-quality adult education and services that change lives and improve our community. Our classes are small, dynamic, and learner-centered. We have a strong community-building focus. In addition to two high school completion programs, preparation for the GED and the National External Diploma Program, we offer career counseling, computer training, and bridge-to-college classes that allow adults to earn college credit while completing their high school credential. We also offer our Gateway to College and Careers program for adults who have their high school credential but need to improve their skills to qualify for college or training.
### Adult Education

#### Student Progress: Improvement of One or More NRS* Levels

**Adult Basic Education (ABE) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>69.6</td>
<td>69.6%</td>
<td></td>
</tr>
<tr>
<td>46 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>61.6</td>
<td>52.1%</td>
<td></td>
</tr>
<tr>
<td>99 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>47.2</td>
<td>21.4%</td>
<td></td>
</tr>
<tr>
<td>127 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>18.8</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>96 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>n&lt;10†</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* National Reporting System
† Levels with results less than 10 students are not displayed but still included in the final score.

**English as a Second Language (ESL) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential: 31 students attempted a secondary diploma (54.8%)

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

- Entered Employment or Entered Postsecondary: 73 students responded to the survey, Survey Response Rate: 54.9%† (49.3%)
- Retained Employment or Entered Postsecondary: 50 students responded to the survey, Survey Response Rate: 57.5%† (92.0%)
- Entered Postsecondary (Prior Program Year): N/A

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

- Attendance: In-seat attendance (67.0%)
- Retention: Percent of students who were enrolled at the school who took both an academic pre-test and post-test (68.7%)

**TIER 3**
### 2015—16

#### Adult Education

**Mission Specific Goals: Progress on programming unique to the school’s mission**

<table>
<thead>
<tr>
<th>Index</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92.1</td>
<td>100</td>
</tr>
</tbody>
</table>

**Program Satisfaction Survey**

Percentage of good or above (score of 4 or higher) ratings on the school’s course and program evaluations with a minimum of a 50% response rate

**General Education Development (GED) or National External Diploma Program (NEDP).**

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.
Achievement Preparatory
Academy PCS – Wahler
Place Elementary School

908 Wahler Place SE
Washington, DC 20032

202-727-7373
www.achievementprep.org

Student Demographics (2015–16)

Total Enrollment 273

- Asian 0.0%
- Black Non-Hispanic 98.9%
- Hispanic / Latino 1.1%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.0%

- English Language Learner 0.0%
- Economically Disadvantaged >60%*
- Special Education 11.0%
- At-Risk Population 59.3%

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

A Note from the School

Our mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. Critical to Achievement Prep’s mission is also the idea of developing and fostering a strong character in our scholars. On a daily basis, they focus on the development and practice of Achievement Prep’s DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery). At Achievement Prep we believe that all students, regardless of race or socioeconomic status, deserve a high-quality, rigorous college preparatory education; when provided with a highly structured, disciplined, and supportive learning environment with quality, targeted instruction, all students will achieve the highest academic standards; and literacy is the most essential academic skill upon which most future skills and knowledge acquisition are based.
Achievement Preparatory Academy PCS - Wahler Place Elementary

2016 School Quality Report

Grades Measured: K-3

<table>
<thead>
<tr>
<th>Student Progress (50 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP assessment in reading</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

| 3rd Grade English Language Arts College and Career Ready                                      |
| Floor Target Points Earned out of Points Possible Percent of Possible Points | 33.3 | 0 | 100 | 5.2 out of 10.0 | 52.0% |
| 8th Grade Mathematics College and Career Ready                                               |
| Floor Target Points Earned out of Points Possible Percent of Possible Points | 0.0 | 0 | 100 | N/A |

School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
</tr>
<tr>
<td>Floor Target Points Earned out of Points Possible Percent of Possible Points</td>
</tr>
</tbody>
</table>

TOTAL SCORE TIER 3

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>26.3%</td>
</tr>
</tbody>
</table>

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

DC Public Charter School Board School Quality Report © 2016

Updated November 22, 2016
Achievement Preparatory Academy PCS - Wahler Place Middle School

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

School Profile (2016–17)

Board Chair
Jason Andrean

Founder & CEO
Shantelle Wright

First School Year
2008–09

Grades Served
- Current Grades
- Future Grades

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

Is part of a K-8 network.

Student Demographics (2015–16)

Total Enrollment
383

- 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%

English Language Learner: 0.3%
Economically Disadvantaged: 85.1%
Special Education: 16.2%
At-Risk Population: 56.4%

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

Our mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. Critical to Achievement Prep’s mission is also the idea of developing and fostering a strong character in our scholars. On a daily basis, they focus on the development and practice of Achievement Prep’s DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery). At Achievement Prep we believe that all students, regardless of race or socioeconomic status, deserve a top-quality, rigorous college preparatory education; when provided with a highly structured, disciplined, and supportive learning environment with quality, targeted instruction, all students will achieve the highest academic standards; and literacy is the most essential academic skill upon which most future skills and knowledge acquisition are based.
### Grades Measured: 4-8

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

- **Growth on the state assessment in English Language Arts**
  - Points Earned: 45.9 out of 70
  - Percent of Possible Points: 65%
  - Score: 25.0%

- **Growth on the state assessment in mathematics**
  - Points Earned: 35.1 out of 70
  - Percent of Possible Points: 50%
  - Score: 23.6%

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
    - Points Earned: 53.2 out of 100
    - Percent of Possible Points: 53.2%
    - Score: 53.2%

- **Parcc: Mathematics**
  - Approaching College and Career Ready and Above
    - Points Earned: 47.2 out of 100
    - Percent of Possible Points: 47.2%
    - Score: 47.2%

- **College and Career Ready**
  - Points Earned: 63.2 out of 100
  - Percent of Possible Points: 63.2%
  - Score: 63.2%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- **3rd Grade English Language Arts**
  - College and Career Ready
    - Points Earned: 0.0 out of 100
    - Percent of Possible Points: N/A
    - Score: N/A

- **8th Grade Mathematics**
  - College and Career Ready
    - Points Earned: 19.5 out of 100
    - Percent of Possible Points: 19.5%
    - Score: 19.5%

### School Environment (20 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat attendance
    - Points Earned: 93.5 out of 100
    - Percent of Possible Points: 93.5%
    - Score: 93.5%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Points Earned: 76.3 out of 100
    - Percent of Possible Points: 76.3%
    - Score: 76.3%

### TOTAL SCORE

- **Tier 2**
- Score: 38.3 out of 100
- Percent: 38.3%

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

Board Chair
Jack McCarthy

Chief of Schools
Anne Zummo-Malone

Principal
Melissa Guillen
First School Year
2007–08

Grades Served

Current Grades
Future Grades

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

Is part of a PK network.

Student Demographics (2015–16)

Total Enrollment
158

- Asian 3.2%
- Black Non-Hispanic 55.1%
- Hispanic / Latino 19.0%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 22.8%
- Multiracial 0.0%

English Language Learner
31.6%

Economically Disadvantaged
68.4%

Special Education
8.2%

At-Risk Population
39.9%

A Note from the School

AppleTree Early Learning PCS’s mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.
AppleTree Early Learning PCS - Columbia Heights
2016 School Quality Report

Grades Measured: PK3–PK4

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Possible Points</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>11.1 out of 15.0</td>
<td>74.0%</td>
<td></td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>10.8 out of 15.0</td>
<td>72.0%</td>
<td></td>
</tr>
<tr>
<td>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</td>
<td>4.7 out of 15.0</td>
<td>31.3%</td>
<td></td>
</tr>
</tbody>
</table>

School Environment (55 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Possible Points</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance: In-seat attendance</td>
<td>7.8 out of 10.0</td>
<td>78.0%</td>
<td></td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>14.0 out of 15.0</td>
<td>93.3%</td>
<td></td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>12.0 out of 15.0</td>
<td>80.0%</td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td>10.5 out of 15.0</td>
<td>70.0%</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

70.9 out of 100 | 70.9%

For a more detailed explanation of the categories, see our technical guide.
AppleTree Early Learning PCS - Lincoln Park

Student Demographics (2015–16)

- Total Enrollment: 60
- Asian: 5.0%
- Black Non-Hispanic: 33.3%
- Hispanic / Latino: 8.3%
- Native American / Alaska Native: 1.7%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 51.7%
- Multiracial: 0.0%
- English Language Learner: 13.3%
- Economically Disadvantaged: 26.7%
- Special Education: 1.7%
- At-Risk Population: 10.0%

A Note from the School

AppleTree Early Learning PCS’s mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.
### Student Outcomes (45 points): Early Childhood School-Selected Assessments

#### PK Pre-Literacy: Every Child Ready (ECR)
- Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
- Points Earned: 89.1 out of 100
- Percent of Possible Points: 68.7%

#### PK Math: Every Child Ready (ECR)
- Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
- Points Earned: 90.9 out of 100
- Percent of Possible Points: 74.0%

#### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)
- Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
- Points Earned: 76.4 out of 100
- Percent of Possible Points: 32.7%

### School Environment (55 points): Predictors of Future Student Progress and Achievement

#### Attendance
- In-seat attendance
- Points Earned: 91.1 out of 100
- Percent of Possible Points: 99.0%

#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
- Emotional Support
- Points Earned: 6.0 out of 15.0
- Percent of Possible Points: 100.0%

#### Classroom Organization
- Points Earned: 5.8 out of 15.0
- Percent of Possible Points: 86.7%

#### Instructional Support
- Points Earned: 2.9 out of 15.0
- Percent of Possible Points: 45.3%

### TOTAL SCORE
- Points Earned: 71.0 out of 100
- Percent of Possible Points: 71.0%

For a more detailed explanation of the categories, see our technical guide.
Pre-kindergarten Programs

For schools serving only pre-kindergarten (PK) grades, DC PCSB has implemented a new PK Only Performance Management Framework (PMF) to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

* DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

A Note from the School

AppleTree Early Learning PCS’s mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.
### AppleTree Early Learning PCS - Oklahoma Avenue

#### 2016 School Quality Report

**Grades Measured: PK3-PK4**

| Student Outcomes (45 points): Early Childhood School-Selected Assessments |
|-----------------------------|-----------------------------|-----------------------------|
| PK Pre-Literacy: Every Child Ready (ECR) | 79.4 | 6.2 out of 15.0 | 41.3% |
| PK Math: Every Child Ready (ECR) | 82.3 | 7.4 out of 15.0 | 49.3% |
| PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS) | 45.4 | 0.0 out of 15.0 | 0.0% |

**School Environment (55 points): Predictors of Future Student Progress and Achievement**

| Attendance | 85.7 | 4.5 out of 10.0 | 45.0% |
| Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) | 5.9 | 14.0 out of 15.0 | 93.3% |
| Classroom Organization | 5.8 | 13.0 out of 15.0 | 86.7% |
| Instructional Support | 2.9 | 6.8 out of 15.0 | 45.3% |

**TOTAL SCORE**

| 51.9 out of 100 | 51.9% |

For a more detailed explanation of the categories, see our technical guide.
AppleTree Early Learning
PCS - Southeast

School Profile (2016–17)

Board Chair
Jack McCarthy

Chief of Schools
Anne Zummo-Malone

Principal
Charlie Crabtree
Niesha Cumberbatch

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

Is part of a PK network.

Student Demographics (2015–16)

<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>94.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>3.4%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>1.1%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.6%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Learner</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economic Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disadvantaged &gt;60%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>At-Risk Population</td>
<td>72.3%</td>
</tr>
</tbody>
</table>

Pre-kindergarten Programs

For schools serving only pre-kindergarten (PK) grades, DC PCSB has implemented a new PK Only Performance Management Framework (PMF) to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

* DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

A Note from the School

AppleTree Early Learning PCS’s mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.
AppleTree Early Learning PCS - Southeast
2016 School Quality Report

Grades Measured: PK3-PK4

Student Outcomes (45 points): Early Childhood School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

School Environment (55 points): Predictors of Future Student Progress and Achievement

Attendance
In-seat attendance

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

Classroom Organization

Instructional Support

TOTAL SCORE

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

- **Board Chair**: Jack McCarthy
- **Chief of Schools**: Anne Zummo-Malone
- **Principal**: Isabella Sperduto
- **First School Year**: 2005–06
- **Grades Served**: PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult Ed

For schools serving only pre-kindergarten (PK) grades, DC PCSB has implemented a new **PK Only Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

* DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework.

**Student Demographics (2015–16)**

- **Total Enrollment**: 102
- **Asian**: 2.9%
- **Black Non-Hispanic**: 81.4%
- **Hispanic / Latino**: 7.8%
- **Native American / Alaska Native**: 1.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 6.9%
- **Multiracial**: 0.0%
- **English Language Learner**: 12.7%
- **Economically Disadvantaged**: 78.4%
- **Special Education**: 6.9%
- **At-Risk Population**: 45.1%

**A Note from the School**

AppleTree Early Learning PCS's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.

For schools serving only pre-kindergarten (PK) grades, DC PCSB has implemented a new **PK Only Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

* DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework.

**Pre-kindergarten Programs**

Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.
### AppleTree Early Learning PCS - Southwest

#### 2016 School Quality Report

**Grades Measured: PK3-PK4**

**Student Outcomes (45 points): Early Childhood School-Selected Assessments**

- **PK Pre-Literacy: Every Child Ready (ECR)**
  - Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
  - Points Earned: 78.9 out of 100
  - Percent of Possible Points: 40.0%

- **PK Math: Every Child Ready (ECR)**
  - Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
  - Points Earned: 83.2 out of 100
  - Percent of Possible Points: 52.0%

- **PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)**
  - Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
  - Points Earned: 54.7 out of 100
  - Percent of Possible Points: 0.0%

**School Environment (55 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat attendance
  - Points Earned: 87.6 out of 100
  - Percent of Possible Points: 64.0%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - Points Earned: 5.7 out of 15
    - Percent of Possible Points: 80.0%
  - Classroom Organization
    - Points Earned: 5.3 out of 15
    - Percent of Possible Points: 53.3%
  - Instructional Support
    - Points Earned: 2.7 out of 15
    - Percent of Possible Points: 35.3%

**TOTAL SCORE**

- Points Earned: 45.5 out of 100
- Percent of Possible Points: 45.5%

---

For a more detailed explanation of the categories, see our technical guide.
BASIS DC PCS
(Middle School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to thrive at top colleges, and enriches their lives.
BASIS DC PCS (Middle School)
2016 School Quality Report

Grades Measured: 5–8

Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>9.6 out of 20.0</td>
<td>48.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>12.3 out of 20.0</td>
<td>61.5%</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approach College and Career Ready and Above</td>
<td>7.7 out of 9.0</td>
<td>85.6%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approach College and Career Ready and Above</td>
<td>7.5 out of 9.0</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>5.6 out of 10.0</td>
<td>56.0%</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>1</td>
<td>74.3 out of 100</td>
<td>74.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

Board Chair
Craig Barrett, Ph.D.

Head of School
Tim Eyerman

School Profile (2016–17)

First School Year
2012–13

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

Student Demographics (2015–16)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>599</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>6.2%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>38.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>6.7%</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>40.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learner</th>
<th>0.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>20.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>4.8%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

Tier Explanations

1. **High Performing**
   - (65.0% - 100.0%)
   - For schools serving grades PK-12, DC PCSB uses 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.
   - * Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15.
   - Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to thrive at top colleges, and enriches their lives.
### BASIS DC PCS (High School)
#### 2016 School Quality Report

**Grades Measured: 9-11**

<table>
<thead>
<tr>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Progress (0 points): Academic Improvement Over Time

- **Growth on the state assessment in English Language Arts**
  - Data not available for 2015-16
  - 0.0 out of 0.0

- **Growth on the state assessment in mathematics**
  - Data not available for 2015-16
  - 0.0 out of 0.0

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - 7.5 out of 7.5
  - 100.0%

- **College and Career Ready**
  - 5.0 out of 5.0
  - 100.0%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - 7.3 out of 7.5
  - 97.3%

- **College and Career Ready**
  - 5.0 out of 5.0
  - 100.0%

#### Gateway (7.5 points): Outcomes Aligned to College and Career Readiness

- **Graduation Rate**
  - Four-Year Graduation Rate (Prior Year)
  - 0.0 out of 0.0
  - N/A

- **Five-Year Graduation Rate**
  - 0.0 out of 0.0
  - N/A

- **PSAT Performance (11th grade)**
  - 7.5 out of 7.5
  - 100.0%

- **SAT/ACT Performance (12th grade)**
  - 0.0 out of 0.0
  - N/A

- **College Acceptance Rate**
  - 0.0 out of 0.0
  - N/A

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - 0.0 out of 0.0
  - N/A

- **Career Readiness: Career and Technical Education (CTE) Program Achievement**
  - **CTE Program of Study Completion Rate**
  - 0.0 out of 0.0
  - N/A

- **CTE Certification Exam Pass Rate**
  - 0.0 out of 0.0
  - N/A
<table>
<thead>
<tr>
<th>School Environment (25 points): Predictors of Future Student Progress and Achievement</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades Measured: 9-11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>7.4 out of 10.0</td>
<td>74.0%</td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8 out of 5.0</td>
<td>96.0%</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td>TIER 1</td>
<td>54.5 out of 57.5</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
School Quality Report

Bridges PCS

100 Gallatin Street NE
Washington, DC 20011

202-545-0515
www.bridgespcs.org

TIER SCORES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Performing</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>64.0%</td>
</tr>
<tr>
<td>Mid Performing</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>35.0%</td>
</tr>
<tr>
<td>Low Performing</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>0.0%</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 PK-12, DC PCSB uses 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.

* Schools that are growing one grade at a time that do not yet serve grade 4 or higher will receive an overall score but no tier.

School Profile (2016–17)

**Board Chair**
Debra Graham

**Executive Director**
Olivia Smith

**Grades Served**

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

**Principal**
Kristine Rigley

**First School Year**
2005–06

Student Demographics (2015–16)

- Total Enrollment: 333
- **Asian**: 0.6%
- **Black Non-Hispanic**: 43.8%
- **Hispanic / Latino**: 27.6%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 25.8%
- **Multiracial**: 2.1%

**English Language Learner**: 35.1%

**Economically Disadvantaged**: 64.9%

**Special Education**: 32.1%

**At-Risk Population**: 37.5%

A Note from the School

Bridges PCS's mission is to provide an exemplary educational program that includes students with special needs. Our developmentally appropriate, student- and family-centered educational approach nurtures students to expand their developmental skills in order to build a foundation for lifelong learning. The school's name symbolizes an inclusive learning community that builds bridges of understanding, awareness, and support among children and families with a variety of different needs, cultures, and backgrounds. Bridges PCS is accredited by the Middle States Association of Colleges and Schools.
## Student Progress (0 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</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 the school’s assessment in English Language Arts</td>
<td>0</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Growth on the school’s assessment in mathematics</td>
<td>0</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Student Achievement (0 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>26.1</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>34.8</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>25.0</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## School Environment (100 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>91.4</td>
<td>12.8 out of 20.0</td>
<td>64.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>73.0</td>
<td>4.8 out of 20.0</td>
<td>24.0%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>5.9</td>
<td>18.7 out of 20.0</td>
<td>93.5%</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>64.0</td>
<td>64.0 out of 100</td>
<td>64.0%</td>
</tr>
</tbody>
</table>
# Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)</td>
<td>80.5</td>
<td>0–80</td>
</tr>
<tr>
<td>PK Math: Learning Accomplishment Profile-3 (LAP-3)</td>
<td>90.6</td>
<td>0–60</td>
</tr>
<tr>
<td>K-2 Reading: Peabody Picture Vocabulary Test (PPVT)</td>
<td>83.8</td>
<td>0–80</td>
</tr>
<tr>
<td>K-2 Math: Test of Early Mathematics Ability (TEMA)</td>
<td>77.8</td>
<td>0–70</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Briya PCS
(Early Childhood)

2333 Ontario Road NW
3912 Georgia Avenue NW
Washington, DC 20009
202-797-7337
202-545-2020
www.briya.org

**School Profile (2016–17)**

**Board Chair**
Joel Goering

**Executive Director**
Christie McKay

**First School Year**
2006–07

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

**Pre-kindergarten Programs**

For schools serving only pre-kindergarten (PK) grades, DC PCSB has implemented a new PK Only Performance Management Framework (PMF) to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

* DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

**Student Demographics (2015–16)**

- Total Enrollment: 497
- Asian: 2.4%
- Black Non-Hispanic: 19.5%
- Hispanic / Latino: 75.7%
- Native American / Alaska Native: 0.2%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 2.2%
- Multiracial: 0.0%
- English Language Learner: 83.1%
- Economically Disadvantaged >60%
- Special Education: 12.0%
- At-Risk Population: 37.8%

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

**A Note from the School**

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. Dynamic, student-centered classes are designed for parents and children learning English. Adult students learn English as a Second Language (ESL), digital literacy, and parenting. Adults in the most advanced ESL levels may enroll in a high school diploma program. Briya provides workforce training to obtain credentials as a Child Development Associate or medical assistant. Briya’s PK program provides dual language learners with a project-based education that promotes their development and knowledge in many areas. Briya has received recognition at the state and national levels for its outstanding teachers and parents.
## Student Outcomes (45 points): Early Childhood School-Selected Assessments

### PK Pre-Literacy: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>15.0 out of 15.0</td>
<td></td>
</tr>
</tbody>
</table>

### PK Math: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.5</td>
<td>50.0%</td>
</tr>
<tr>
<td>7.5 out of 15.0</td>
<td></td>
</tr>
</tbody>
</table>

### PK Social Emotional Learning: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.0</td>
<td>66.7%</td>
</tr>
<tr>
<td>10.0 out of 15.0</td>
<td></td>
</tr>
</tbody>
</table>

## School Environment (55 points): Predictors of Future Student Progress and Achievement

### Attendance
In-seat attendance

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.2</td>
<td>40.0%</td>
</tr>
<tr>
<td>4.0 out of 10.0</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
- **Emotional Support**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.7</td>
<td>100.0%</td>
</tr>
<tr>
<td>15.0 out of 15.0</td>
<td></td>
</tr>
</tbody>
</table>

- **Classroom Organization**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3</td>
<td>100.0%</td>
</tr>
<tr>
<td>15.0 out of 15.0</td>
<td></td>
</tr>
</tbody>
</table>

- **Instructional Support**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>75.3%</td>
</tr>
<tr>
<td>11.3 out of 15.0</td>
<td></td>
</tr>
</tbody>
</table>

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.8</td>
<td>77.8%</td>
</tr>
<tr>
<td>77.8 out of 100</td>
<td></td>
</tr>
</tbody>
</table>
Briya PCS
(Adult Education)

2333 Ontario Road NW
3912 Georgia Avenue NW
Washington, DC 20009

Board Chair
Joel Goering

Executive Director
Christie McKay

First School Year
2006-07

Ages Served
Serves ages 16 and older

Programs Offered
Day and Evening classes

- ESL/Family Literacy
- Child Development Associate
- Medical Assistant
- PK3-PK4

Diplomas Offered
- NEDP Diploma

Student Demographics (2015–16)

Total Enrollment 497

- Asian 2.4%
- Black Non-Hispanic 19.5%
- Hispanic / Latino 75.7%
- Native American / Alaska Native 0.2%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 2.2%
- Multiracial 0.0%

A Note from the School

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. Dynamic, student-centered classes are designed for parents and children learning English. Adult students learn English as a Second Language (ESL), digital literacy, and parenting. Adults in the most advanced ESL levels may enroll in a high school diploma program. Briya provides workforce training to obtain credentials as a Child Development Associate or Registered Medical Assistant. Briya's PK program provides dual language learners with a project-based education that promotes their development and knowledge in many areas. Briya has received recognition at the state and national levels for its outstanding teachers and parents.
Adult Education

Student Progress: Improvement of One or More NRS* Levels

**Student Progress: Improvement of One or More NRS* Levels** 91.0%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 49.3%

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>0</td>
<td>0/100</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>19.8</td>
<td>19.8/100</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>36.5</td>
<td>36.5/100</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>n&lt;10†</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>53.8</td>
<td>53.8/100</td>
</tr>
</tbody>
</table>

* National Reporting System
† Levels with results less than 10 students are not displayed but still included in the final score.

English as a Second Language (ESL) Performance

Weighted ESL Score: 93.6%

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>88.2</td>
<td>83.9/100</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>92.7</td>
<td>97.3/100</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>86.1</td>
<td>100.0/100</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>76.3</td>
<td>100.0/100</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>72.0</td>
<td>100.0/100</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>30.0</td>
<td>45.9/100</td>
</tr>
</tbody>
</table>

Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma

College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

80 students responded to the survey, Survey Response Rate: 74.1%†

Retained Employment or Entered Postsecondary

144 students responded to the survey, Survey Response Rate: 76.2%†

Entered Postsecondary (Prior Program Year)

N/A

Leading Indicators: Predictors of Future Student Progress and Achievement

98.3%

Attendance

In-seat attendance

Retention

Percent of students who were enrolled at the school who took both an academic pre-test and post-test

Tier 1
(2015–16)

Adult Education

Mission Specific Goals: Progress on programming unique to the school’s mission

Family Reading Journal Rubric
Percentage of parents enrolled for at least six months scoring 5 or above on the Family Reading Journal Rubric

**General Education Development (GED) or National External Diploma Program (NEDP).
‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.
Capital City PCS - Lower School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpcs.org

School Profile (2016–17)

Board Chair
Jean-Claude Brizard

Head of School
Karen Dresden

Principal
Amy Wendel

First School Year
2000–01

Grades Served

- Current Grades
- Future Grades

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

Is part of a PK-12 network.

Student Demographics (2015–16)

Total Enrollment: 324

- Asian: 1.5%
- Black Non-Hispanic: 36.1%
- Hispanic / Latino: 41.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 13.3%
- Multiracial: 8.0%

English Language Learner: 29.9%
Economically Disadvantaged: 67.0%
Special Education: 8.0%
At-Risk Population: 24.7%

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

Capital City is recognized as a national model for innovation and excellence. Founded in 2000, Capital City PCS offers a rigorous, engaging program through the EL Education model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning.

A robust array of after-school activities includes competitive sports and arts programs. The entire school is located in a renovated facility with a full gym, library, garden, athletic fields, Makerspace, and theatre.
### Student Progress (35 points): Academic Improvement Over Time

#### Growth on the state assessment in English Language Arts

- Points Earned: 51.0 out of 70
- Percent of Possible Points: 52.6%

#### Growth on the state assessment in mathematics

- Points Earned: 54.5 out of 70
- Percent of Possible Points: 61.1%

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

#### PARCC: English Language Arts

- Approaching College and Career Ready and Above
  - Points Earned: 46.5 out of 100
  - Percent of Possible Points: 46.7%

#### PARCC: Mathematics

- Approaching College and Career Ready and Above
  - Points Earned: 59.4 out of 100
  - Percent of Possible Points: 60.0%

#### College and Career Ready

- Parcc: English Language Arts
  - Points Earned: 26.7 out of 60
  - Percent of Possible Points: 44.5%

- Parcc: Mathematics
  - Points Earned: 63.2 out of 60
  - Percent of Possible Points: 105.4%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

#### 3rd Grade English Language Arts

- College and Career Ready
  - Points Earned: 18.2 out of 30
  - Percent of Possible Points: 60.8%

#### 8th Grade Mathematics

- College and Career Ready
  - Points Earned: 0.0 out of 30
  - Percent of Possible Points: N/A

### School Environment (30 points): Predictors of Future Student Progress and Achievement

#### Attendance

- In-seat attendance
  - Points Earned: 92.9 out of 95
  - Percent of Possible Points: 78.9%

#### Re-enrollment

- Percent of students eligible to re-enroll
  - Points Earned: 94.0 out of 95
  - Percent of Possible Points: 100.0%

#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>6.3</td>
<td>4.5</td>
<td>67.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.8</td>
<td>4.5</td>
<td>67.5%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>3.1</td>
<td>2</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

- Total Points Earned: 60.8 out of 100
- Percent of Possible Points: 60.8%
- Tier: 2
### Capital City PCS - Lower School

#### 2016 School Quality Report

(2015–16)

**Grades Measured: PK3-4**

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>91.8</td>
</tr>
<tr>
<td>Percentage of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>87.7</td>
</tr>
<tr>
<td>Percentage of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
</tr>
<tr>
<td>PK Social Emotional Learning: Teaching Strategies GOLD</td>
<td>75.3</td>
</tr>
<tr>
<td>Percentage of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: Fountas &amp; Pinnell and Phonological Awareness Screening (PALS)</td>
<td>70.4</td>
</tr>
<tr>
<td>Percentage of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>28.5</td>
</tr>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Capital City is recognized as a national model for innovation and excellence. Founded in 2000, Capital City PCS offers a rigorous, engaging program through the EL Education model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning. A robust array of after-school activities includes competitive sports and arts programs. The entire school is located in a renovated facility with a full gym, library, garden, athletic fields, Makerspace, and theatre.
### Student Progress (40 points): Academic Improvement Over Time

#### Growth on the state assessment in English Language Arts
- Points Earned: 12.6 out of 20.0
- Percent of Possible Points: 63.0%

#### Growth on the state assessment in mathematics
- Points Earned: 10.7 out of 20.0
- Percent of Possible Points: 53.5%

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

#### PARCC: English Language Arts
  - Approaching College and Career Ready and Above
    - Points Earned: 5.2 out of 9.0
    - Percent of Possible Points: 57.8%

#### PARCC: Mathematics
  - Approaching College and Career Ready and Above
    - Points Earned: 4.1 out of 9.0
    - Percent of Possible Points: 45.6%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

#### 3rd Grade English Language Arts
  - College and Career Ready
    - Points Earned: 0.0 out of 0.0
    - Percent of Possible Points: N/A

#### 8th Grade Mathematics
  - College and Career Ready
    - Points Earned: 2.2 out of 10.0
    - Percent of Possible Points: 22.0%

### School Environment (20 points): Predictors of Future Student Progress and Achievement

#### Attendance
  - In-seat attendance
    - Points Earned: 7.7 out of 10.0
    - Percent of Possible Points: 77.0%

#### Re-enrollment
  - Percent of students eligible to re-enroll
    - Points Earned: 9.7 out of 10.0
    - Percent of Possible Points: 97.0%

### TOTAL SCORE
- Tier 2
- Points Earned: 57.4 out of 100
- Percent of Possible Points: 57.4%

For a more detailed explanation of the categories, see our technical guide.
Capital City is recognized as a national model for innovation and excellence. Founded in 2000, Capital City PCS offers a rigorous, engaging program through the EL Education model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning. Comprehensive and ongoing college counseling support is provided to all students while in high school and through our alumni outreach program. A robust array of after school activities includes competitive sports and arts programs. The entire school is located in a renovated facility with a full gym, library, garden, athletic fields, Makerspace, and theatre.
### Capital City PCS - High School

#### 2016 School Quality Report

**Grades Measured: 9-12**

#### Student Progress (0 points): Academic Improvement Over Time

- **Growth on the state assessment in English Language Arts**
  - Data not available for 2015-16
  - Points Earned out of Possible Points: 0.0 out of 0.0

- **Growth on the state assessment in mathematics**
  - Data not available for 2015-16
  - Points Earned out of Possible Points: 0.0 out of 0.0

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - Points Earned out of Possible Points: 4.3 out of 7.5
  - Percent: 57.3%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - Points Earned out of Possible Points: 3.2 out of 7.5
  - Percent: 42.7%

- **College and Career Ready**
  - Points Earned out of Possible Points: 2.1 out of 5.0
  - Percent: 42.0%

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

- **Graduation Rate**
  - Four-Year Graduation Rate (Prior Year)
  - Points Earned out of Possible Points: 1.6 out of 3.0
  - Percent: 53.3%

- **Five-Year Graduation Rate**
  - Points Earned out of Possible Points: 2.5 out of 4.5
  - Percent: 55.6%

- **PSAT Performance (11th grade)**
  - Points Earned out of Possible Points: 6.3 out of 7.5
  - Percent: 84.0%

- **SAT/ACT Performance (12th grade)**
  - Points Earned out of Possible Points: 4.9 out of 7.5
  - Percent: 65.3%

- **College Acceptance Rate**
  - Points Earned out of Possible Points: 7.5 out of 7.5
  - Percent: 100.0%

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - Points Earned out of Possible Points: 5.0 out of 5.0
  - Percent: 100.0%

- **Career Readiness: Career and Technical Education (CTE) Program Achievement**
  - CTE Program of Study Completion Rate
  - Points Earned out of Possible Points: 0.0 out of 0.0
  - Percent: N/A

- **CTE Certification Exam Pass Rate**
  - Points Earned out of Possible Points: 0.0 out of 0.0
  - Percent: N/A
### Capital City PCS - High School

#### 2016 School Quality Report

**Grades Measured: 9-12**

| School Environment (25 points): Predictors of Future Student Progress and Achievement |
|---|---|---|
| **Attendance** | **Re-enrollment** | **9th Grade on Track to Graduate** |
| In-seat attendance | Percent of students eligible to re-enroll | |
| **Points Earned out of Points Possible** | **Points Earned out of Points Possible** | **Points Earned out of Points Possible** |
| 89.0 | 86.9 | 71.7 |
| 7.0 out of 10.0 | 8.3 out of 10.0 | 1.8 out of 5.0 |

<table>
<thead>
<tr>
<th><strong>Percent of Possible Points</strong></th>
<th><strong>Percent of Possible Points</strong></th>
<th><strong>Percent of Possible Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>70.0%</td>
<td>83.0%</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.5 out of 85.0</td>
</tr>
</tbody>
</table>

65.3%

For a more detailed explanation of the categories, see our technical guide.
## Carlos Rosario International PCS

**514 V Street NE**
**1100 Harvard Street NW**
**Washington, DC 20009**

**CEO**
Allison R. Kokkoros

**First School Year**
1998-99

**Principals**
- HollyAnn Fresco-Moore
- Karen Rivas

**Ages Served**
Serves ages 16 and older

**Total Enrollment**
2016: 1
2015: 1

### Student Demographics (2015–16)

- **Asian**: 4.2%
- **Black Non-Hispanic**: 20.7%
- **Hispanic / Latino**: 72.9%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.1%
- **White Non-Hispanic**: 2.0%
- **Multiracial**: 0.0%

### A Note from the School

The mission of the Carlos Rosario International 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. Throughout its history, the Carlos Rosario School has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.

### Adult Education Tier Explanations

1. **High Performing**
   (At least 65.0% in all categories)

2. **Mid Performing**
   (At least 35.0% in all categories)

3. **Low Performing**
   (34.9% or below in any categories)

For schools serving adult populations, DC PCSB uses the Adult Education 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
- **Tier 3** schools fall significantly short of high performance in one or more category, showing inadequate performance.
Adult Education

Student Progress: Improvement of One or More NRS* Levels

Adult Basic Education (ABE) Performance

Weighted ABE Score: 34.6%

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>52.0</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>52.2</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

English as a Second Language (ESL) Performance

Weighted ESL Score: 80.8%

<table>
<thead>
<tr>
<th>Level</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>69.4</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>86.7</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>80.3</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>73.1</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>58.2</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>30.4</td>
</tr>
</tbody>
</table>

* National Reporting System
† Levels with results less than 10 students are not displayed but still included in the final score.

Student Achievement: GED or NEDP Attainment **

Obtained Secondary Credential

36 students attempted a secondary diploma

College and Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

63 students responded to the survey; Survey Response Rate: 57.8%‡

Retained Employment or Entered Postsecondary

367 students responded to the survey; Survey Response Rate: 60.1%‡

Entered Postsecondary (Prior Program Year)

N/A

Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance

Retention

Percent of students who were enrolled at the school who took both an academic pre-test and post-test

TIER 1
## Adult Education

**Mission Specific Goals: Progress on programming unique to the school’s mission**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>ServSafe Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students in the Culinary Arts Program who earn the ServSafe Certification by the end of the school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supera Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of students enrolled in GED 100 and 200 courses in the fall who advance one grade level in lectura (reading) by the end of the year, as a measure by the Supera test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Specific Technology Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of ESL students who earn a passing score on the Carlos Rosario PCS Technology Test</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Education Development (GED) or National External Diploma Program (NEDP).**

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.
Cedar Tree Academy PCS is an early childhood learning center serving children at the PK3-K levels. Cedar Tree Academy is committed to academic excellence for all students. Teachers and staff build the foundation for all students in a safe learning environment designed to enhance social and emotional growth as well as cognitive and creative development while preparing students to become active, independent learners. No exception, no excuses: all children are capable of achieving bright futures. At Cedar Tree Academy, children are nurtured so they may learn today and lead tomorrow.
Cedar Tree Academy PCS
2016 School Quality Report

Grades Measured: PK3-K

Student Progress (50 points): Academic Improvement Over Time

Growth on the school’s NWEA MAP assessment in reading

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>99.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25.0 out of 25.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Growth on the school’s NWEA MAP assessment in mathematics

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>99.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25.0 out of 25.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

School Environment (50 points): Predictors of Future Student Progress and Achievement

Attendance

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>85</td>
<td>95</td>
<td>92.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7.1 out of 10.0</td>
<td>71.0%</td>
</tr>
</tbody>
</table>

Re-enrollment

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>67</td>
<td>92</td>
<td>73.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.6 out of 10.0</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4.5</td>
<td>6</td>
<td>6.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Classroom Organization

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>4.5</td>
<td>6</td>
<td>5.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.3 out of 10.0</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

Instructional Support

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7.0 out of 10.0</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86</td>
<td>86</td>
<td>86.0</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Individual Growth & Development Indicators (myIGDI)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>75</td>
<td>100</td>
<td>96.2</td>
</tr>
</tbody>
</table>

PK Math: Individual Growth & Development Indicators (myIGDI)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>75</td>
<td>100</td>
<td>86.8</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Center City PCS - Brightwood

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

School Profile (2016–17)

Board Chair
Tom O’Hara

President & CEO
Russ E. Williams, Jr.

Principal
Rachel Tommelleo

First School Year
2008–09

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

Is part of a PK-8 network.

Student Demographics (2015–16)

Total Enrollment 252

- Asian 0.4%
- Black Non-Hispanic 42.9%
- Hispanic / Latino 50.0%
- Native American / Alaska Native 4.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 2.0%
- Multiracial 0.8%

- English Language Learner 34.9%
- Economically Disadvantaged 76.6%
- Special Education 11.9%
- At-Risk Population 37.7%

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.
### Center City PCS - Brightwood

**2016 School Quality Report**

(2015—16)

**Grades Measured: PK4–8**

#### Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in ELA</td>
<td>10.8</td>
<td>61.7%</td>
</tr>
<tr>
<td>Growth on the state assessment in math</td>
<td>9.4</td>
<td>53.7%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>4.3</td>
<td>57.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>4.7</td>
<td>62.7%</td>
</tr>
</tbody>
</table>

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
<td>1.0</td>
<td>20.0%</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>2.6</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

#### School Environment (30 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>8.2</td>
<td>91.1%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>4.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>4.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Classroom Org.</td>
<td>4.5</td>
<td>6.6</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>4.4</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

66.6 out of 100

66.6%
## Center City PCS - Brightwood

### 2016 School Quality Report

**Grades Measured:** PK4–8

**Additional Measures:** Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Category</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>0</td>
<td>100.0</td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>Median percentile of student growth compared to national student performance</td>
<td>0</td>
<td>49.5</td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>Median percentile of student growth compared to national student performance</td>
<td>0</td>
<td>61.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Center City PCS - Capitol Hill

1503 East Capitol Street SE
Washington, DC 20003

202-547-7556
www.centercitypcs.org

School Profile (2016–17)

Board Chair
Tom O’Hara

President & CEO
Russ E. Williams, Jr.

Principal
Valery Dragon

First School Year
2008–09

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

Is part of a PK-8 network.

Student Demographics (2015–16)

Total Enrollment 244

- Asian 0.0%
- Black Non-Hispanic 97.1%
- Hispanic / Latino 1.6%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.8%
- Multiracial 0.4%

English Language Learner 0.0%
Economically Disadvantaged 68.4%
Special Education 11.5%
At-Risk Population 56.1%

A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.
Center City PCS - Capitol Hill
2016 School Quality Report

(2015—16)
Grades Measured: PK4–8

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

0 30 70 100
Score

50.8

9.1 out of 17.5 52.0%

Growth on the state assessment in mathematics

0 30 70 100
Score

53.9

10.5 out of 17.5 60.0%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

0 100
Score

45.5

3.4 out of 7.5 45.3%

PARCC: Mathematics

0 100
Score

40.3

3.0 out of 7.5 40.0%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts*

0 100
Score

9.7

0.9 out of 5.0 18.0%

8th Grade Mathematics

0 100
Score

13.4

1.1 out of 5.0 22.0%

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance

0 100
Score

90.5

5.0 out of 9.0 55.6%

Re-enrollment

Percent of students eligible to re-enroll

0 100
Score

67.5

0.2 out of 9.0 2.2%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

1 1
Score

5.0

1.3 out of 4.0 32.5%

Classroom Organization

1 1
Score

5.3

2.1 out of 4.0 52.5%

Instructional Support

2 1
Score

3.0

2.0 out of 4.0 50.0%

TOTAL SCORE

TIER 2

39.4 out of 100 39.4%
(2015–16)

Grades Measured: PK4–8

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

K-2 Reading: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

K-2 Math: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

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

* Results with less than 10 students are not displayed. When a school does not have enough students for one gateway measure, the 5.0% is added to the other gateway measure.
Center City PCS - Congress Heights

220 Highview Place SE
Washington, DC 20032

202-562-7070
www.centercitypcs.org

School Quality Report © 2016
Updated November 22, 2016

School Profile (2016–17)

Board Chair
Tom O’Hara

Principal
Niya White

President & CEO
Russ E. Williams, Jr.

First School Year
2008–09

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

Is part of a PK-8 network.

Student Demographics (2015–16)

- Total Enrollment: 243 students
- Asian: 0.0%
- Black Non-Hispanic: 99.6%
- Hispanic / Latino: 0.4%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%
- English Language Learner: 0.0%
- Economically Disadvantaged: >60%
- Special Education: 7.0%
- At-Risk Population: 65.0%

* 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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

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### Student Progress (35 points): Academic 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 the state assessment in English Language Arts</td>
<td>9.3 out of 17.5</td>
<td>53.1%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>7.1 out of 17.5</td>
<td>40.6%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready 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>PARCC: English Language Arts</td>
<td>4.2 out of 7.5</td>
<td>56.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>4.0 out of 7.5</td>
<td>53.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.2 out of 5.0</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<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>3rd Grade English Language Arts</td>
<td>1.1 out of 5.0</td>
<td>22.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>1.1 out of 5.0</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

### School Environment (30 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>7.1 out of 9.0</td>
<td>78.9%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>4.8 out of 9.0</td>
<td>53.3%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>3.5 out of 4.0</td>
<td>87.5%</td>
</tr>
<tr>
<td>Emotional Support</td>
<td>3.5 out of 4.0</td>
<td>87.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.8 out of 4.0</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned out of 100</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>52.6</td>
<td>52.6%</td>
</tr>
</tbody>
</table>
Center City PCS - Congress Heights
2016 School Quality Report

(2015–16)

Grades Measured: PK4–8

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>90.0</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>100.0</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>43.5</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>52.5</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Center City PCS - Petworth

Board Chair
Tom O’Hara

President & CEO
Russ E. Williams, Jr.

Principal
Nazo Burgy

First School Year
2008–09

Grades Served
Is part of a PK-8 network.

Student Demographics (2015–16)

- **Total Enrollment**: 251
- **Asian**: 1.2%
- **Black Non-Hispanic**: 41.0%
- **Hispanic / Latino**: 54.6%
- **Native American / Alaska Native**: 0.4%
- **Pacific Islander / Native Hawaiian**: 2.0%
- **White Non-Hispanic**: 0.8%
- **Multiracial**: 0.0%
- **English Language Learner**: 20.7%
- **Economically Disadvantaged**: 83.7%
- **Special Education**: 9.6%
- **At-Risk Population**: 37.5%

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

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## Center City PCS - Petworth

### 2016 School Quality Report

**Grades Measured:** PK4–8

### Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>57.2 out of 100</td>
<td>57.2%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>65.5 out of 100</td>
<td>65.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>60.3 out of 100</td>
<td>60.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>58.9 out of 100</td>
<td>58.9%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>12.0 out of 25</td>
<td>48.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>25.0 out of 50</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.6 out of 100</td>
<td>94.6%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>89.6 out of 100</td>
<td>89.6%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>5.9 out of 8</td>
<td>73.8%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>6.0 out of 8</td>
<td>75.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.5 out of 4</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

**Tier:** 1

<table>
<thead>
<tr>
<th>Total Score</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.3</td>
<td>69.3 out of 100</td>
<td>69.3%</td>
</tr>
</tbody>
</table>
## Center City PCS - Petworth
### 2016 School Quality Report

**(2015–16)**

### Grades Measured: PK4-8

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Target Score</th>
<th>Floor Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>94.7</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>84.2</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>45.0</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>53.0</td>
<td>100</td>
<td>70</td>
</tr>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Center City PCS - Shaw

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

School Quality Report
DC Public Charter School Board

School Profile (2016–17)

Board Chair
Tom O’Hara

President & CEO
Russ E. Williams, Jr.

Principal
Brandy Tyson

First School Year
2008-09

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>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Is part of a PK-8 network.

Student Demographics (2015–16)

- Total Enrollment: 237
- Asian: 1.3%
- Black Non-Hispanic: 67.9%
- Hispanic / Latino: 27.8%
- Native American / Alaska Native: 3.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%
- English Language Learner: 11.0%
- Economically Disadvantaged: 86.1%
- Special Education: 10.5%
- At-Risk Population: 47.3%

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 - Shaw
2016 School Quality Report

(2015–16)
Grades Measured: PK4–8

Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>12.3 out of 17.5</td>
<td>70.3%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>17.5 out of 17.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>4.4 out of 7.5</td>
<td>58.7%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>5.0 out of 7.5</td>
<td>66.7%</td>
</tr>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.9 out of 5.0</td>
<td>18.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>2.7 out of 5.0</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
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<td>18.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>2.7 out of 5.0</td>
<td>54.0%</td>
</tr>
</tbody>
</table>

School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>7.7 out of 9.0</td>
<td>85.6%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>5.8 out of 9.0</td>
<td>64.4%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>3.7 out of 4.0</td>
<td>92.5%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1.0 out of 4.0</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69.0 out of 100</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

Updated November 22, 2016
(2015–16)

**Grades Measured: PK4-8**

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**PK Pre-Literacy: Every Child Ready (ECR)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**PK Math: Every Child Ready (ECR)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**K-2 Reading: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>

**K-2 Math: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>70</td>
</tr>
</tbody>
</table>
Center City PCS - Trinidad

1217 West Virginia Avenue NE
Washington, DC 20002

School Profile (2016–17)

Board Chair
Tom O’Hara

President & CEO
Russ E. Williams, Jr.

Principal
Vernetta Christian

First School Year
2008–09

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

Is part of a PK-8 network.

Student Demographics (2015–16)

Total Enrollment
211

- Asian: 0.0%
- Black Non-Hispanic: 97.2%
- Hispanic / Latino: 2.8%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

English Language Learner: 1.9%
Economically Disadvantaged: >60%
Special Education: 12.8%
At-Risk Population: 59.7%

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.
Center City PCS - Trinidad
2016 School Quality Report

(2015—16)
Grades Measured: PK4–8

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

38.6 out of 17.5 21.7%

Growth on the state assessment in mathematics

43.0 out of 17.5 32.6%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and Career Ready and Above

35.9 out of 7.5 36.0%

College and Career Ready

13.7 out of 5.0 24.0%

PARCC: Mathematics

Approaching College and Career Ready and Above

29.9 out of 7.5 29.3%

College and Career Ready

8.5 out of 5.0 14.0%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready

21.4 out of 5.0 34.0%

8th Grade Mathematics

College and Career Ready

0.0 out of 5.0 0.0%

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance

90.3 out of 9.0 53.3%

Re-enrollment

Percent of students eligible to re-enroll

72.8 out of 9.0 23.3%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

5.4 out of 4.0 60.0%

Classroom Organization

5.7 out of 4.0 80.0%

Instructional Support

3.1 out of 4.0 55.0%

TOTAL SCORE

32.7 out of 100 32.7%
Grades Measured: PK4-8

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

K-2 Reading: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

K-2 Math: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.
César Chávez PCS for Public Policy - Capitol Hill

School Profile (2016–17)

Board Co-Chairs
Sulee Stinson Clay
Rick Torres

Principal
Oriel Robinson-Taylor

First School Year
1998–99

Grades Served
PK3 PK4 K 1
2 3 4 5
6 7 8 9
10 11 12 Adult Ed
Is part of a 6-12 network.

Student Demographics (2015–16)

- Asian: 0.0%
- Black Non-Hispanic: 87.6%
- Hispanic / Latino: 12.1%
- Native American / Alaska Native: 0.3%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

- Total Enrollment: 387

- English Language Learner: 4.9%
- Economically Disadvantaged: >60%
- Special Education: 22.2%
- At-Risk Population: 57.9%

* 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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, DC PCSB did not score or tier in 2014-15. Growth data was unavailable in 2014-15 and 2015-16.

A Note from the School

César Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.
César Chávez PCS for Public Policy - Capitol Hill
2016 School Quality Report

Grades Measured: 9-12

Student Progress (0 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts
Data not available for 2015-16

Growth on the state assessment in mathematics
Data not available for 2015-16

Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: English Language Arts
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)

SAT/ACT Performance (12th grade)

College Acceptance Rate

College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

Career Readiness: Career and Technical Education (CTE) Program Achievement
CTE Program of Study Completion Rate

CTE Certification Exam Pass Rate
### School Environment (25 points): Predictors of Future Student Progress and Achievement

#### Grades Measured: 9-12

<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>Attendance</td>
<td>8.3 out of 10.0</td>
<td>83.0%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>1.8 out of 10.0</td>
<td>18.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>75.4</td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>1.8 out of 5.0</td>
<td>36.0%</td>
</tr>
<tr>
<td></td>
<td>72.4</td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
<th>out of Possible</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>37.7</td>
<td>85.0</td>
<td>44.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
César Chávez PCS for Public Policy - Chávez Prep

770 Kenyon Street NW
Washington, DC 20010

202-723-3975
www.chavezschool.org

School Profile (2016–17)

Board Co-Chairs
Sulee Stinson Clay
Rick Torres

Principal
Kourtney Miller

Grades Served
- Current Grades
- Future Grades

First School Year
2007-08

Is part of a 6-12 network.

Student Demographics (2015–16)

Total Enrollment
357

- Asian: 1.7%
- Black Non-Hispanic: 42.6%
- Hispanic / Latino: 55.7%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

English Language Learner
26.9%

Economically Disadvantaged
>60%*

Special Education
12.6%

At-Risk Population
51.3%

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

César Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.
César Chávez PCS for Public Policy - Chávez Prep
2016 School Quality Report

(2015—16)

Grades Measured: 6–9

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.6 out of 20.0</td>
<td>38.0%</td>
</tr>
</tbody>
</table>

Growth on the state assessment in mathematics

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 out of 20.0</td>
<td>31.0%</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 out of 9.0</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 out of 6.0</td>
<td>28.3%</td>
</tr>
</tbody>
</table>

PARCC: Mathematics

Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 out of 9.0</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 out of 6.0</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

College and Career Ready

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

8th Grade Mathematics

College and Career Ready

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 out of 10.0</td>
<td>21.0%</td>
</tr>
</tbody>
</table>

School Environment (20 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5 out of 10.0</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

Re-enrollment

Percent of students eligible to re-enroll

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5 out of 10.0</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.9 out of 100</td>
<td>37.9%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
School Quality Report

César Chávez PCS for Public Policy - Parkside Middle School

3701 Hayes Street NE
Washington, DC 20019

202-398-2230
www.chavezschools.org

School Profile (2016–17)

Board Co-Chairs
Sulee Stinson Clay
Rick Torres

Principal
Erin Fisher

First School Year
2004-05

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

Is part of a 6-12 network.

Student Demographics (2015–16)

Total Enrollment 302

- Asian 0.0%
- Black Non-Hispanic 96.4%
- Hispanic / Latino 3.3%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.3%

- English Language Learner 1.3%
- Economically Disadvantaged >60%*
- Special Education 16.9%
- At-Risk Population 68.5%

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

A Note from the School

César Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.

TIER SCORES


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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
## César Chávez PCS for Public Policy – Parkside Middle School  
### 2016 School Quality Report

**Grades Measured:** 6-8

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>49.9</td>
<td>50.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>43.5</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>36.5</td>
<td>36.7%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>23.3</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.4</td>
<td>4.0%</td>
</tr>
</tbody>
</table>

**School Environment (20 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>92.0</td>
<td>70.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>86.3</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

**Tier:** 2  
39.3 out of 100  
39.3%
César Chávez PCS for Public Policy - Parkside High School

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

School Quality Report

César Chávez PCS for Public Policy - Parkside High School

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

School Profile (2016–17)

Board Co-Chairs
Sulee Stinson Clay
Rick Torres

Principal
William Massey

Grades Served

Current Grades
Future Grades

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

Is part of a 6-12 network.

Student Demographics (2015–16)

Total Enrollment 374

- Asian 0.0%
- Black Non-Hispanic 92.8%
- Hispanic / Latino 7.2%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.0%

English Language Learner 2.1%
Economically Disadvantaged >60%
Special Education 12.6%
At-Risk Population 65.7%

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

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## César Chávez PCS for Public Policy - Parkside High School
### 2016 School Quality Report

<table>
<thead>
<tr>
<th>(2015–16)</th>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Floor</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>100</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

### Student Progress (0 points): Academic Improvement Over Time

**Growth on the state assessment in English Language Arts**
- Data not available for 2015–16
- Points Earned out of Points Possible: 0.0 out of 0.0
- Percent of Possible Points: N/A

**Growth on the state assessment in mathematics**
- Data not available for 2015–16
- Points Earned out of Points Possible: 0.0 out of 0.0
- Percent of Possible Points: N/A

### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

**PARCC: English Language Arts**
- Approaching College and Career Ready and Above
- Points Earned out of Points Possible: 3.6 out of 7.5
- Percent of Possible Points: 48.0%

**College and Career Ready**
- Points Earned out of Points Possible: 1.6 out of 5.0
- Percent of Possible Points: 32.0%

**PARCC: Mathematics**
- Approaching College and Career Ready and Above
- Points Earned out of Points Possible: 1.7 out of 7.5
- Percent of Possible Points: 22.7%

**College and Career Ready**
- Points Earned out of Points Possible: 0.1 out of 5.0
- Percent of Possible Points: 2.0%

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

**Graduation Rate**
- Four-Year Graduation Rate (Prior Year)
- Points Earned out of Points Possible: 1.7 out of 3.0
- Percent of Possible Points: 56.7%

**Five-Year Graduation Rate**
- Points Earned out of Points Possible: 2.4 out of 4.5
- Percent of Possible Points: 53.3%

**PSAT Performance (11th grade)**
- Points Earned out of Points Possible: 4.8 out of 7.5
- Percent of Possible Points: 64.0%

**SAT/ACT Performance (12th grade)**
- Points Earned out of Points Possible: 3.9 out of 7.5
- Percent of Possible Points: 52.0%

**College Acceptance Rate**
- Points Earned out of Points Possible: 7.5 out of 7.5
- Percent of Possible Points: 100.0%

**College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
- Points Earned out of Points Possible: 1.7 out of 5.0
- Percent of Possible Points: 34.0%

**Career Readiness: Career and Technical Education (CTE) Program Achievement**
- CTE Program of Study Completion Rate
- Points Earned out of Points Possible: 0.0 out of 0.0
- Percent of Possible Points: N/A

**CTE Certification Exam Pass Rate**
- Points Earned out of Points Possible: 0.0 out of 0.0
- Percent of Possible Points: N/A
### César Chávez PCS for Public Policy – Parkside High School
#### 2016 School Quality Report

**Grades Measured: 9-12**

<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>School Environment (25 points): Predictors of Future Student Progress and Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>8.2 out of 10.0</td>
<td>82.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>5.5 out of 10.0</td>
<td>55.0%</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.6 out of 5.0</td>
<td>72.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

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

- **TIER 2**
- 46.3 out of 85.0
- 54.5%

For a more detailed explanation of the categories, see our technical guide.
**Student Demographics (2015–16)**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>326</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>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>0.3%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

**English Language Learner**
- 1.2%

**Economically Disadvantaged**
- >60%*

**Special Education**
- 38.7%

**At-Risk Population**
- 72.1%

*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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

**A Note from the School**

The Children’s Guild DC PCS seeks to prepare each student for success in the 21st century, giving them the knowledge, tools and confidence to function in an interconnected, dynamic world. The Children’s Guild DC PCS provides an enriched curriculum of academic rigor, project-based learning, a focus on arts and technology in a school environment that stimulates all the senses. Students are encouraged to think creatively and solve problems. We honor the unique needs of each child, building an environment that is safe and supportive for students. Small class sizes and highly qualified, committed faculty allow the school to foster team building, character development and high academic achievement.
## Grades Measured: K-8

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>3.5 out of 20.0</td>
<td>17.5%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>0.0 out of 20.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approaching College and Career Ready and Above</td>
<td>1.9 out of 9.0</td>
<td>21.1%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0.3 out of 6.0</td>
<td>5.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td>1.2 out of 9.0</td>
<td>13.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0.1 out of 6.0</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>0.3 out of 5.0</td>
<td>6.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### School Environment (10 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>3.4 out of 10.0</td>
<td>34.0%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.7 out of 90</td>
<td>11.9%</td>
</tr>
</tbody>
</table>

## Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

### K-2 Reading: i-Ready

Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.2 out of 100</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### K-2 Math: i-Ready

Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.9 out of 100</td>
<td>N/A</td>
</tr>
</tbody>
</table>
City Arts & Prep PCS (formerly known as William E. Doar, Jr. PCS)

705 Edgewood Street NE
Washington, DC 20017

202-269-4646
www.wedjschool.us

School Profile (2016–17)

Board Chair
Joyce Warner

Interim Executive Director
Andrew Kirkland

First School Year
2004-05

Grades Served

- Current Grades
- Future Grades

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

Student Demographics (2015–16)

Total Enrollment
467

- Asian 0.2%
- Black Non-Hispanic 96.8%
- Hispanic / Latino 2.6%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.2%
- Multiracial 0.2%

English Language Learner 3.2%
Economically Disadvantaged >60%
Special Education 10.1%
At-Risk Population 56.7%

A Note from the School

City Arts & Prep Public Charter School will foster a safe, creative, enjoyable, and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the global society.
City Arts & Prep PCS (formerly known as William E. Doar, Jr. PCS)  
2016 School Quality Report

Grades Measured: PK3–8

Student Progress (35 points): Academic Improvement Over Time

- Growth on the state assessment in English Language Arts: 9.2 out of 17.5 (52.6%)
- Growth on the state assessment in mathematics: 10.7 out of 17.5 (61.1%)

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: English Language Arts — Approaching College and Career Ready and Above: 3.6 out of 7.5 (48.0%)
- PARCC: Mathematics — Approaching College and Career Ready and Above: 3.2 out of 7.5 (42.7%)

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- 3rd Grade English Language Arts — College and Career Ready: 1.9 out of 5.0 (38.0%)
- 8th Grade Mathematics — College and Career Ready: 3.1 out of 5.0 (62.0%)

School Environment (30 points): Predictors of Future Student Progress and Achievement

- Attendance: In-seat attendance: 5.0 out of 9.0 (55.6%)
- Re-enrollment: Percent of students eligible to re-enroll: 0.0 out of 9.0 (0.0%)
- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support: 3.7 out of 4.0 (92.5%)
  - Classroom Organization: 4.0 out of 4.0 (100.0%)
  - Instructional Support: 1.8 out of 4.0 (45.0%)

TOTAL SCORE: 49.4 out of 100 (49.4%)
## City Arts & Prep PCS (formerly known as William E. Doar, Jr. PCS)
### 2016 School Quality Report

### Grades Measured: PK3–8

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: mCLASS:CIRCLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK Math: mCLASS:CIRCLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: mCLASS: Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Math: mCLASS: Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community College Preparatory Academy PCS aggressively seeks to meet the challenge of providing the education and skills development for under-credited adults (ages 18 and older). Our goal is to empower and prepare adult students for post-secondary education success, viable employment, and lifelong learning in the District of Columbia's knowledge-based economy. In addition to the allocation of staffing in the areas of academic counseling that supports a student-to-counselor ratio of 50 to 1, we have created a Case Management Unit that focuses on identifying and connecting to a broad range of public and private social service supports. We have developed formal partnerships with more than 150 agencies and organizations to assist and encourage students with problem solving and crisis avoidance. We have also developed and implemented workshops in critical thinking and time management to support our students in developing new habits that foster their progress.
Adult Education

**Student Progress: Improvement of One or More NRS* Levels**

### Adult Basic Education (ABE) Performance

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>29</td>
<td>79.3</td>
<td>79.3%</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>100</td>
<td>77.0</td>
<td>71.3%</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>86</td>
<td>65.1</td>
<td>57.2%</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>88</td>
<td>56.8</td>
<td>79.5%</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>25</td>
<td>64.0</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

### English as a Second Language (ESL) Performance

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*National Reporting System

† Levels with results less than 10 students are not displayed but still included in the final score.

**Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential
  - 16 students attempted a secondary diploma

**College and Career Readiness: Employment and Postsecondary Outcomes**

- Entered Employment or Entered Postsecondary
  - 86 students responded to the survey, Survey Response Rate: 93.5%†

- Retained Employment or Entered Postsecondary
  - 93 students responded to the survey, Survey Response Rate: 100.0%†

- Entered Postsecondary (Prior Program Year)
  - N/A

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

- Attendance
  - In-seat attendance
  - Percent of students who were enrolled at the school who took both an academic pre-test and post-test

Tier 1
Adult Education

**Mission Specific Goals: Progress on programming unique to the school’s mission**

<table>
<thead>
<tr>
<th>National Retail Federation Customer Service Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students enrolled in the Customer Service Certification program who earn the National Retail Federation Customer Service Certification</td>
</tr>
<tr>
<td>Score: 77.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HVAC Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students enrolled in the HVAC certification program who earn the HVAC certification (Type I, Type II and Type III)</td>
</tr>
<tr>
<td>Score: 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CompTIA Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students enrolled in the CompTIA Security + program who earn the Security + certification</td>
</tr>
<tr>
<td>Score: N/A*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CompTIA Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students enrolled in the CompTIA Network + program who earn the Network + certification</td>
</tr>
<tr>
<td>Score: 68.2%</td>
</tr>
</tbody>
</table>

**General Education Development (GED)** or National External Diploma Program (NEDP).
† Percent of students successfully contacted via Career and College Readiness Surveys by the school.
N/A* Results with less than 10 students are not displayed
Creative Minds International PCS is a tuition-free school for children located on the Armed Forces Retirement Home Campus in Northwest Washington, DC. We are 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. Our program’s unique combination of child-centered, international, and developmental approaches to education are based on extensive research into various aspects of schooling that have the greatest positive effects on academic achievement.
### Creative Minds International PCS
#### 2016 School Quality Report

**Grades Measured: PK3–5**

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (35 points): Academic Improvement Over Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>3.5 out of 17.5</td>
<td>20.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>5.3 out of 17.5</td>
<td>30.3%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC: English Language Arts - Approaching College and Career Ready and Above</td>
<td>4.2 out of 7.5</td>
<td>56.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics - Approaching College and Career Ready and Above</td>
<td>4.3 out of 7.5</td>
<td>57.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.1 out of 5.0</td>
<td>42.0%</td>
</tr>
<tr>
<td><strong>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade English Language Arts - College and Career Ready</td>
<td>4.6 out of 10.0</td>
<td>46.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics - College and Career Ready</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>School Environment (30 points): Predictors of Future Student Progress and Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance - In-seat attendance</td>
<td>8.6 out of 9.0</td>
<td>95.6%</td>
</tr>
<tr>
<td>Re-enrollment - Percent of students eligible to re-enroll</td>
<td>9.0 out of 9.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) - Emotional Support</td>
<td>3.7 out of 4.0</td>
<td>92.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>2.4 out of 4.0</td>
<td>60.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.0 out of 4.0</td>
<td>50.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TIER 2</strong></td>
<td>52.6 out of 100</td>
<td>52.6%</td>
</tr>
</tbody>
</table>
### Grades Measured: PK3-5

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>98.8</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>97.6</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: Developmental Reading Assessment (DRA)</td>
<td>85.3</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>31.0</td>
<td>100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
DC Bilingual PCS

33 Riggs Road NE
Washington, DC 20011

202-750-6674
www.dcbilingual.org

School Profile (2016−17)

Board Chair
Susie Rosenbaum

Head of School
Daniela Anello

Principal
Alina Thouyaret

First School Year
2004–05

Grades Served
- Current Grades
- Future Grades

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

Is part of the PK-12 DCI network.

Student Demographics (2015−16)

Total Enrollment
403

- Asian
0.5%

- Black Non-Hispanic
18.1%

- Hispanic / Latino
56.3%

- Native American / Alaska Native
2.7%

- Pacific Islander / Native Hawaiian
0.0%

- White Non-Hispanic
20.1%

- Multiracial
2.2%

- English Language Learner
51.6%

- Economically Disadvantaged
82.9%

- Special Education
16.9%

- At-Risk Population
44.5%

A Note from the School

Founded in 2004, DC Bilingual provides an innovative dual immersion Spanish and English learning program for all students, regardless of their home language. Through DC Bilingual’s rigorous academic curriculum, comprehensive arts, technology, athletics programs, and its celebration of diverse cultures, its students learn the skills and values they need to become influential participants in their community. Students also participate in extended learning opportunities during the after school time that include Techbridge, Girls on the Run, sports clubs, theater club, dance club, cooking club, and more.

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
## DC Bilingual PCS
### 2016 School Quality Report

#### Grades Measured: PK3–5

**Student Progress (35 points): Academic Improvement Over Time**

- **Growth on the state assessment in English Language Arts**
  - Floor: 30<br>  - Target: 70<br>  - Points Earned: 68.8<br>  - Percent of Possible Points: 97.1%
- **Growth on the state assessment in mathematics**
  - Floor: 30<br>  - Target: 70<br>  - Points Earned: 64.0<br>  - Percent of Possible Points: 85.1%

#### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above<br>  - Floor: 0<br>  - Target: 100<br>  - Points Earned: 68.2<br>  - Percent of Possible Points: 68.0%
- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above<br>  - Floor: 0<br>  - Target: 100<br>  - Points Earned: 67.3<br>  - Percent of Possible Points: 66.7%

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- **3rd Grade English Language Arts**
  - College and Career Ready<br>  - Floor: 0<br>  - Target: 100<br>  - Points Earned: 23.3<br>  - Percent of Possible Points: 37.0%
- **8th Grade Mathematics**
  - College and Career Ready<br>  - Floor: 0<br>  - Target: 100<br>  - Points Earned: 0<br>  - Percent of Possible Points: N/A

#### School Environment (30 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat attendance<br>  - Floor: 0<br>  - Target: 100<br>  - Points Earned: 94.5<br>  - Percent of Possible Points: 95.6%
- **Re-enrollment**
  - Percent of students eligible to re-enroll<br>  - Floor: 0<br>  - Target: 100<br>  - Points Earned: 80.7<br>  - Percent of Possible Points: 54.4%
- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support<br>  - Floor: 0<br>  - Target: 7<br>  - Points Earned: 6.3<br>  - Percent of Possible Points: 100.0%
  - Classroom Organization<br>  - Floor: 0<br>  - Target: 7<br>  - Points Earned: 6.2<br>  - Percent of Possible Points: 100.0%
  - Instructional Support<br>  - Floor: 0<br>  - Target: 7<br>  - Points Earned: 2.8<br>  - Percent of Possible Points: 40.0%

### TOTAL SCORE

- **Tier 1**
  - Points Earned: 75.3<br>  - Percent of Possible Points: 75.3%

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DC Public Charter School Board School Quality Report © 2016

Updated November 22, 2016
## DC Bilingual PCS
### 2016 School Quality Report

**Grades Measured: PK3-5**

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>100.0</td>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>96.9</td>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>K-2 Reading: Fountas &amp; Pinnell Literacy</td>
<td>74.3</td>
<td><img src="image" alt="Score" /></td>
</tr>
<tr>
<td>K-2 Math: Assessing Math Concepts (AMC)</td>
<td>30.9</td>
<td><img src="image" alt="Score" /></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
DC Prep PCS – Anacostia Elementary

1102 W Street SE
Washington, DC 20020
202-729-3500
www.dcprep.org

School Profile (2016–17)

Board Chair: Le Roy (Terry) Eakin III
CEO: Emily Lawson
Principal: Maria-Teresa Duvall
First School Year: 2015–16

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

Is part of a PK3-8 network.

Student Demographics (2015–16)

Total Enrollment: 141

- Asian: 0.0%
- Black Non-Hispanic: 89.4%
- Hispanic / Latino: 3.5%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 7.1%

English Language Learner: 0.0%
Economically Disadvantaged: 82.3%
Special Education: 6.4%
At-Risk Population: 58.2%

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

Founded in 2003, DC Prep is the highest-performing network of public charter schools in Washington (2012–16), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,700+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Anacostia Elementary Campus (AEC) opened in 2015 with PK3 and PK4, and will “grow up” a grade annually through 3rd grade. AEC provides a developmentally appropriate, academically challenging education for PK3-3rd graders, creating an exciting learning environment that lays the foundation for college prep from the earliest years.
## DC Prep PCS – Anacostia Elementary
### 2016 School Quality Report

(2015—16)

**Grades Measured: PK3–PK4**

<table>
<thead>
<tr>
<th>KEY</th>
<th>Score</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor</td>
<td>Target</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Student Progress (0 points): Academic Improvement Over Time**

- Growth on the school’s assessment in reading: 0.0 out of 0.0
- Growth on the school’s assessment in mathematics: 0.0 out of 0.0

**School Environment (40 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat attendance: 4.3 out of 10.0, 43.0%
- **Re-enrollment**
  - Percent of students eligible to re-enroll: 0.0 out of 0.0, N/A
- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support: 9.3 out of 10.0, 93.0%
  - Classroom Organization: 10.0 out of 10.0, 100.0%
  - Instructional Support: 8.0 out of 10.0, 80.0%

**TOTAL SCORE**

31.6 out of 40, 79.0%

## Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

- **PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year: 99.2%

- **PK Math: Test of Early Mathematics Ability (TEMA)**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year: 99.2%

For a more detailed explanation of the categories, see our technical guide.
DC Prep PCS – Benning Elementary

100 41st Street NE
Washington, DC 20019

202-398-2838
www.dcprep.org

School Profile (2016–17)
Board Chair: Le Roy (Terry) Eakin III
CEO: Emily Lawson
Resident Principal: Maura Englender
First School Year: 2008–09

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

Is part of a PK3-8 network.

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

Student Demographics (2015–16)
Total Enrollment: 444
- Asian: 0.0%
- Black Non-Hispanic: 94.6%
- Hispanic / Latino: 3.4%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 2.0%

English Language Learner: 2.3%
Economically Disadvantaged: >60%*
Special Education: 7.9%
At-Risk Population: 55.6%

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

A Note from the School
Founded in 2003, DC Prep is the highest-performing network of public charter schools in Washington (2012–16), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,700+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Benning Elementary Campus (BEC) is among the top 5 performing 3rd grades in combined ELA and math proficiency in Wards 7 and 8 on the 2016 PARCC assessment. BEC provides a developmentally appropriate, academically challenging education for PK3-3rd graders, creating an exciting learning environment that lays the foundation for college prep from the earliest years.
Grades Measured: PK3–3

Student Progress (45 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school's NWEA MAP assessment in reading</td>
<td>11.3</td>
<td>50.2%</td>
</tr>
<tr>
<td>Growth on the school's NWEA MAP assessment in mathematics</td>
<td>16.9</td>
<td>75.1%</td>
</tr>
</tbody>
</table>

Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approaching College and Career Ready and Above</td>
<td>2.7</td>
<td>60.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td>3.7</td>
<td>82.2%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.3</td>
<td>76.7%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.3</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>7.5</td>
<td>75.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>7.3</td>
<td>81.1%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>7.3</td>
<td>81.1%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support</td>
<td>2.7</td>
<td>67.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>2.4</td>
<td>60.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1.0</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE TIER 1 67.4 out of 100 67.4%
## DC Prep PCS – Benning Elementary
### 2016 School Quality Report

(2015–16)

**Grades Measured:** PK3-3

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)</td>
<td>98.6</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Test of Early Mathematics Ability (TEMA)</td>
<td>99.3</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year.

For a more detailed explanation of the categories, see our technical guide.
A Note from the School

Founded in 2003, DC Prep is the highest-performing network of public charter schools in Washington (2012–16), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,700+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Benning Middle Campus (BMC) opened in 2013 with 4th grade and will “grow up” a grade annually through 8th grade. In its inaugural school year, BMC scored among the top five high-performing public charter schools citywide on the DC CAS. BMC is preparing its eventual 8th grade graduates for success in top-tier high schools, college, and beyond.
Grades Measured: 4-6

Student Progress (40 points): Academic Improvement Over Time

- Growth on the state assessment in English Language Arts: 46.0 out of 70, 8.0 out of 20.0, 40.0%
- Growth on the state assessment in mathematics: 61.4 out of 70, 15.7 out of 20.0, 78.5%

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: English Language Arts - Approaching College and Career Ready and Above: 70.5 out of 100, 6.3 out of 9.0, 70.0%
- PARCC: Mathematics - Approaching College and Career Ready and Above: 76.7 out of 100, 6.9 out of 9.0, 76.7%
- College and Career Ready: 56.1 out of 100, 3.6 out of 6.0, 60.0%
- College and Career Ready: 63.2 out of 100, 4.4 out of 6.0, 73.3%

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

- 3rd Grade English Language Arts - College and Career Ready: 0.0 out of 0.0, N/A
- 8th Grade Mathematics - College and Career Ready: 0.0 out of 0.0, N/A

School Environment (20 points): Predictors of Future Student Progress and Achievement

- Attendance - In-seat attendance: 92.5 out of 100, 7.5 out of 10.0, 75.0%
- Re-enrollment - Percent of students eligible to re-enroll: 83.1 out of 100, 6.4 out of 10.0, 64.0%

TOTAL SCORE

TIER 1

58.8 out of 90, 65.3%
DC Prep PCS – Edgewood Elementary

School Profile (2016–17)

- **Board Chair**: Le Roy (Terry) Eakin III
- **CEO**: Emily Lawson
- **Resident Principal**: Avise Hayes
- **First School Year**: 2007–08

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

Is part of a PK3-8 network.

Student Demographics (2015–16)

- Total Enrollment: 441
- **Asian**: 0.2%
- **Black Non-Hispanic**: 84.1%
- **Hispanic / Latino**: 8.8%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.7%
- **Multiracial**: 6.1%

English Language Learner: 6.1%

Economically Disadvantaged: 76.9%

Special Education: 9.8%

At-Risk Population: 43.5%

A Note from the School

Founded in 2003, DC Prep is the highest-performing network of public charter schools in Washington (2012–16), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,700+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Edgewood Elementary Campus (EEC) is the top-performing 3rd grade charter school in combined ELA and math proficiency on the 2016 PARCC assessment. EEC provides a developmentally appropriate, academically challenging education for PK3-3rd graders, creating an exciting learning environment that lays the foundation for college prep from the earliest years.
DC Prep PCS - Edgewood Elementary
2016 School Quality Report

Grades Measured: PK3–3

Student Progress (45 points): Academic Improvement Over Time

- Growth on the school’s NWEA MAP assessment in reading
  - Points Earned out of Points Possible: 15.8 out of 22.5
  - Percent of Possible Points: 70.2%

- Growth on the school’s NWEA MAP assessment in mathematics
  - Points Earned out of Points Possible: 22.5 out of 22.5
  - Percent of Possible Points: 100.0%

Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: English Language Arts
  - Approaching College and Career Ready and Above
    - Points Earned out of Points Possible: 3.5 out of 4.5
    - Percent of Possible Points: 77.8%

- PARCC: Mathematics
  - Approaching College and Career Ready and Above
    - Points Earned out of Points Possible: 3.9 out of 4.5
    - Percent of Possible Points: 86.7%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- 3rd Grade English Language Arts
  - College and Career Ready
    - Points Earned out of Points Possible: 8.8 out of 10.0
    - Percent of Possible Points: 88.0%

- 8th Grade Mathematics
  - College and Career Ready
    - Points Earned out of Points Possible: 0.0 out of 0.0
    - Percent of Possible Points: N/A

School Environment (30 points): Predictors of Future Student Progress and Achievement

- Attendance
  - In-seat attendance
    - Points Earned out of Points Possible: 8.8 out of 9.0
    - Percent of Possible Points: 97.8%

- Re-enrollment
  - Percent of students eligible to re-enroll
    - Points Earned out of Points Possible: 7.4 out of 9.0
    - Percent of Possible Points: 82.2%

- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support
    - Points Earned out of Points Possible: 3.5 out of 4.0
    - Percent of Possible Points: 87.5%

  - Classroom Organization
    - Points Earned out of Points Possible: 3.5 out of 4.0
    - Percent of Possible Points: 87.5%

  - Instructional Support
    - Points Earned out of Points Possible: 3.4 out of 4.0
    - Percent of Possible Points: 85.0%

TOTAL SCORE

- Tier: 1
- Points Earned out of Possible: 87.1 out of 100
- Percent of Possible: 87.1%
DC Prep PCS – Edgewood Elementary
2016 School Quality Report

(2015–16)

Grades Measured: PK3-3

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

PK Math: Test of Early Mathematics Ability (TEMA)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

For a more detailed explanation of the categories, see our technical guide.
**Student Demographics (2015–16)**

- **Total Enrollment**: 310
- **Asian**: 0.6%
- **Black Non-Hispanic**: 90.0%
- **Hispanic / Latino**: 3.2%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.0%
- **Multiracial**: 6.1%

**English Language Learner**: 1.0%

**Economically Disadvantaged**: 74.8%

**Special Education**: 16.5%

**At-Risk Population**: 38.1%

**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 PK-12, DC PCSB uses 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. *Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

**A Note from the School**

Founded in 2003, DC Prep is the highest-performing network of public charter schools in Washington (2012–16), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,700+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Edgewood Middle Campus (EMC) – DC Prep’s flagship school – is an award-winning, extended middle school serving students in the 4th-8th grades. EMC is preparing its graduates for success in top-tier high schools, college, and beyond.
Grades Measured: 4-8

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

- Floor: 30
- Target: 70
- Points Earned: 57.3
- Points Possible: 100
- Percent of Possible Points: 68.5%

Growth on the state assessment in mathematics

- Floor: 30
- Target: 70
- Points Earned: 59.3
- Points Possible: 100
- Percent of Possible Points: 73.5%

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts
- Approaching College and Career Ready: 81.3

PARCC: Mathematics
- Approaching College and Career Ready: 86.3

College and Career Ready

- English Language Arts: 58.2
- Mathematics: 59.2

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts
- College and Career Ready: 63.5

8th Grade Mathematics
- College and Career Ready: 67.5

School Environment (20 points): Predictors of Future Student Progress and Achievement

Attendance
- In-seat attendance: 95.2

Re-enrollment
- Percent of students eligible to re-enroll: 84.2

TOTAL SCORE
- Tier: 1
- Points Earned: 80.3
- Points Possible: 100
- Percent of Possible Points: 80.3%

For a more detailed explanation of the categories, see our technical guide.
A Note from the School

DC Scholars PCS prepares students to attend and succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC’s Ward 7, DC Scholars now serves grades PK3-7 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.
### Student Progress (35 points): Academic Improvement Over Time

<table>
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<tr>
<th>Grade Area</th>
<th>Floor</th>
<th>Target</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>52.7</td>
<td>65.1</td>
<td>65.1%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>63.0</td>
<td>70.0</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Floor</th>
<th>Target</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>51.8</td>
<td>63.2</td>
<td>76.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>72.8</td>
<td>82.3</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Floor</th>
<th>Target</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>23.5</td>
<td>63.5</td>
<td>37.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor</th>
<th>Target</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.0</td>
<td>95.0</td>
<td>95.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>80.4</td>
<td>92.0</td>
<td>92.5%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>6.0</td>
<td>7.0</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Floor</th>
<th>Target</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>4.5</td>
<td>7.0</td>
<td>7.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>4.5</td>
<td>7.0</td>
<td>7.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.8</td>
<td>7.0</td>
<td>7.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.1</td>
<td>1</td>
<td>65.1%</td>
</tr>
</tbody>
</table>
Grades Measured: PK3-6

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**PK Pre-Literacy: Every Child Ready (ECR)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

**PK Math: Every Child Ready (ECR)**
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

**K-2 Reading: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

**K-2 Math: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.
Democracy Prep Congress Heights PCS

School Profile (2016–17)

Board Chair
Brandon Wright

Interim Executive Director
Ben Feit

Principal
Stephanie Jarrett-Thorpe

First School Year
2014–15

Grades Served

High Performing
Mid Performing
Low Performing

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

Student Demographics (2015–16)

Total Enrollment
627

Asian 0.0%
Black Non-Hispanic 96.5%
Hispanic / Latino 3.5%
Native American / Alaska Native 0.0%
Pacific Islander / Native Hawaiian 0.0%
White Non-Hispanic 0.0%
Multiracial 0.0%

English Language Learner 0.0%
Economically Disadvantaged >60%
Special Education 13.6%
At-Risk Population 75.8%

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

The mission of Democracy Prep Congress Heights PCS is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Congress Heights is part of the Democracy Prep Public Schools network, which currently educates over 5,000 scholars in grades PK-12 at 17 schools across four states. Democracy Prep Congress Heights is a turnaround of Imagine Southeast, which closed after the 2013-14 school year. A simple philosophy guides Democracy Prep’s staff, students, and families: Work Hard. Go to College. Change the World!
### Democracy Prep Congress Heights PCS

#### 2016 School Quality Report

**Grades Measured:** PK3–6

<table>
<thead>
<tr>
<th>Student Progress (35 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Points Earned out of Points Possible</td>
</tr>
<tr>
<td>9.2 out of 17.5</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
<tr>
<td>8.9 out of 17.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>38.8 out of 7.5</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>14.7 out of 5.0</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>21.0 out of 5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>18.4 out of 10.0</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment (30 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>In-seat attendance</td>
</tr>
<tr>
<td>88.3</td>
</tr>
<tr>
<td>Re-enrollment</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
</tr>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>5.7</td>
</tr>
<tr>
<td>Classroom Organization</td>
</tr>
<tr>
<td>5.5</td>
</tr>
<tr>
<td>Instructional Support</td>
</tr>
<tr>
<td>2.9</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>40.8 out of 100</td>
<td>40.8%</td>
</tr>
</tbody>
</table>
Democracy Prep Congress Heights PCS
2016 School Quality Report

(2015–16)

Grades Measured: PK3–6

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>84.6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>84.6</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>22.0</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>30.0</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
District of Columbia International School (DCI) is an International Baccalaureate World School that offers advanced Chinese, French, and Spanish language instruction in a technology-rich learning environment. In 2015-16 DCI had the 6th-8th grades, growing to 12th grade by 2020. Our mission is to inspire inquiring, engaged, knowledgeable, and caring secondary students who are multilingual, culturally competent, and committed to proactively creating a socially just and sustainable world. Our mission is reflected in our core classes, electives, and clubs and sports. DCI member school students (DC Bilingual, Elsie Whitlow Stokes, LAMB, Mundo Verde, and Yu Ying) receive preference to attend, and the school also accepts students from the MySchools lottery.
### District of Columbia International School

#### 2016 School Quality Report

**Grades Measured: 6-8**

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

**Growth on the state assessment in English Language Arts**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.1</td>
<td>30</td>
<td>70</td>
<td>16.6 out of 20.0</td>
<td>83.0%</td>
</tr>
</tbody>
</table>

**Growth on the state assessment in mathematics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.0</td>
<td>30</td>
<td>70</td>
<td>14.0 out of 20.0</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

**PARCC: English Language Arts**

- **Approaching College and Career Ready and Above**
  - | Score | Floor | Target | Points Earned | Percent of Possible Points |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>75.1</td>
<td>0</td>
<td>100</td>
<td>6.8 out of 9.0</td>
<td>75.6%</td>
</tr>
</tbody>
</table>

**College and Career Ready**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.9</td>
<td>0</td>
<td>100</td>
<td>5.6 out of 6.0</td>
<td>93.3%</td>
</tr>
</tbody>
</table>

**PARCC: Mathematics**

- **Approaching College and Career Ready and Above**
  - | Score | Floor | Target | Points Earned | Percent of Possible Points |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>67.4</td>
<td>0</td>
<td>100</td>
<td>6.1 out of 9.0</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

**College and Career Ready**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.4</td>
<td>0</td>
<td>100</td>
<td>3.3 out of 6.0</td>
<td>55.0%</td>
</tr>
</tbody>
</table>

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

**3rd Grade English Language Arts**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.0</td>
<td>0</td>
<td>100</td>
<td>4.6 out of 10.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

**8th Grade Mathematics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.0</td>
<td>0</td>
<td>100</td>
<td>4.6 out of 10.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

**School Environment (20 points): Predictors of Future Student Progress and Achievement**

**Attendance**

- **In-seat attendance**
  - | Score | Floor | Target | Points Earned | Percent of Possible Points |
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94.1</td>
<td>85</td>
<td>95</td>
<td>9.1 out of 10.0</td>
<td>91.0%</td>
</tr>
</tbody>
</table>

**Re-enrollment**

- **Percent of students eligible to re-enroll**
  - | Score | Floor | Target | Points Earned | Percent of Possible Points |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>94.6</td>
<td>67</td>
<td>92</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>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.1</td>
<td>76.1</td>
<td>100</td>
<td>76.1 out of 100</td>
<td>76.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
E.L. Haynes PCS – Elementary School

4501 Kansas Avenue NW
Washington, DC 20011

Board Chair
Abigail Smith
CEO
Hilary Darilek
Principal
Brittany Wagner-Friel
First School Year
2004-05

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

Is part of a PK-12 network.

Student Demographics (2015–16)

Total Enrollment
333

- Asian: 0.3%
- Black Non-Hispanic: 41.7%
- Hispanic / Latino: 38.4%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 14.1%
- Multiracial: 5.4%

English Language Learner: 28.5%
Economically Disadvantaged: 66.7%
Special Education: 15.6%
At-Risk Population: 39.6%

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

E.L. Haynes PCS's mission is to ensure that every 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 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. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several advanced placement courses in the high school. We are DC's first year-round school with 1,000 additional hours of programming for students.
### E.L. Haynes PCS - Elementary School
#### 2016 School Quality Report

**Grades Measured: PK3-4**

#### Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>56.0</td>
<td>65.1%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>70.3</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts - Approaching College and Career Ready and Above</td>
<td>56.8</td>
<td>57.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>31.6</td>
<td>56.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics - Approaching College and Career Ready and Above</td>
<td>64.2</td>
<td>64.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>40.0</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts - College and Career Ready</td>
<td>21.4</td>
<td>34.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics - College and Career Ready</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance - In-seat attendance</td>
<td>94.8</td>
<td>97.8%</td>
</tr>
<tr>
<td>Re-enrollment - Percent of students eligible to re-enroll</td>
<td>92.1</td>
<td>100.0%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>5.8</td>
<td>87.5%</td>
</tr>
<tr>
<td>Emotional Support</td>
<td>4.5</td>
<td>72.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>4.5</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

**Total Score**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>73.2</td>
<td>73.2%</td>
</tr>
</tbody>
</table>
Grades Measured: PK3-4

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>65.1</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>73.3</td>
</tr>
<tr>
<td>K-2 Reading: Fountas &amp; Pinnell Literacy</td>
<td>72.9</td>
</tr>
<tr>
<td>K-2 Math: i-Ready</td>
<td>67.4</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
E.L. Haynes PCS – Middle School

Student Demographics (2015–16)

- Total Enrollment: 373
- Asian: 0.8%
- Black Non-Hispanic: 47.5%
- Hispanic / Latino: 46.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 2.9%
- Multiracial: 2.1%
- English Language Learner: 12.6%
- Economically Disadvantaged: 77.2%
- Special Education: 25.5%
- At-Risk Population: 42.6%

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

E.L. Haynes PCS’s mission is to ensure that every 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 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. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several advanced placement courses in the high school. We are DC’s first year-round school with 1,000 additional hours of programming for students.
### E.L. Haynes PCS - Middle School
#### 2016 School Quality Report

**Grades Measured: 5-8**

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

- **Growth on the state assessment in English Language Arts**
  - Points Earned: 11.9 out of 20.0
  - Percent of Possible Points: 59.5%

- **Growth on the state assessment in mathematics**
  - Points Earned: 16.2 out of 20.0
  - Percent of Possible Points: 81.0%

**Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
    - Points Earned: 4.8 out of 9.0
    - Percent of Possible Points: 53.3%

- **College and Career Ready**
  - Points Earned: 2.9 out of 6.0
  - Percent of Possible Points: 48.3%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - Points Earned: 5.3 out of 9.0
    - Percent of Possible Points: 58.9%

- **College and Career Ready**
  - Points Earned: 2.3 out of 6.0
  - Percent of Possible Points: 38.3%

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

- **3rd Grade English Language Arts**
  - College and Career Ready
    - Points Earned: 0.0 out of 0.0
    - Percent of Possible Points: N/A

- **8th Grade Mathematics**
  - College and Career Ready
    - Points Earned: 3.5 out of 10.0
    - Percent of Possible Points: 35.0%

**School Environment (20 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat attendance
    - Points Earned: 8.4 out of 10.0
    - Percent of Possible Points: 84.0%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Points Earned: 9.3 out of 10.0
    - Percent of Possible Points: 93.0%

**TOTAL SCORE**

- **Tier:** 2
  - Points Earned: 64.6 out of 100
  - Percent of Possible Points: 64.6%

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

<table>
<thead>
<tr>
<th>Board Chair</th>
<th>CEO</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abigail Smith</td>
<td>Hilary Darilek</td>
<td>Current Grades: PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult Ed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Future Grades: Future Grades</td>
</tr>
<tr>
<td>Principal</td>
<td>First School Year</td>
<td>2011–12</td>
</tr>
</tbody>
</table>

E.L. Haynes PCS – High School

4501 Kansas Avenue NW
Washington, DC 20011
202-667-4446
www.elhaynes.org

Student Demographics (2015–16)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.9%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>50.3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>45.3%</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>0.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2.5%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>15.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>65.5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>23.9%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>57.0%</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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15.
Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

E.L. Haynes PCS’s mission is to ensure that every 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 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. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several Advanced Placement courses in the high school. We are DC’s first year-round school with 1,000 additional hours of programming for students.
**E.L. Haynes PCS - High School**

**2016 School Quality Report**

(2015–16)

**Grades Measured: 9-12**

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Earned</td>
<td>out of</td>
<td>Points Possible</td>
</tr>
</tbody>
</table>

**Student Progress (0 points): Academic Improvement Over Time**

- **Growth on the state assessment in English Language Arts**
  - Data not available for 2015–16
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

- **Growth on the state assessment in mathematics**
  - Data not available for 2015–16
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

**Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards**

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - Points Earned: 2.6 out of 7.5
  - Percent of Possible Points: 34.7%

- **College and Career Ready**
  - Points Earned: 0.9 out of 5.0
  - Percent of Possible Points: 18.0%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - Points Earned: 2.2 out of 7.5
  - Percent of Possible Points: 29.3%

- **College and Career Ready**
  - Points Earned: 1.2 out of 5.0
  - Percent of Possible Points: 24.0%

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

- **Graduation Rate**
  - Four-Year Graduation Rate
  - Points Earned: 0.4 out of 3.0
  - Percent of Possible Points: 13.3%

- **Five-Year Graduation Rate**
  - Points Earned: 1.6 out of 4.5
  - Percent of Possible Points: 35.6%

- **PSAT Performance (11th grade)**
  - Points Earned: 2.8 out of 7.5
  - Percent of Possible Points: 37.3%

- **SAT/ACT Performance (12th grade)**
  - Points Earned: 3.8 out of 7.5
  - Percent of Possible Points: 50.7%

- **College Acceptance Rate**
  - Points Earned: 4.1 out of 7.5
  - Percent of Possible Points: 54.7%

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - Points Earned: 0.4 out of 5.0
  - Percent of Possible Points: 8.0%

- **Career Readiness: Career and Technical Education (CTE) Program Achievement**
  - CTE Program of Study Completion Rate
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

- **CTE Certification Exam Pass Rate**
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A
### E.L. Haynes PCS - High School
#### 2016 School Quality Report

**Grades Measured: 9-12**

<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>School Environment (25 points): Predictors of Future Student Progress and Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>8.8 out of 10.0</td>
<td>88.0%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>90.8</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>9.1 out of 10.0</td>
<td>91.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>88.3</td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>3.7 out of 5.0</td>
<td>74.0%</td>
</tr>
<tr>
<td>5th Grade on Track to Graduate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

| Tier 2 | 41.6 out of 85.0 | 48.9% |

For a more detailed explanation of the categories, see our technical guide.
**School Profile (2016–17)**

**Board Chair**
Kerry Lewis, M.D.

**Interim Executive Director**
Joe M. Smith

**Principal**
Sabrina O’Gilvie

**First School Year**
2012–13

**Grades Served**
- Current Grades: PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult Ed
- Future Grades: 2012–13

**Student Demographics (2015–16)**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>141</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>93.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.8%</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>3.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

- **Economically Disadvantaged >60%**: 0.0%
- **English Language Learner**: 0.0%
- **Special Education**: 11.3%
- **At-Risk Population**: 58.2%

*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 PK-12, DC PCSB uses 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.

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

---

**A Note from the School**

Eagle Academy PCS’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 and emphasizes cognitive, social and emotional growth in an inclusive learning environment. Eagle maintains a strong commitment to the Community Schools model, with wraparound services and interventions for students and families. Our Common Core-aligned curriculum is bolstered by science, technology, engineering, arts and mathematics (STEAM), music and physical education. One-to-one technology integration and blended learning initiatives develop 21st-century skills. Data supports programming with actionable insights.
## Eagle Academy PCS - Capitol Riverfront
### 2016 School Quality Report

**Grades Measured: PK3-3**

### Student Progress (45 points): Academic Improvement Over Time

**Growth on the school’s NWEA MAP assessment in reading**
- Score: 68.0
- Points Earned: 21.4
- Percent of Possible Points: 95.1%

**Growth on the school’s NWEA MAP assessment in mathematics**
- Score: 83.0
- Points Earned: 22.5
- Percent of Possible Points: 100.0%

### Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

**PARCC: English Language Arts**
- Approaching College and Career Ready: 41.7
- Points Earned: 1.9
- Percent of Possible Points: 42.2%

**College and Career Ready**
- Score: 33.3
- Points Earned: 1.8
- Percent of Possible Points: 60.0%

**PARCC: Mathematics**
- Approaching College and Career Ready: 66.7
- Points Earned: 3.0
- Percent of Possible Points: 66.7%

**College and Career Ready**
- Score: 25.0
- Points Earned: 1.2
- Percent of Possible Points: 40.0%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

**3rd Grade English Language Arts**
- College and Career Ready: 33.3
- Points Earned: 5.2
- Percent of Possible Points: 52.0%

**8th Grade Mathematics**
- College and Career Ready: 0.0
- Points Earned: 0.0
- Percent of Possible Points: N/A

### School Environment (30 points): Predictors of Future Student Progress and Achievement

**Attendance**
- In-seat attendance: 91.7
- Points Earned: 6.0
- Percent of Possible Points: 66.7%

**Re-enrollment**
- Percent of students eligible to re-enroll: 76.0
- Points Earned: 3.2
- Percent of Possible Points: 35.6%

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

- **Emotional Support**
  - Score: 5.9
  - Points Earned: 3.7
  - Percent of Possible Points: 92.5%

- **Classroom Organization**
  - Score: 5.8
  - Points Earned: 3.5
  - Percent of Possible Points: 87.5%

- **Instructional Support**
  - Score: 3.5
  - Points Earned: 3.0
  - Percent of Possible Points: 75.0%

### TOTAL SCORE
- Score: 76.4
- Tier: 1
- Points Earned: 76.4%

---

DC Public Charter School Board School Quality Report © 2016

Updated November 22, 2016
### Grades Measured: PK3-3

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>94.9</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>91.5</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>PK Social Emotional Learning: Teaching GOLD</td>
<td>84.7</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Social Emotional Learning: SSIS</td>
<td>82.8</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Eagle Academy PCS – Congress Heights

3400 Wheeler Road SE
Washington, DC 20032
202-544-2646
www.eagleacademypcs.org

School Profile (2016–17)

Board Chair
Kerry Lewis, M.D.

Interim Executive Director
Joe M. Smith

Principal
Melanie Leonard (PK-K)
Royston Lyttle (1st-3rd)

First School Year
2003–04

Grades Served

Current Grades

Future Grades

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

Is part of a PK-3 network.

Student Demographics (2015–16)

Total Enrollment
785

- Asian
0.0%

- Black Non-Hispanic
99.1%

- Hispanic / Latino
0.1%

- Native American / Alaska Native
0.4%

- Pacific Islander / Native Hawaiian
0.0%

- White Non-Hispanic
0.4%

- Multiracial
0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
16.2%

At-Risk Population
65.2%

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

A Note from the School

Eagle Academy PCS’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 and emphasizes cognitive, social, and emotional growth in an inclusive learning environment. Eagle maintains a strong commitment to the Community Schools model, with wraparound services and interventions for students and families. Our Common Core-aligned curriculum is bolstered by science, technology, engineering, arts, and mathematics (STEAM), music, physical education, and aquatics programming to encourage exploration. One-to-one technology integration and blended learning initiatives develop 21st-century skills. Data support programming with actionable insights.
## Eagle Academy PCS - Congress Heights
### 2016 School Quality Report

### Grades Measured: PK3–3

#### Student Progress (45 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP assessment in reading</td>
<td>12.4 out of 22.5</td>
<td>55.1%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
<td>18.0 out of 22.5</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approaching College and Career Ready and Above</td>
<td>2.1 out of 4.5</td>
<td>46.7%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>1.4 out of 3.0</td>
<td>46.7%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td>2.4 out of 4.5</td>
<td>53.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>1.4 out of 3.0</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>4.1 out of 10.0</td>
<td>41.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>3.6 out of 9.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>5.0 out of 9.0</td>
<td>55.6%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>3.2 out of 4.0</td>
<td>80.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.4 out of 4.0</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60.0 out of 100</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

DC Public Charter School Board School Quality Report © 2016

Updated November 22, 2016
### Grades Measured: PK3-3

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Score</th>
<th>PK Pre-Literacy: Teaching Strategies GOLD</th>
<th>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>83.1</td>
</tr>
<tr>
<td>Score</td>
<td>PK Math: Teaching Strategies GOLD</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>79.5</td>
</tr>
<tr>
<td>Score</td>
<td>PK Social Emotional Learning: Teaching Strategies GOLD</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>92.8</td>
</tr>
<tr>
<td>Score</td>
<td>K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68.8</td>
</tr>
</tbody>
</table>
Early Childhood Academy Public Charter School (ECA) was chartered in 2005 and serves grades PK3-3. ECA is fully accredited by Middle States Association Commissions on Elementary and Secondary Schools. ECA students participate in general music, Spanish, and physical education, in addition to all core subjects. ECA students have full use of technological devices (tablets, iPads, smart boards and laptops) within the classroom, and participate in regular field trip activities to connect classroom learning with real-world experiences. ECA students learn to play the violin, viola, cello, xylophone, and percussion instruments.
## Early Childhood Academy PCS
### 2016 School Quality Report

**Grades Measured:** PK3–3

### Student Progress (45 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP assessment in reading</td>
<td>67.0</td>
<td>92.4%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
<td>90.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Test</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>60.0</td>
<td>60.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>82.9</td>
<td>82.2%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>48.6</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>3.4</td>
<td>34.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Environment (30 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 In-seat attendance</td>
<td>93.3</td>
<td>83.3%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>77.9</td>
<td>43.3%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support</td>
<td>6.1</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>6.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>3.5</td>
<td>75.0%</td>
</tr>
</tbody>
</table>

### Total Score

**Tier 1**

**Score:** 79.3 out of 100 **Percent:** 79.3%
Early Childhood Academy PCS
2016 School Quality Report

Grades Measured: PK3–3

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

PK Math: Every Child Ready (ECR)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)
Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year

For a more detailed explanation of the categories, see our technical guide.
**Elsie Whitlow Stokes Community Freedom PCS**

Established in 1998, Elsie Whitlow Stokes Community Freedom PCS prepares 350 culturally diverse pre-kindergarten and elementary school students in the District of Columbia to be leaders, scholars, and responsible citizens who are committed to social justice. We teach children to think, speak, read, write, and learn in two languages: English and French or English and Spanish. With a dual focus on academic excellence and community service, we accomplish our mission by creating an environment of achievement, respect, and non-violence. Our faculty and staff prepare young learners to challenge national and international academic standards, to navigate successfully within their own communities and within the cultures of others, and to function as global citizens.
Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.4</td>
<td>12.4 out of 17.5</td>
<td>70.9%</td>
</tr>
</tbody>
</table>

Growth on the state assessment in mathematics

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.6</td>
<td>5.1 out of 17.5</td>
<td>29.1%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts
- Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0</td>
<td>5.6 out of 7.5</td>
<td>74.7%</td>
</tr>
</tbody>
</table>

PARCC: Mathematics
- Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.9</td>
<td>5.0 out of 7.5</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.9</td>
<td>4.0 out of 5.0</td>
<td>80.0%</td>
</tr>
<tr>
<td>27.9</td>
<td>2.2 out of 5.0</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts
- College and Career Ready

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.4</td>
<td>3.7 out of 10.0</td>
<td>37.0%</td>
</tr>
</tbody>
</table>

8th Grade Mathematics
- College and Career Ready

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance
- In-seat attendance

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.5</td>
<td>9.0 out of 9.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Re-enrollment
- Percent of students eligible to re-enroll

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.4</td>
<td>9.0 out of 9.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Classroom Organization

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.9</td>
<td>3.7 out of 4.0</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

Instructional Support

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>2.4 out of 4.0</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.1</td>
<td>66.1 out of 100</td>
<td>66.1%</td>
</tr>
</tbody>
</table>
Elsie Whitlow Stokes Community Freedom PCS
2016 School Quality Report

(2015—16)

Grades Measured: PK3-5

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

K-2 Reading: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

K-2 Math: NWEA Measures of Academic Progress (MAP)
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.
Excel Academy PCS

School Profile (2016–17)

Board Chair
Pamela Montgomery

CEO
Deborah Lockhart

Principal
Dana Bogle

First School Year
2008–09

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

Student Demographics (2015–16)

Total Enrollment
731

Total Enrollment
Asian
0.0%
Black Non-Hispanic
98.6%
Hispanic / Latino
0.5%
Native American / Alaska Native
0.0%
Pacific Islander / Native Hawaiian
0.0%
White Non-Hispanic
0.0%
Multiracial
0.8%

English Language Learner
0.0%
Economically Disadvantaged
>60%
Special Education
6.4%
At-Risk Population
64.8%

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

A Note from the School

Excel Academy PCS provides pre-kindergarten 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.
### Student Progress (35 points): Academic Improvement Over Time

- **Growth on the state assessment in English Language Arts**
  - 53.0 out of 70
  - 10.1 out of 17.5
  - 57.7%

- **Growth on the state assessment in mathematics**
  - 44.6 out of 70
  - 6.4 out of 17.5
  - 36.6%

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready Above
  - 53.8 out of 100
  - 4.0 out of 7.5
  - 53.3%

- **PARCC: Mathematics**
  - Approaching College and Career Ready Above
  - 40.4 out of 100
  - 3.0 out of 7.5
  - 40.0%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- **3rd Grade English Language Arts**
  - College and Career Ready
  - 32.3 out of 63.5
  - 5.1 out of 10.0
  - 51.0%

- **8th Grade Mathematics**
  - College and Career Ready
  - 63.5 out of 100
  - 0.0 out of 0.0
  - N/A

### School Environment (30 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat attendance
  - 90.3 out of 95
  - 4.8 out of 9.0
  - 53.3%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
  - 72.0 out of 92
  - 1.8 out of 9.0
  - 20.0%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - 4.5 out of 7
    - 5.5 out of 4.0
    - 67.5%

  - Classroom Organization
    - 4.5 out of 7
    - 5.5 out of 4.0
    - 67.5%

  - Instructional Support
    - 2.4 out of 7
    - 0.8 out of 4.0
    - 20.0%

### TOTAL SCORE

- **Tier 2**
  - 44.8 out of 100
  - 44.8%
### Excel Academy PCS

#### 2016 School Quality Report

**Grades Measured: PK3-7**

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Description</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>97.1</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>94.7</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>100</td>
</tr>
<tr>
<td>PK Social Emotional Learning: Teaching Strategies GOLD</td>
<td>88.9</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>29.0</td>
<td>Median percentile of student growth compared to national student performance</td>
<td>70</td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>28.0</td>
<td>Median percentile of student growth compared to national student performance</td>
<td>70</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS's mission 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. Armstrong’s rigorous standards-based liberal arts and science curricula in a student-centered learning environment is purposely crafted to prepare students for success in high school and college. Armstrong features a Reggio Emilia-inspired approach to learning. This learning style nurtures early childhood students in the joy of learning through discovery, exploration, and endless opportunities to express themselves.
**Friendship PCS - Armstrong**

**2016 School Quality Report**

*(2015—16)*

**Grades Measured: PK3–5**

### Student Progress (35 points): Academic Improvement Over Time

- **Growth on the state assessment in English Language Arts**
  - Points Earned: 46.5
  - Percent of Possible Points: 41.1%

- **Growth on the state assessment in mathematics**
  - Points Earned: 53.5
  - Percent of Possible Points: 58.9%

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
    - Points Earned: 44.6
    - Percent of Possible Points: 44.0%

- **College and Career Ready**
  - Points Earned: 17.4
  - Percent of Possible Points: 32.0%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - Points Earned: 42.1
    - Percent of Possible Points: 42.7%

- **College and Career Ready**
  - Points Earned: 21.5
  - Percent of Possible Points: 34.0%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- **3rd Grade English Language Arts**
  - College and Career Ready
    - Points Earned: 20.8
    - Percent of Possible Points: 33.0%

- **8th Grade Mathematics**
  - College and Career Ready
    - Points Earned: 0.0
    - Percent of Possible Points: N/A

### School Environment (21 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat attendance
    - Points Earned: 92.4
    - Percent of Possible Points: 74.4%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Points Earned: 0.0
    - Percent of Possible Points: N/A

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - Points Earned: 4.5
    - Percent of Possible Points: 100.0%
  - Classroom Organization
    - Points Earned: 6.1
    - Percent of Possible Points: 100.0%
  - Instructional Support
    - Points Earned: 3.2
    - Percent of Possible Points: 60.0%

### TOTAL SCORE

- Points Earned: 47.7
- Percent of Possible Points: 52.4%
## Friendship PCS - Armstrong

### 2016 School Quality Report

(2015–16)

**Grades Measured:** PK3-5

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>96.9</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>88.4</td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>57.5</td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>77.5</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS - Blow Pierce Elementary

725 19th Street NE
Washington, DC 20002
202-572-1070
www.friendshipschools.org

School Profile (2016–17)

Board Chair
Donald Hense

CEO
Patricia Brantley

Principal
Jeffrey Grant, Ed.D.

First School Year
1999–2000

Grades Served

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

Is part of a PK-12 network.

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

Student Demographics (2015–16)

Total Enrollment
408

- Asian 0.2%
- Black Non-Hispanic 98.5%
- Hispanic / Latino 1.2%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.0%

- English Language Learner 2.7%
- Economically Disadvantaged >60%*
- Special Education 6.4%
- At-Risk Population 72.5%

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

A Note from the School

Friendship PCS’s mission 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. Blow Pierce Elementary implements a rigorous standards-based English, math, social studies, and science curricula in addition to foreign language, health and physical education, art, and music to prepare students for success in high school and college. Students participate in a range of college and career exposure activities.
## Friendship PCS - Blow Pierce Elementary

### 2016 School Quality Report

**Grades Measured:** PK3–3

### Student Progress (45 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP assessment in reading</td>
<td>63.5</td>
<td>84.0%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
<td>79.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>50.8</td>
<td>51.1%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>71.4</td>
<td>71.1%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>33.3</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>20.7</td>
<td>33.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Environment (30 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>92.1</td>
<td>71.1%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>83.4</td>
<td>65.6%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>6.2</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>6.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>3.2</td>
<td>60.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

**Tier:** 1

- **Score:** 75.8 out of 100 (75.8%)
## Friendship PCS - Blow Pierce Elementary
### 2016 School Quality Report

(2015–16)

**Grades Measured: PK3-3**

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**PK Pre-Literacy: Teaching Strategies GOLD**
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

**PK Math: Teaching Strategies GOLD**
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS - Blow Pierce Middle

School Profile (2016–17)

Board Chair
Donald Hense

CEO
Patricia Brantley

Principal
Jeffrey Grant, Ed.D.

First School Year
1999–2000

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

School Districts served PK-12 network.

Student Demographics (2015–16)

Total Enrollment
187

- Asian
  0.0%
- Black Non-Hispanic
  98.9%
- Hispanic / Latino
  0.5%
- Native American / Alaska Native
  0.0%
- Pacific Islander / Native Hawaiian
  0.0%
- White Non-Hispanic
  0.5%
- Multiracial
  0.0%

English Language Learner
0.5%

Economically Disadvantaged
>60%

Special Education
19.8%

At-Risk Population
72.7%

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

A Note from the School

Friendship PCS’s mission 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. Blow Pierce Middle implements a rigorous, standards-based curriculum using a thematic planning approach that prepares students for success in college. Blow Pierce MS offers high school-level algebra, lab sciences, and foreign language as well as art and dance. Students apply concepts learned in real-world experiences as well as participate in a range of college and career exposure activities. Extracurricular and co-curricular activities include an award-winning robotics program, Junior Achievement, and choir.
Friendship PCS - Blow Pierce Middle
2016 School Quality Report

(2015—16)

Grades Measured: 4-8

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

- 61.2 points earned out of 100 possible points
- 78.0% of possible points

Growth on the state assessment in mathematics

- 58.1 points earned out of 100 possible points
- 70.5% of possible points

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts
- 62.1 points earned out of 100 possible points
- 62.2% of possible points

PARCC: Mathematics
- 53.4 points earned out of 100 possible points
- 53.3% of possible points

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts
- 0.0 points earned out of 0.0 possible points

8th Grade Mathematics
- 27.3 points earned out of 100 possible points
- 40.0% of possible points

School Environment (20 points): Predictors of Future Student Progress and Achievement

Attendance
- In-seat attendance: 93.1 points earned out of 100 possible points
- 81.0% of possible points

Re-enrollment
- Percent of students eligible to re-enroll: 88.5 points earned out of 100 possible points
- 86.0% of possible points

TOTAL SCORE
- Tier 1
- 66.0 points out of 100 possible points
- 66.0% of possible points

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS’s mission 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. Chamberlain Elementary implements a rigorous standards-based English, math, social studies, and science curricula in addition to foreign language, health and physical education, art, and music taught in a learning environment purposely crafted to prepare students for success in high school and college. Exploration is the focus for character development and hands-on learning, and students participate in a range of college and career exposure activities.
Friendship PCS - Chamberlain Elementary
2016 School Quality Report

(2015–16)
Grades Measured: PK3–3

Student Progress (45 points): Academic Improvement Over Time

- Growth on the school’s NWEA MAP assessment in reading:
  - Points Earned: 60.5
  - Percent of Possible Points: 76.0%
- Growth on the school’s NWEA MAP assessment in mathematics:
  - Points Earned: 88.0
  - Percent of Possible Points: 100.0%

Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: English Language Arts
  - Approaching College and Career Ready and Above:
    - Points Earned: 47.9
    - Percent of Possible Points: 48.9%
- College and Career Ready:
  - Points Earned: 23.3
  - Percent of Possible Points: 40.0%
- PARCC: Mathematics
  - Approaching College and Career Ready and Above:
    - Points Earned: 69.9
    - Percent of Possible Points: 68.9%
- College and Career Ready:
  - Points Earned: 38.4
  - Percent of Possible Points: 60.0%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- 3rd Grade English Language Arts
  - College and Career Ready:
    - Points Earned: 23.4
    - Percent of Possible Points: 37.0%
- 8th Grade Mathematics
  - College and Career Ready:
    - Points Earned: 0.0
    - Percent of Possible Points: N/A

School Environment (30 points): Predictors of Future Student Progress and Achievement

- Attendance
  - In-seat attendance:
    - Points Earned: 94.2
    - Percent of Possible Points: 92.2%
- Re-enrollment
  - Percent of students eligible to re-enroll:
    - Points Earned: 86.5
    - Percent of Possible Points: 77.8%
- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support:
    - Points Earned: 6.0
    - Percent of Possible Points: 100.0%
  - Classroom Organization:
    - Points Earned: 5.9
    - Percent of Possible Points: 92.5%
  - Instructional Support:
    - Points Earned: 3.3
    - Percent of Possible Points: 65.0%

TOTAL SCORE

- Tier: 1
- Points Earned: 77.2
- Percent of Possible Points: 77.2%
Friendship PCS – Chamberlain Elementary
2016 School Quality Report

Grades Measured: PK3-3

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

PK Math: Teaching Strategies GOLD
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS's mission 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. Chamberlain Middle's rigorous, standards-based curriculum focuses on preparing students for success in high school and college. Chamberlain MS offers high school-level algebra, lab sciences, and foreign language as well as art and dance. Extracurricular and co-curricular activities include robotics, Junior Achievement, basketball, volleyball, cross country, renowned marching band, and drum corps.
## Friendship PCS - Chamberlain Middle
### 2016 School Quality Report

**Grades Measured:** 4-8

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

#### Growth on the state assessment in English Language Arts

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.5</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

#### Growth on the state assessment in mathematics

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.5</td>
<td>77.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

#### PARCC: English Language Arts

- **Approaching College and Career Ready and Above**
  - Points Earned: 4.7 out of 9.0
  - Percent: 52.2%

#### PARCC: Mathematics

- **Approaching College and Career Ready and Above**
  - Points Earned: 5.8 out of 9.0
  - Percent: 64.4%

#### College and Career Ready

- Points Earned: 2.4 out of 6.0
  - Percent: 40.0%

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

#### 3rd Grade English Language Arts

- **College and Career Ready**
  - Points Earned: 0.0 out of 0.0
  - Percent: N/A

#### 8th Grade Mathematics

- **College and Career Ready**
  - Points Earned: 4.7 out of 10.0
  - Percent: 47.0%

### School Environment (20 points): Predictors of Future Student Progress and Achievement

#### Attendance

- **In-seat attendance**
  - Points Earned: 10.0 out of 10.0
  - Percent: 100.0%

#### Re-enrollment

- **Percent of students eligible to re-enroll**
  - Points Earned: 7.8 out of 10.0
  - Percent: 78.0%

### TOTAL SCORE

- **Tier:** 2
  - Points Earned: 62.1 out of 100
  - Percent: 62.1%

For a more detailed explanation of the categories, see our technical guide.
**Student Demographics (2015–16)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>810</td>
</tr>
<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>
<tr>
<td>English Language Learner</td>
<td>0.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged &gt;60%*</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>21.5%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

* 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%)
   - 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.

2. **Mid Performing**
   - (35.0% - 64.9%)
   - For schools serving grades PK-12, DC PCSB uses 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.
   - * Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15.
   - Growth data was unavailable in 2014–15 and 2015–16.

3. **Low Performing**
   - (0.0% - 34.9%)

**A Note from the School**

Friendship PCS’s mission 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. Collegiate Academy offers a rigorous program of study in which students can earn college credit and take Advanced Placement courses starting in 9th grade. Its extensive range of extracurricular activities includes robotics, a robust performing arts program, athletics, and well-known marching band. Collegiate students have received the prestigious Posse scholarship and to date have garnered more than $59 million in college scholarships. Students are supported by Alumni Affairs staff while in college.
### Friendship PCS - Collegiate Academy
#### 2016 School Quality Report

**Grades Measured: 9-12**

<table>
<thead>
<tr>
<th>KEY</th>
<th>Floor</th>
<th>Score</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
</table>

#### Student Progress (0 points): Academic Improvement Over Time

**Growth on the state assessment in English Language Arts**
- Data not available for 2015-16
- 0.0 out of 0.0
- N/A

**Growth on the state assessment in mathematics**
- Data not available for 2015-16
- 0.0 out of 0.0
- N/A

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

**PARCC: English Language Arts**
- Approaching College and Career Ready and Above
- 2.2 out of 7.5
- 29.3%

**PARCC: Mathematics**
- Approaching College and Career Ready and Above
- 1.3 out of 7.5
- 17.3%

**College and Career Ready**
- 0.7 out of 5.0
- 14.0%

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

**Graduation Rate**
- Four-Year Graduation Rate (Prior Year)
- 2.3 out of 3.0
- 76.7%

**Five-Year Graduation Rate**
- 3.3 out of 4.5
- 73.3%

**PSAT Performance (11th grade)**
- 1.6 out of 7.5
- 21.3%

**SAT/ACT Performance (12th grade)**
- 2.4 out of 7.5
- 32.0%

**College Acceptance Rate**
- 7.4 out of 7.5
- 98.7%

**College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
- 2.7 out of 5.0
- 54.0%

**Career Readiness: Career and Technical Education (CTE) Program Achievement**
- CTE Program of Study Completion Rate
- 0.0 out of 0.0
- N/A

**CTE Certification Exam Pass Rate**
- 0.0 out of 0.0
- N/A
**Friendship PCS - Collegiate Academy**

**2016 School Quality Report**

(2015–16)

**Grades Measured: 9-12**

**School Environment (25 points): Predictors of Future Student Progress and Achievement**

<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>Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>7.4 out of 10.0</td>
<td>74.0%</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 out of 5.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned out of</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.0 out of 85.0</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS’s mission 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. Friendship Online, managed by K12, is the only virtual learning K-8 public charter school in DC and is a recognized leader in online education. The virtual learning platform allows students to learn rigorous standards-based academic content at their own pace. Online students meet face-to-face with teachers as needed for enrichment and support and have access to all the rich resources and extracurricular activities offered to students at our physical campuses.
# Friendship PCS - Online Academy

## 2016 School Quality Report

### Grades Measured: K-8

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

<table>
<thead>
<tr>
<th>Growth on the state assessment in</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>11.0 out of 20.0</td>
<td>55.0%</td>
</tr>
<tr>
<td>mathematics</td>
<td>13.5 out of 20.0</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>6.4 out of 9.0</td>
<td>71.1%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>3.9 out of 6.0</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARCC: Mathematics</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>4.8 out of 9.0</td>
<td>53.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.3 out of 6.0</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>3rd Grade English Language Arts</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Ready</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade Mathematics</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Ready</td>
<td>4.6 out of 10.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

#### School Environment (10 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-seat attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

56.5 out of 90 62.8%

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>K-2 Reading: NWEA Measures of Academic Progress (MAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
</tr>
<tr>
<td>44.5 out of 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>K-2 Math: NWEA Measures of Academic Progress (MAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median percentile of student growth compared to national student performance</td>
</tr>
<tr>
<td>43.5 out of 100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS - Southeast Academy

645 Milwaukee Place SE
Washington, DC 20032

202-562-1980
www.friendshipschools.org

School Profile (2016–17)

Board Chair
Donald Hense

CEO
Patricia Brantley

Principal
David Lawery

First School Year
2005–06

Grades Served
PK3 PK4 PK5
K 1
2 3 4 5
6 7 8 9
10 11 12 Adult Ed

Is part of a PK-12 network.

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2015–16)

Total Enrollment
546

- 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%

English Language Learner 0.0%

Economically Disadvantaged >60%

Special Education 9.3%

At-Risk Population 72.2%

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

A Note from the School

Friendship PCS’s mission 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. Southeast Academy implements a rigorous standards-based English, math, social studies, and science curricula in addition to foreign language, health and physical education, art, and music taught in a learning environment purposely crafted to prepare students for success in high school and college. It features an interactive library and technology-rich Smartlab. Our program focuses on exploration, character development, and hands-on learning that is supported by classrooms equipped with Promethean Boards, desktop computers, and libraries. Extracurricular activities include robotics, Run for the Arts, and other academic clubs.
Friendship PCS - Southeast Academy
2016 School Quality Report

(2015—16)
Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Category</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 the state assessment in English Language Arts</td>
<td>34.9</td>
<td>2.1 out of 17.5</td>
<td>12.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>48.1</td>
<td>7.9 out of 17.5</td>
<td>45.1%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approaching College and Career Ready and Above</td>
<td>27.1</td>
<td>2.0 out of 7.5</td>
<td>26.7%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td>39.6</td>
<td>3.0 out of 7.5</td>
<td>40.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>56.1</td>
<td>0.5 out of 5.0</td>
<td>10.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>63.2</td>
<td>1.2 out of 5.0</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>63.5</td>
<td>1.1 out of 10.0</td>
<td>11.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>67.5</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>92.9</td>
<td>7.1 out of 9.0</td>
<td>78.9%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>92</td>
<td>7.9 out of 9.0</td>
<td>87.8%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support</td>
<td>6.4</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>6.3</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>3.6</td>
<td>3.2 out of 4.0</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE TIER 2

44.0 out of 100 | 44.0%
Grades Measured: PK3–5

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

- **PK Pre-Literacy: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 93.8%

- **PK Math: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 95.3%

- **K-2 Reading: NWEA Measures of Academic Progress (MAP)**
  - Median percentile of student growth compared to national student performance
  - Score: 36.0%

- **K-2 Math: NWEA Measures of Academic Progress (MAP)**
  - Median percentile of student growth compared to national student performance
  - Score: 50.0%

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS’s mission 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. Technology Preparatory Middle (Tech Prep Middle) is a 6th-8th grade college preparatory school with a focus on the STEM fields of science, technology, engineering, and mathematics. Middle school students experience a rigorous, standards-based curriculum that prepares them for success in high school and college. Tech Prep Middle provides a range of options for electives and extracurricular activities including the arts.
## Grades Measured: 6-8

<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 (40 points): Academic Improvement Over Time</strong></td>
<td>Growth on the state assessment in English Language Arts</td>
<td>8.1 out of 20.0</td>
<td>40.5%</td>
</tr>
<tr>
<td></td>
<td>Growth on the state assessment in mathematics</td>
<td>5.9 out of 20.0</td>
<td>29.5%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</strong></td>
<td>PARCC: English Language Arts - Approaching College and Career Ready and Above</td>
<td>3.5 out of 9.0</td>
<td>38.9%</td>
</tr>
<tr>
<td></td>
<td>PARCC: Mathematics - Approaching College and Career Ready and Above</td>
<td>2.4 out of 9.0</td>
<td>26.7%</td>
</tr>
<tr>
<td></td>
<td>College and Career Ready</td>
<td>0.8 out of 6.0</td>
<td>13.3%</td>
</tr>
<tr>
<td><strong>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</strong></td>
<td>3rd Grade English Language Arts - College and Career Ready</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>8th Grade Mathematics - College and Career Ready</td>
<td>1.9 out of 10.0</td>
<td>19.0%</td>
</tr>
<tr>
<td><strong>School Environment (20 points): Predictors of Future Student Progress and Achievement</strong></td>
<td>Attendance - In-seat attendance</td>
<td>7.5 out of 10.0</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td>Re-enrollment - Percent of students eligible to re-enroll</td>
<td>9.2 out of 10.0</td>
<td>92.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td>40.9 out of 100</td>
<td>40.9%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS's mission 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. Technology Preparatory High (Tech Prep High) is a 9th-12th grade college preparatory school with a focus on the STEM fields of science, technology, engineering, and mathematics. High school students experience a rigorous, standards-based curriculum that prepares them for success in college and life. High school students can earn college credit and take Advanced Placement courses starting in 9th grade. Students travel abroad to conduct environmental projects. Tech Prep High graduated its first class of 30 seniors in 2015 and garnered $427,000 in scholarships.
### Friendship PCS - Technology Preparatory Academy High

#### 2016 School Quality Report

**Grades Measured: 9-12**

<table>
<thead>
<tr>
<th>Student Progress (0 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on the state assessment in English Language Arts</strong></td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td><strong>Growth on the state assessment in mathematics</strong></td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARCC: English Language Arts</strong></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td><strong>College and Career Ready</strong></td>
</tr>
<tr>
<td>0.8 out of 5.0</td>
</tr>
<tr>
<td><strong>PARCC: Mathematics</strong></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td><strong>College and Career Ready</strong></td>
</tr>
<tr>
<td>0.0 out of 5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (35 points): Outcomes Aligned to College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
</tr>
<tr>
<td><strong>PSAT Performance (11th grade)</strong></td>
</tr>
<tr>
<td>0.6 out of 7.5</td>
</tr>
<tr>
<td><strong>SAT/ACT Performance (12th grade)</strong></td>
</tr>
<tr>
<td>1.3 out of 7.5</td>
</tr>
<tr>
<td><strong>College Acceptance Rate</strong></td>
</tr>
<tr>
<td>7.5 out of 7.5</td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement</strong></td>
</tr>
<tr>
<td>1.1 out of 5.0</td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
</tr>
<tr>
<td><strong>CTE Certification Exam Pass Rate</strong></td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>School Environment (25 points): Predictors of Future Student Progress and Achievement</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td>In-seat attendance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Score Key</strong></td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>100</td>
</tr>
<tr>
<td>90</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

| **Score** | **Tier** |
| 42.6 out of 85.0 | 2 |

**50.1%**
Friendship PCS’s mission 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. Woodridge Elementary is an International Baccalaureate Primary Years Programme and implements a rigorous standards-based curricula in English, math, social studies, and science in addition to foreign language, health and physical education, art, and music. Woodridge Elementary also provides a rich learning environment purposely crafted to prepare students for success in high school and college. Students learn more about the world and become young inquirers who are knowledgeable, principled, reflective, open-minded, and not afraid to take risks.
Friendship PCS - Woodridge Elementary
2016 School Quality Report

Grades Measured: PK3–3

Student Progress (45 points): Academic Improvement Over Time

Growth on the school’s NWEA MAP assessment in reading

- Points Earned: 59.0 out of 70
- Percent of Possible Points: 72.4%

Growth on the school’s NWEA MAP assessment in mathematics

- Points Earned: 52.0 out of 70
- Percent of Possible Points: 74.3%

Student Achievement (15 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

- Approaching College and Career Ready: 37.8 out of 100
- College and Career Ready: 13.3 out of 100

PARCC: Mathematics

- Approaching College and Career Ready: 44.4 out of 100
- College and Career Ready: 15.6 out of 100

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

- College and Career Ready: 14.3 out of 100

8th Grade Mathematics

- College and Career Ready: 0.0 out of 100

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance

- In-seat attendance: 93.6% out of 100

Re-enrollment

- Percent of students eligible to re-enroll: 90.8% out of 100

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

- Emotional Support: 6.4 out of 7
- Classroom Organization: 6.2 out of 7
- Instructional Support: 3.6 out of 7

TOTAL SCORE

- Points Earned: 63.6 out of 100
- Percent of Possible Points: 63.6%

Tier: 2
**Friendship PCS - Woodridge Elementary**

**2016 School Quality Report**

<table>
<thead>
<tr>
<th>Grades Measured: PK3-3</th>
</tr>
</thead>
</table>

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

- **PK Pre-Literacy: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 98.9

- **PK Math: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 98.9

For a more detailed explanation of the categories, see our technical guide.
Friendship PCS’s mission 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. Woodridge Middle implements a rigorous, standards-based curricula in English, math, social studies, and science as well as foreign language, health and physical education, art, and music with a focus on preparing students for success in high school and college. Extracurricular activities include robotics, Run for the Arts, and the student-managed Washington Youth Garden.
Friendship PCS - Woodridge Middle
2016 School Quality Report

Grades Measured: 4-8

Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Scale</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>9.1 out of 20.0</td>
<td>45.5%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>12.5 out of 20.0</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Scale</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approaching College and Career Ready and Above</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>4.7 out of 9.0</td>
<td>52.2%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>2.9 out of 6.0</td>
<td>48.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>5.0 out of 9.0</td>
<td>55.6%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>2.3 out of 6.0</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Scale</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>0-100</td>
<td>0</td>
<td>50</td>
<td>4.2 out of 10.0</td>
<td>42.0%</td>
</tr>
</tbody>
</table>

School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Scale</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>0-100</td>
<td>0</td>
<td>80</td>
<td>94.5 out of 100</td>
<td>95.0%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>0-100</td>
<td>0</td>
<td>60</td>
<td>92.0 out of 100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE TIER 2

<table>
<thead>
<tr>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.2 out of 100</td>
<td>60.2%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
**Harmony DC PCS – School of Excellence**

62 T Street NE  
Washington, DC 20002

202-529-7500  
www.harmonydcpcs.org

**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 PK-12, DC PCSB uses 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. Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

**A Note from the School**

The mission of Harmony School of Excellence DC PCS is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on the STEM fields of science, technology, engineering, and mathematics.
Harmony DC PCS - School of Excellence
2016 School Quality Report

Grades Measured: K-5

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.1</td>
<td>30</td>
<td>70</td>
<td>11.6 out of 20.0</td>
<td>58.0%</td>
</tr>
</tbody>
</table>

Growth on the state assessment in mathematics

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.0</td>
<td>30</td>
<td>70</td>
<td>0.0 out of 20.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.0</td>
<td>30</td>
<td>100</td>
<td>4.6 out of 9.0</td>
<td>51.1%</td>
</tr>
</tbody>
</table>

Parcc: Mathematics

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.9</td>
<td>0</td>
<td>100</td>
<td>4.0 out of 9.0</td>
<td>44.4%</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.5</td>
<td>0</td>
<td>100</td>
<td>2.5 out of 6.0</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.7</td>
<td>0</td>
<td>100</td>
<td>6.6 out of 10.0</td>
<td>66.0%</td>
</tr>
</tbody>
</table>

8th Grade Mathematics

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.2</td>
<td>0</td>
<td>100</td>
<td>2.5 out of 6.0</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

School Environment (20 points): Predictors of Future Student Progress and Achievement

Attendance

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.0</td>
<td>85</td>
<td>95</td>
<td>7.0 out of 10.0</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

Re-enrollment

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.5</td>
<td>67</td>
<td>92</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.5</td>
<td>38</td>
<td>55</td>
<td>38.5 out of 100</td>
<td>38.5%</td>
</tr>
</tbody>
</table>

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

K-2 Reading: NWEA Measures of Academic Progress (MAP)

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.0</td>
<td>30</td>
<td>70</td>
<td>36.0 out of 100</td>
<td></td>
</tr>
</tbody>
</table>

K-2 Math: NWEA Measures of Academic Progress (MAP)

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.0</td>
<td>30</td>
<td>70</td>
<td>55.0 out of 100</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

Board Chair
Roxane Rucker

Regional Director
Chloe Marshall, Ed.D.

Principal
Diana Tharpe

First School Year
2008–09

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

Is part of a PK-8 network.

Student Demographics (2015–16)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>316</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>88.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>10.4%</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>0.3%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.3%</td>
</tr>
</tbody>
</table>

English Language Learner
11.1%

Economically Disadvantaged
77.2%

Special Education
8.5%

At-Risk Population
44.9%

A Note from the School

Imagine Hope Community PCS’s mission is to shape the hearts and minds of our students positively by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others. This embodies our Academic Excellence Framework, comprising our leaders, teachers, students, parents, and governing board. Imagine Hope Community PCS accomplishes this mission through a school environment that helps students gain confidence and hope for their futures and provides students with service learning opportunities as they acquire a sense of joy and satisfaction that comes through diligent effort and attention to their daily work.

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Hope Community PCS - Lamond
2016 School Quality Report

(2015–16)
Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time

- Growth on the state assessment in English Language Arts
  - Points Earned: 41.9 out of 17.5
  - Percent of Possible Points: 29.7%

- Growth on the state assessment in mathematics
  - Points Earned: 45.9 out of 17.5
  - Percent of Possible Points: 40.0%

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: English Language Arts
  - Approaching College and Career Ready
    - Points Earned: 61.9 out of 7.5
    - Percent of Possible Points: 61.3%

- PARCC: Mathematics
  - Approaching College and Career Ready
    - Points Earned: 58.7 out of 7.5
    - Percent of Possible Points: 58.7%

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- 3rd Grade English Language Arts
  - College and Career Ready
    - Points Earned: 63.5 out of 10.0
    - Percent of Possible Points: 64.0%

- 8th Grade Mathematics
  - College and Career Ready
    - Points Earned: 67.5 out of 0.0
    - Percent of Possible Points: N/A

School Environment (30 points): Predictors of Future Student Progress and Achievement

- Attendance
  - In-seat attendance
    - Points Earned: 94.5 out of 9.0
    - Percent of Possible Points: 95.6%

- Re-enrollment
  - Percent of students eligible to re-enroll
    - Points Earned: 66.8 out of 9.0
    - Percent of Possible Points: 0.0%

- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support
    - Points Earned: 6.1 out of 4.0
    - Percent of Possible Points: 100.0%
  - Classroom Organization
    - Points Earned: 5.7 out of 4.0
    - Percent of Possible Points: 80.0%
  - Instructional Support
    - Points Earned: 2.8 out of 4.0
    - Percent of Possible Points: 40.0%

TOTAL SCORE

Tier 2

Points Earned: 47.2 out of 100
Percent of Possible Points: 47.2%
Hope Community PCS – Lamond
2016 School Quality Report

(2015–16)

Grades Measured: PK3–5

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: mCLASS:CIRCLE
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

PK Math: mCLASS:CIRCLE
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

K-2 Reading: STAR Reading
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

K-2 Math: STAR Math and mCLASS: Math
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

For a more detailed explanation of the categories, see our technical guide.
Imagine Hope Community PCS’s mission is to shape the hearts and minds of our students positively by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others. This embodies our Academic Excellence Framework, comprising our leaders, teachers, students, parents, and governing board. Imagine Hope Community PCS accomplishes this mission through a school environment that helps students gain confidence and hope for their futures and provides students with service learning opportunities as they acquire a sense of joy and satisfaction that comes through diligent effort and attention to their daily work.
### Hope Community PCS – Tolson
#### 2016 School Quality Report

**Grades Measured: PK3–8**

#### Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>7.6</td>
<td>43.4%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>7.4</td>
<td>42.3%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>6.00</td>
<td>4.5</td>
<td>60.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>5.26</td>
<td>3.9</td>
<td>52.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.16</td>
<td>1.7</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

#### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>8.7</td>
<td>3.7</td>
<td>74.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>6.72</td>
<td>0.6</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

#### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.00</td>
<td>9.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>7.16</td>
<td>7.1</td>
<td>78.9%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>5.7</td>
<td>3.2</td>
<td>80.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.50</td>
<td>2.7</td>
<td>67.5%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.50</td>
<td>1.0</td>
<td>25.0%</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>2</td>
<td>54.6</td>
<td>54.6%</td>
</tr>
</tbody>
</table>

*Updated November 22, 2016*
<table>
<thead>
<tr>
<th>Measure</th>
<th>Target Score</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: mCLASS:CIRCLE</td>
<td>82.8</td>
<td>60</td>
</tr>
<tr>
<td>PK Math: mCLASS:CIRCLE</td>
<td>95.1</td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: STAR Reading</td>
<td>69.1</td>
<td></td>
</tr>
<tr>
<td>K-2 Math: STAR Math and mCLASS: Math</td>
<td>20.5</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Howard University Middle School of Mathematics and Science PCS

In the tradition of Howard University, the Howard University Middle School of Mathematics and Science PCS provides an educational experience of exceptional quality for a diverse population of students in grades 6-8. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students’ problem-solving skills and creativity. Standards-based instruction, facilitated through student-centered and inquiry-based activities, provides students with opportunities for exploration, discovery, and knowledge building. (MS)2 encourages the academic risk-taking needed to master the rigorous academic disciplines, and we celebrate the efforts of all our students. The relationship with Howard University provides a unique opportunity for our students to utilize the university resources to enrich their educational experience. Through the collaborative efforts of parents, teachers, school staff, university personnel, and the community, (MS)2 students are supported in achieving high academic standards.
Howard University Middle School of Mathematics and Science PCS
2016 School Quality Report

(2015—16)

Grades Measured: 6-8

Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Growth on the state assessment in English Language Arts</th>
<th>39.8</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>30</td>
<td>4.9 out of 20.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth on the state assessment in mathematics</th>
<th>50.0</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>30</td>
<td>10.0 out of 20.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
<th>56.8</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0</td>
<td>100</td>
<td>5.1 out of 9.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Ready</th>
<th>24.8</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td>2.7 out of 6.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARCC: Mathematics</th>
<th>48.0</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0</td>
<td>100</td>
<td>4.3 out of 9.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Ready</th>
<th>18.4</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td>1.7 out of 6.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>3rd Grade English Language Arts</th>
<th>63.5</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Ready</td>
<td>0</td>
<td>100</td>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade Mathematics</th>
<th>67.5</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Ready</td>
<td>0</td>
<td>100</td>
<td>4.2 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>91.2</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-seat attendance</td>
<td>0</td>
<td>100</td>
<td>6.2 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>95</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment</th>
<th>65.8</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0</td>
<td>100</td>
<td>0.0 out of 10.0</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>92</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>2</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.1</td>
<td>100</td>
<td>39.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Student Demographics (2015–16)

<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>97.5%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>2.1%</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>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged &gt;60%*</td>
<td>23.5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>23.5%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

- Asian: 0.0%
- Black Non-Hispanic: 97.5%
- Hispanic / Latino: 2.1%
- Native American / Alaska Native: 0.4%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged &gt;60%*</td>
<td>23.5%</td>
</tr>
<tr>
<td>Special Education</td>
<td>23.5%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>70.5%</td>
</tr>
</tbody>
</table>

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

Our mission at IDEA PCS is to prepare students with the academic, social, leadership, and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community. IDEA is a small high school with strong, innovative options for our students, whether pursuing college, trade careers, or military service upon graduation. Our outstanding faculty provides rigorous academics designed to prepare students for college, including Advanced Placement, dual enrollment with University of the District of Columbia Community College, and Apex Learning online classes. In partnership with the DC Students Construction Trades Foundation, IDEA offers cutting-edge, hands-on vocational and architectural design training emphasizing green careers. IDEA’s Army Junior Reserve Officers’ Training Corps program helps students develop character and leadership. Our Microsoft Academy provides students with sought-after skills and certifications.
### IDEA PCS

#### 2016 School Quality Report

**Grades Measured:** 9-12

<table>
<thead>
<tr>
<th>Student Progress (0 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>3.1 out of 7.5</td>
</tr>
<tr>
<td>41.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>1.3 out of 5.0</td>
</tr>
<tr>
<td>26.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>3.6 out of 7.5</td>
</tr>
<tr>
<td>48.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>0.9 out of 5.0</td>
</tr>
<tr>
<td>18.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (35 points): Outcomes Aligned to College and Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Four-Year Graduation Rate (Prior Year)</td>
</tr>
<tr>
<td>0.0 out of 3.0</td>
</tr>
<tr>
<td>0.0%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
</tr>
<tr>
<td>0.0 out of 4.5</td>
</tr>
<tr>
<td>0.0%</td>
</tr>
<tr>
<td>PSAT Performance (11th grade)</td>
</tr>
<tr>
<td>1.2 out of 7.5</td>
</tr>
<tr>
<td>16.0%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th grade)</td>
</tr>
<tr>
<td>2.7 out of 7.5</td>
</tr>
<tr>
<td>36.0%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
</tr>
<tr>
<td>7.5 out of 7.5</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement/International Baccalaureate/ Dual Enrollment Achievement</td>
</tr>
<tr>
<td>2.2 out of 5.0</td>
</tr>
<tr>
<td>44.0%</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

---

**Score**

Points Earned out of Possible Points

---

**Floor Target**

Percent of Possible Points

---

**Key**

- Floor: 0
- Target: 100
### School Environment (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>8.1 out of 10.0</td>
<td>81.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>3.9 out of 10.0</td>
<td>39.0%</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 out of 5.0</td>
<td>28.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score out of Possible Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>35.9 out of 85.0</td>
<td>42.2%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Ideal Academy PCS serves grades PK3-8 in an academy for holistic education. It is located in Ward 4 and is accredited by the Middle States Association of Colleges and Schools. In 2014, Ideal Academy applied for and received a charter renewal for 15 years. The mission of our school is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens. Ideal Academy prides itself on having small class sizes with a teacher-to-student ratio of 1:15. Ideal Academy provides a unique program, Quiet Time, which offers methods that are positive and productive in coping with challenges and stresses. Quiet Time is practiced twice daily, once in the morning and once in the afternoon.
Ideal Academy PCS
2016 School Quality Report

(2015—16)
Grades Measured: PK3–8

**Student Progress (35 points): Academic Improvement Over Time**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>6.2 out of 17.5</td>
<td>35.4%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>7.8 out of 17.5</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

<table>
<thead>
<tr>
<th>Test</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>3.4 out of 7.5</td>
<td>45.3%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0.6 out of 5.0</td>
<td>12.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>3.2 out of 7.5</td>
<td>42.7%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>1.1 out of 5.0</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

<table>
<thead>
<tr>
<th>Grade and Subject</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>2.3 out of 5.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>3.2 out of 7.5</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

**School Environment (30 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>6.8 out of 9.0</td>
<td>75.6%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>1.1 out of 9.0</td>
<td>12.2%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment</td>
<td>3.2 out of 4.0</td>
<td>80.0%</td>
</tr>
<tr>
<td>Scoring System (CLASS)</td>
<td>1.9 out of 4.0</td>
<td>47.5%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1.2 out of 4.0</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.8</td>
<td>2</td>
</tr>
</tbody>
</table>

**KEY**

Floor Target 1000
Grades Measured: PK3–8

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**PK Pre-Literacy: Core Knowledge Preschool Assessment Tool (CK PAT)**
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

- **Score:** 65.2
- **Target:** 100
- **Floor:** 0

**PK Math: Core Knowledge Preschool Assessment Tool (CK PAT)**
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

- **Score:** 84.1
- **Target:** 100
- **Floor:** 0

**K-2 Reading: Discovery Education Assessment**
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

- **Score:** 68.1
- **Target:** 100
- **Floor:** 0

**K-2 Math: Discovery Education Assessment**
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

- **Score:** 65.9
- **Target:** 100
- **Floor:** 0

For a more detailed explanation of the categories, see our technical guide.
Ingenuity Prep PCS

4600 Livingston Road SE
Washington, DC 20032

202-562-0391
www.ingenuityprep.org

School Profile (2016–17)

Board Chair
Peter Winik

Head of School
Aaron Cuny

First School Year
2013–14

Grades Served

- Current Grades
- Future Grades

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

Student Demographics (2015–16)

Total Enrollment
288

- Asian
0.0%

- Black Non-Hispanic
98.3%

- Hispanic / Latino
1.4%

- Native American / Alaska Native
0.0%

- Pacific Islander / Native Hawaiian
0.0%

- White Non-Hispanic
0.3%

- Multiracial
0.0%

English Language Learner
0.3%

Economically Disadvantaged
>60%

Special Education
19.1%

At-Risk Population
72.2%

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

A Note from the School

Ingenuity Prep is preparing Washington, DC’s next generation of civic leaders. For each of the last two years, DC Public Charter School Board data show the school’s early childhood program as having among the best classroom culture ratings (measured across three domains: Classroom Organization, Emotional Support, and Instructional Support) of any public charter school in the city. The school’s early elementary program, which leverages digital content and a teacher career ladder with three highly qualified teachers in each classroom, provides regular, differentiated, small-group instruction that meets the learning needs of a wide range of students. Ingenuity Prep has been recognized by the National Alliance for Public Charter Schools as one of four schools successfully implementing “next generation” models and by Tom Vander Ark as one of “100 Schools Worth Visiting” across the country.
**Ingenuity Prep PCS**

**2016 School Quality Report**

(2015—16)

**Grades Measured: PK3-2**

**Student Progress (50 points): Academic Improvement Over Time**

- Growth on the school’s NWEA MAP assessment in reading
  - Score: 42.5
  - Points Earned: 7.8 out of 25.0
  - Percent of Possible Points: 31.2%

- Growth on the school’s NWEA MAP assessment in mathematics
  - Score: 55.0
  - Points Earned: 15.6 out of 25.0
  - Percent of Possible Points: 62.4%

**School Environment (50 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat attendance
    - Score: 89.2
    - Points Earned: 4.2 out of 10.0
    - Percent of Possible Points: 42.0%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Score: 84.8
    - Points Earned: 7.1 out of 10.0
    - Percent of Possible Points: 71.0%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - Score: 6.4
    - Points Earned: 10.0 out of 10.0
    - Percent of Possible Points: 100.0%

  - Classroom Organization
    - Score: 6.5
    - Points Earned: 10.0 out of 10.0
    - Percent of Possible Points: 100.0%

  - Instructional Support
    - Score: 3.8
    - Points Earned: 9.0 out of 10.0
    - Percent of Possible Points: 90.0%

**TOTAL SCORE**

- **Score:** 63.7 out of 100
- **Percent:** 63.7%

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

- **PK Pre-Literacy: Every Child Ready (ECR)**
  - Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
    - Score: 83.0
    - Points Earned: 60 out of 100

- **PK Math: Every Child Ready (ECR)**
  - Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year
    - Score: 85.0
    - Points Earned: 60 out of 100

For a more detailed explanation of the categories, see our technical guide.
**Inspired Teaching Demonstration PCS**

**200 Douglas Street NE**
*Washington, DC 20002*

**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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

**School Profile (2016–17)**

**Board Chair**
Marc Fisher

**Head of School**
Deborah Dantzler Williams

**Principal**
Latisha Coleman (MS)
Suriya Douglas (ES)

**First School Year**
2011–12

**Grades Served**

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

**Student Demographics (2015–16)**

<table>
<thead>
<tr>
<th>Total Enrollment: 368</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong> 3.3%</td>
</tr>
<tr>
<td><strong>Black Non-Hispanic</strong> 42.7%</td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong> 4.1%</td>
</tr>
<tr>
<td><strong>Native American / Alaska Native</strong> 0.0%</td>
</tr>
<tr>
<td><strong>Pacific Islander / Native Hawaiian</strong> 0.0%</td>
</tr>
<tr>
<td><strong>White Non-Hispanic</strong> 40.2%</td>
</tr>
<tr>
<td><strong>Multiracial</strong> 9.8%</td>
</tr>
</tbody>
</table>

| English Language Learner: 3.3% |
| Economic Disadvantaged: 20.4% |
| **Special Education** 13.9% |
| **At-Risk Population** 14.4% |

**A Note from the School**

Inspired Teaching PCS is a community of master teachers and teacher residents that provides an excellent education and invests in teacher preparation and professional development. Diverse students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. Our work is centered on four Is: Intellect, Inquiry, Imagination, and Integrity. Lessons are student-centered. Teachers act as facilitators and instigators of thought so students are engaged in hands-on learning and becoming successful problem solvers. Early childhood, elementary, and middle school students become agents of change through a 21st-century curriculum, diversified assessment, renowned partnerships, and engaged families.
### Inspired Teaching Demonstration PCS

#### 2016 School Quality Report

(2015—16)

**Grades Measured:** PK3–7

**Student Progress (35 points): Academic 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 the state assessment in English Language Arts</td>
<td>7.4 out of 17.5</td>
<td>42.3%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>5.3 out of 17.5</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready 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>PARCC: English Language Arts</td>
<td>4.6 out of 7.5</td>
<td>61.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>4.4 out of 7.5</td>
<td>58.7%</td>
</tr>
</tbody>
</table>

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

<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>3rd Grade English Language Arts</td>
<td>5.5 out of 10.0</td>
<td>55.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**School Environment (30 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>8.8 out of 9.0</td>
<td>97.8%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>7.5 out of 9.0</td>
<td>83.3%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>3.5 out of 4.0</td>
<td>87.5%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1.8 out of 4.0</td>
<td>45.0%</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>58.6 out of 100</td>
<td>58.6%</td>
</tr>
</tbody>
</table>
(2015–16)

**Grades Measured: PK3-7**

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>88.5</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>79.3</td>
</tr>
<tr>
<td>K-2 Reading: Developmental Reading Assessment (DRA) &amp; i-Ready</td>
<td>81.3</td>
</tr>
<tr>
<td>K-2 Math: enVisionMATH</td>
<td>82.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
In 2015–16, DC PCSB implemented the Alternative Accountability Framework (AAF) for schools that provide programs to serve highly at-risk students, recognizing that an alternative framework is more appropriate to measure schools serving a considerably different population than that of most schools. This school will not receive a score or tier in 2015–16. When schools are initially designated to be eligible for the AAF, the school, in consultation with DC PCSB staff, designs a set of measures aligned to specific categories of quality, either traditional and/or nontraditional and unique to the school’s program. These measures are subject to DC PCSB approval, are annually measured, and are publicly reported.

**Student Demographics (2015–16)**

- Total Enrollment: 254
- Asian: 0.8%
- Black Non-Hispanic: 99.2%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%
- English Language Learner: 0.0%
- Economically Disadvantaged >60%: 57.9%
- Special Education: 88.2%
- At-Risk Population: 88.2%

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

**A Note from the School**

Kingsman Academy PCS is an open-enrollment, tuition-free, public school that opened its doors in August 2015. Recognizing the District of Columbia’s need for a school that serves students at risk of dropping out of school, Kingsman Academy welcomes all students, especially those who are over-aged and under-credited, have attendance problems, or have behavioral or emotional disabilities. The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship. Kingsman Academy offers individualized instruction and additional resources for all students, rich special education services, a strong multi-tiered system of support (MTSS) program, a school-wide Positive Behavioral Interventions and Supports program, numerous co-curricular and extracurricular programs, and an emphasis on family engagement.
(2015–16)
Grades Measured: 6-12

**Student Progress**

Growth on the state assessment in English Language Arts

- Levels 1 and 2 special education students: 40.5%
- Levels 3 and 4 special education students: N/A*
- General education students: 44.5%

Growth on the state assessment in Mathematics

- Levels 1 and 2 special education students: 25.5%
- Levels 3 and 4 special education students: N/A*
- General education students: 29.0%

**Student Achievement**

PARCC: English Language Arts

- Approaching College and Career Ready and above for Levels 1 and 2 special education students: 15.4%
- Approaching College and Career Ready and above for Levels 3 and 4 special education students: 0.0%
- Approaching College and Career Ready and above for general education students: 0.0%

PARCC: Mathematics

- Approaching College and Career Ready and above for Levels 1 and 2 special education students: 0.0%
- Approaching College and Career Ready and above for Levels 3 and 4 special education students: 0.0%
- Approaching College and Career Ready and above for general education students: 3.2%
Kingsman Academy PCS
2016 School Quality Report

(2015—16)
Grades Measured: 6-12

Gateway

On Track to Graduate
High school credit attainment rate

Graduation Rate
Five-year graduation rate

Re-enrollment
Percent of non-graduating seniors who re-enroll

School Environment

Attendance
Middle school in-seat attendance rate

High school in-seat attendance rate

Social-Emotional Learning
On the Ohio Scales Assessment, the percent of special education students with emotional or behavioral disabilities who decrease in problematic severity and increase in functionality

N/A* Results with less than 10 students are not displayed
Student Demographics (2015–16)

- **Total Enrollment**: 350
- **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%

- **English Language Learner**: 0.6%
- **Economically Disadvantaged**: >60%*
- **Special Education**: 27.4%
- **At-Risk Population**: 60.3%

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

A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.
## KIPP DC - AIM Academy PCS

### 2016 School Quality Report

**Grades Measured: 5-8**

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment (20 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Re-enrollment</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier 2</th>
</tr>
</thead>
</table>

**Points Earned out of Points Possible**

- **51.6 out of 100**

**Percent of Possible Points**

- **51.6%**

For a more detailed explanation of the categories, see our technical guide.
KIPP DC - Arts and Technology Academy PCS

5300 Blaine Street NE
Washington, DC 20019

202-398-6811
www.kippdc.org

School Quality Report

DC Public Charter School Board

2016

KIPP DC – Arts and Technology Academy PCS

Student Demographics (2015–16)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>229</th>
</tr>
</thead>
</table>

<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>99.6%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.4%</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>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| English Language Learner | 0.4% |
| Economic Disadvantaged | >60%* |
| Special Education      | 9.6% |
| At-Risk Population     | 62.9% |

* 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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city’s most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.
KIPP DC – Arts and Technology Academy Academy PCS
2016 School Quality Report

(2015—16)
Grades Measured: PK3–K

**Student Progress (50 points): Academic Improvement Over Time**

- Growth on the school’s NWEA MAP assessment in reading
  - Floor: 0
  - Target: 70
  - Score: 79.0
  - Points Earned: 25.0 out of 25.0
  - Percent of Possible Points: 100.0%
- Growth on the school’s NWEA MAP assessment in mathematics
  - Floor: 0
  - Target: 70
  - Score: 97.0
  - Points Earned: 25.0 out of 25.0
  - Percent of Possible Points: 100.0%

**School Environment (50 points): Predictors of Future Student Progress and Achievement**

- Attendance
  - In-seat attendance
  - Floor: 0
  - Target: 85
  - Score: 91.4
  - Points Earned: 6.4 out of 10.0
  - Percent of Possible Points: 64.0%
- Re-enrollment
  - Percent of students eligible to re-enroll
  - Floor: 0
  - Target: 67
  - Score: 85.7
  - Points Earned: 7.5 out of 10.0
  - Percent of Possible Points: 75.0%
- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support
    - Floor: 4.5
    - Target: 6
    - Score: 6.0
    - Points Earned: 10.0 out of 10.0
    - Percent of Possible Points: 100.0%
  - Classroom Organization
    - Floor: 4.5
    - Target: 6
    - Score: 5.7
    - Points Earned: 8.0 out of 10.0
    - Percent of Possible Points: 80.0%
  - Instructional Support
    - Floor: 2.7
    - Target: 4
    - Score: 3.5
    - Points Earned: 3.5 out of 10.0
    - Percent of Possible Points: 35.0%

**TOTAL SCORE**

- Tier: 1
- Score: 85.4 out of 100
- Percent: 85.4%

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

- PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Score: 97.9

- PK Math: Test of Early Mathematics Ability (TEMA)
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Score: 88.1
**School Profile (2016–17)**

**Board Chair**
Terry Golden

**Founder/CEO**
Susan Schaeffler

**School Leader**
Jessica Cunningham

**First School Year**
2009–10

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

Is part of a PK-12 network.

**Student Demographics (2015–16)**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>505</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asian</strong></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Black Non-Hispanic</strong></td>
<td>99.8%</td>
</tr>
<tr>
<td><strong>Hispanic / Latino</strong></td>
<td>0.2%</td>
</tr>
<tr>
<td><strong>Native American / Alaska Native</strong></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Pacific Islander / Native Hawaiian</strong></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>White Non-Hispanic</strong></td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Multiracial</strong></td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| **English Language Learner** | 0.0% |
| **Economically Disadvantaged >60%** | * |
| **Special Education** | 19.0% |
| **At-Risk Population** | 53.1% |

*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%)
   - Tier 1 schools meet standards of high performance;
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards;
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

2. **Mid Performing**
   - (35.0% - 64.9%)
   - For schools serving grades PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

---

**A Note from the School**

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city’s most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.
## KIPP DC - College Preparatory PCS
### 2016 School Quality Report

### Grades Measured: 9-12

#### Student Progress (0 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>4.9 out of 7.5</td>
<td>65.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>4.2 out of 7.5</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate: Four-Year Graduation Rate (Prior Year)</td>
<td>1.8 out of 3.0</td>
<td>60.0%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>3.6 out of 4.5</td>
<td>80.0%</td>
</tr>
<tr>
<td>PSAT Performance (11th grade)</td>
<td>5.5 out of 7.5</td>
<td>73.3%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th grade)</td>
<td>7.5 out of 7.5</td>
<td>100.0%</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/Dual Enrollment Achievement</td>
<td>5.0 out of 5.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Grades Measured: 9-12

**School Environment (25 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td></td>
<td>82</td>
<td>91.9</td>
<td>99.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td>72.1</td>
<td>83.7</td>
<td>65.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td></td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
<td>56.4</td>
<td>74.1</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63.0</td>
<td>74.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
KIPP DC – Connect Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002
202-396-5477
www.kippdc.org

**School Profile (2016–17)**

**Board Chair**
Terry Golden

**Founder/CEO**
Susan Schaeffler

**School Leader**
Donny Tiengtum

**First School Year**
2013–14

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

Is part of a PK-12 network.

**Student Demographics (2015–16)**

- **Total Enrollment**: 315
- **Economically Disadvantaged**: >60%
- **Special Education**: 8.9%
- **English Language Learner**: 2.5%
- **At-Risk Population**: 57.5%

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>98.4%</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>1.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.3%</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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

**A Note from the School**

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## Grades Measured: PK3-K

**Student Progress (50 points): Academic Improvement Over Time**

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP assessment in reading</td>
<td>0 30</td>
<td>70</td>
<td>25.0 out of 25.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
<td>0 30</td>
<td>70</td>
<td>25.0 out of 25.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**School Environment (50 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>7.4 out of 10.0</td>
<td>74.0%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>0 85 95</td>
<td>92.4</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>9.3 out of 10.0</td>
<td>93.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0 67 92</td>
<td>90.3</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Emotional Support</td>
<td>4.5 6 7</td>
<td>6.0</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>8.7 out of 10.0</td>
<td>87.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>6.5 out of 10.0</td>
<td>65.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>91.9 out of 100</td>
<td>91.9%</td>
</tr>
</tbody>
</table>

## Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)**

Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>80</td>
<td>92.8</td>
<td></td>
</tr>
</tbody>
</table>

**PK Math: Test of Early Mathematics Ability (TEMA)**

Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

<table>
<thead>
<tr>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>70</td>
<td>82.2</td>
<td></td>
</tr>
</tbody>
</table>
KIPP DC – Discover Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-7735
www.kippdc.org

School Quality Report

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

Tier Scores

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>89.2%</td>
</tr>
</tbody>
</table>

A Note from the School

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KIPP DC – Discover Academy PCS
2016 School Quality Report

(2015—16)

Grades Measured: PK3-K

Student Progress (50 points): Academic Improvement Over Time

- Growth on the school’s NWEA MAP assessment in reading
  - Score: 69.5 out of 100
  - Percent of Possible Points: 98.8%

- Growth on the school’s NWEA MAP assessment in mathematics
  - Score: 71.5 out of 100
  - Percent of Possible Points: 100.0%

School Environment (50 points): Predictors of Future Student Progress and Achievement

- Attendance
  - In-seat attendance
    - Score: 92.1 out of 100
    - Percent of Possible Points: 71.0%

- Re-enrollment
  - Percent of students eligible to re-enroll
    - Score: 88.0 out of 100
    - Percent of Possible Points: 84.0%

- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support
    - Score: 6.0 out of 100
    - Percent of Possible Points: 100.0%

- Classroom Organization
  - Score: 6.1 out of 100
  - Percent of Possible Points: 100.0%

- Instructional Support
  - Score: 4.0 out of 100
  - Percent of Possible Points: 40.0%

TOTAL SCORE

- Tier: 1
- Score: 89.2 out of 100
- Percent of Possible Points: 89.2%

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

- PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
    - Score: 89.5 out of 100

- PK Math: Test of Early Mathematics Ability (TEMA)
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
    - Score: 80.4 out of 100

For a more detailed explanation of the categories, see our technical guide.
KIPP DC - Grow Academy PCS

School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

School Leader
Lauren Ellis
First School Year
2010–11

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

Is part of a PK-12 network.

Grades Served

Total Enrollment
327

- Asian: 0.0%
- Black Non-Hispanic: 97.2%
- Hispanic / Latino: 0.6%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 1.5%
- Multiracial: 0.6%

English Language Learner
- 1.5%

Economically Disadvantaged
- >60%*

Special Education
- 9.8%

At-Risk Population
- 50.2%

* 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 PK-12, DC PCSB uses 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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**KIPP DC - Grow Academy PCS**

**2016 School Quality Report**

**Grades Measured: PK3-K**

**Student Progress (50 points): Academic Improvement Over Time**
- Growth on the school's NWEA MAP assessment in reading: 57.0 out of 70 (Floor: 0; Target: 100; Points Earned: 16.9 out of 25.0; Percent of Possible Points: 67.6%)
- Growth on the school's NWEA MAP assessment in mathematics: 93.0 out of 70 (Floor: 0; Target: 100; Points Earned: 25.0 out of 25.0; Percent of Possible Points: 100.0%)

**School Environment (50 points): Predictors of Future Student Progress and Achievement**
- Attendance: 91.9 out of 100 (Floor: 0; Target: 100; Points Earned: 6.9 out of 10.0; Percent of Possible Points: 69.0%)
- Re-enrollment: 88.8 out of 100 (Floor: 0; Target: 100; Points Earned: 8.7 out of 10.0; Percent of Possible Points: 87.0%)
- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support: 5.7 out of 7 (Floor: 1; Target: 7; Points Earned: 80 out of 100; Percent of Possible Points: 80.0%)
  - Classroom Organization: 5.6 out of 7 (Floor: 1; Target: 7; Points Earned: 75.8 out of 100; Percent of Possible Points: 75.8%)
  - Instructional Support: 2.6 out of 7 (Floor: 2; Target: 7; Points Earned: 70 out of 100; Percent of Possible Points: 70.0%)

**TOTAL SCORE**

**Tier 1**

75.8 out of 100 (Percent of Possible Points: 75.8%)

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**
- PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)
  - Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year: 84.9 out of 100
- PK Math: Test of Early Mathematics Ability (TEMA)
  - Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year: 78.1 out of 100
KIPP DC – Heights Academy PCS

School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

School Leader
Gaelan Gallagher

First School Year
2011–12

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>2</td>
<td>3</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>
</tbody>
</table>

Is part of a PK-12 network.

Student Demographics (2015–16)

Total Enrollment
434

- 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%

English Language Learner: 0.0%
Economically Disadvantaged: 100.0%
Special Education: 12.9%
At-Risk Population: 60.1%

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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KIPP DC – Heights Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-610-5323
www.kippdc.org
## KIPP DC - Heights Academy PCS

### 2016 School Quality Report

Grades Measured: 1–4

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment (20 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Re-enrollment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
</tr>
</thead>
</table>

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

| Grades 1-2 Reading: NWEA Measures of Academic Progress (MAP)                                           |
| Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)                                              |

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

**KIPP DC - Heights Academy PCS**

**2016 School Quality Report**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>71.4</td>
<td>100</td>
<td>71.4%</td>
</tr>
</tbody>
</table>

**Date Updated:** November 22, 2016

For more detailed explanations of the categories, see our technical guide.
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## 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 the state assessment in English Language Arts</td>
<td>9.8 out of 20.0</td>
<td>49.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>10.7 out of 20.0</td>
<td>53.5%</td>
</tr>
</tbody>
</table>

## Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>6.1 out of 9.0</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARCC: Mathematics</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>6.6 out of 9.0</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Ready</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
</table>

## Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Grade Subject</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>7.0 out of 10.0</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

## School Environment (20 points): Predictors of Future Student Progress and Achievement

<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>Attendance</td>
<td>8.9 out of 10.0</td>
<td>89.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>8.8 out of 10.0</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.5 out of 100</td>
<td>1</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
KIPP DC - Lead Academy PCS

School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

School Leader
Mekia Love

First School Year
2012–13

Grades Served

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

Is part of a PK-12 network.

Student Demographics (2015–16)

Total Enrollment
421

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.5%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>96.4%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.9%</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>1.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

English Language Learner
1.9%

Economically Disadvantaged
>60%*

Special Education
12.8%

At-Risk Population
44.7%

* 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 PK-12, DC PCSB uses 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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A Note from the School

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Grades Measured: 1–4

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

Growth on the state assessment in English Language Arts

- Floor: 0
- Target: 70
- Points Earned: 50.0 out of 100
- Points Possible: 100
- Percent of Possible Points: 50.0%

Growth on the state assessment in mathematics

- Floor: 0
- Target: 70
- Points Earned: 32.0 out of 100
- Points Possible: 100
- Percent of Possible Points: 32.0%

**Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

PARCC: English Language Arts

- Approaching College and Career Ready and Above: 68.6 out of 100
- Points Earned: 68.6 out of 100
- Points Possible: 100
- Percent of Possible Points: 68.9%

PARCC: Mathematics

- Approaching College and Career Ready and Above: 84.5 out of 100
- Points Earned: 84.5 out of 100
- Points Possible: 100
- Percent of Possible Points: 84.4%

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

3rd Grade English Language Arts

- College and Career Ready: 63.5 out of 100
- Points Earned: 63.5 out of 100
- Points Possible: 100
- Percent of Possible Points: 63.5%

8th Grade Mathematics

- College and Career Ready: 67.5 out of 100
- Points Earned: 67.5 out of 100
- Points Possible: 100
- Percent of Possible Points: 67.5%

**School Environment (20 points): Predictors of Future Student Progress and Achievement**

Attendance

- In-seat attendance: 94.1 out of 100
- Points Earned: 94.1 out of 100
- Points Possible: 100
- Percent of Possible Points: 94.1%

Re-enrollment

- Percent of students eligible to re-enroll: 93.7 out of 100
- Points Earned: 93.7 out of 100
- Points Possible: 100
- Percent of Possible Points: 93.7%

**TOTAL SCORE**

- Tier: 2
- Points Earned: 60.9 out of 100
- Percent of Possible Points: 60.9%

**Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments**

Grades 1-2 Reading: NWEA Measures of Academic Progress (MAP)

- Median percentile of student growth compared to national student performance: 46.0 out of 100

Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)

- Median percentile of student growth compared to national student performance: 59.0 out of 100

For a more detailed explanation of the categories, see our technical guide.
KIPP DC – LEAP Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5327
www.kippdc.org

School Quality Report
2016

TIER SCORES

n/a n/a n/a n/a 76.1%

Pre-kindergarten Programs

For schools serving only pre-kindergarten (PK) grades, DC PCSB has implemented a new PK Only Performance Management Framework (PMF) to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

* DC PCSB is scoring the results for schools that serve only PK grades but not assigning a tier in 2015–16 for this new framework. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

School Leader
Abraham Clayman

First School Year
2007-08

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>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

Is part of a PK-12 network.

Student Demographics (2015–16)

- Total Enrollment: 213

<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>99.1%</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>0.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

- English Language Learner: 1.4%
- Economically Disadvantaged: >60%*
- Special Education: 8.0%
- At-Risk Population: 63.8%

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

A Note from the School

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### Grades Measured: PK3-PK4

#### Student Outcomes (45 points): Early Childhood School-Selected Assessments

<table>
<thead>
<tr>
<th>Area</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)</td>
<td>15.5 out of 22.5</td>
<td>68.9%</td>
</tr>
<tr>
<td>PK Math: Test of Early Mathematics Ability (TEMA)</td>
<td>10.8 out of 22.5</td>
<td>48.0%</td>
</tr>
<tr>
<td>PK Social Emotional Learning: Not Applicable</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### School Environment (55 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Area</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance: In-seat attendance</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>15.0 out of 15.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Emotional Support</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>15.0 out of 15.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>9.8 out of 15.0</td>
<td>65.3%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

| Total Score | 76.1 out of 100 | 76.1% |

For a more detailed explanation of the categories, see our technical guide.
KIPP DC – Northeast Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002
202-398-5477
www.kippdc.org

School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

School Leader
John Barnhardt
First School Year
2014–15

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

Is part of a PK-12 network.

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 PK-12, DC PCSB uses 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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Student Demographics (2015–16)

Total Enrollment
238

English Language Learner
0.8%

Economically Disadvantaged
>60%

Special Education
21.0%

At-Risk Population
58.8%

Asian
0.0%

Black Non-Hispanic
98.3%

Hispanic / Latino
1.3%

Native American / Alaska Native
0.0%

Pacific Islander / Native Hawaiian
0.0%

White Non-Hispanic
0.4%

Multiracial
0.0%

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

A Note from the School

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### Grades Measured: 5–7

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

- **Growth on the state assessment in English Language Arts**
  - 79.0 out of 100
  - 20.0 out of 20.0
  - 100.0%

- **Growth on the state assessment in mathematics**
  - 60.7 out of 100
  - 15.4 out of 20.0
  - 77.0%

**Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - 70.9 out of 100
  - 6.4 out of 9.0
  - 71.1%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - 46.5 out of 100
  - 4.2 out of 9.0
  - 46.7%

**Gateway (0 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

- **3rd Grade English Language Arts**
  - College and Career Ready
  - 0.0 out of 0.0
  - N/A

- **8th Grade Mathematics**
  - College and Career Ready
  - 0.0 out of 0.0
  - N/A

**School Environment (20 points): Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat attendance
  - 93.3 out of 100
  - 83.0%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
  - 82.9 out of 100
  - 64.0%

**TOTAL SCORE TIER 1**

- 67.2 out of 90
- 74.7%
KIPP DC - Promise Academy PCS

4801 Benning Road SE
Washington, DC 20019

School Quality Report

TIER SCORES
N/A 74.6% 77.0% 90.0%

High Performing (65.0% - 100.0%)
Mid Performing (35.0% - 64.9%)
Low Performing (0.0% - 34.9%)

For schools serving grades PK-12, DC PCSB uses 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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School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

School Leader
Andhra Lutz

First School Year
2009–10

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

Is part of a PK-12 network.

Student Demographics (2015–16)

Total Enrollment
515

- Asian 0.0%
- Black Non-Hispanic 99.0%
- Hispanic / Latino 0.6%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.4%

English Language Learner 0.4%
Economically Disadvantaged >60%*
Special Education 14.6%
At-Risk Population 58.1%

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

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### KIPP DC – Promise Academy PCS

#### 2016 School Quality Report

**Grades Measured: 1–4**

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Score: 70.2, 20.0 out of 20.0, 100.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
<tr>
<td>Score: 71.3, 20.0 out of 20.0, 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>Score: 67.9, 6.1 out of 9.0, 67.8%</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>Score: 47.2, 5.0 out of 6.0, 83.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>Score: 85.0, 7.7 out of 9.0, 85.6%</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>Score: 74.1, 6.0 out of 6.0, 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
</tr>
<tr>
<td>Score: 63.5, 6.9 out of 10.0, 69.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
</tr>
<tr>
<td>Score: 67.5, 0.0 out of 0.0, N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment (20 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Score: 93.3, 8.3 out of 10.0, 83.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
</tr>
<tr>
<td>Score: 94.5, 10.0 out of 10.0, 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: 90.0, 90.0%,</td>
</tr>
</tbody>
</table>

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**Grades 1-2 Reading: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

**Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)**
Median percentile of student growth compared to national student performance

---

For a more detailed explanation of the categories, see our technical guide.
**School Profile (2016–17)**

**Board Chair**  
Terry Golden

**Founder/CEO**  
Susan Schaeffler

**School Leader**  
John Petersen

**First School Year**  
2014–15

**Grades Served**

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

Is part of a PK-12 network.

**Total Enrollment**  
324

- Asian 0.3%
- Black Non-Hispanic 98.1%
- Hispanic / Latino 0.9%
- Native American / Alaska Native 0.3%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 0.3%

**English Language Learner**  
1.5%

**Economically Disadvantaged**  
>60%*

**Special Education**  
14.2%

**At-Risk Population**  
59.3%

* 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%)

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

<table>
<thead>
<tr>
<th>Grade Assessment</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>17.8 out of 20.0</td>
<td>89.0%</td>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment in Mathematics</td>
<td>14.2 out of 20.0</td>
<td>71.0%</td>
<td></td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>5.0 out of 9.0</td>
<td>55.6%</td>
<td></td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>6.0 out of 9.0</td>
<td>66.7%</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>3.0 out of 6.0</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>4.7 out of 6.0</td>
<td>78.3%</td>
<td></td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>5.7 out of 10.0</td>
<td>57.0%</td>
<td></td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-seat attendance</td>
<td>7.2 out of 10.0</td>
<td>72.0%</td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>7.6 out of 10.0</td>
<td>76.0%</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL SCORE

**Tier 1**

- **Score:** 71.2 out of 100
- **Percent:** 71.2%

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Points Earned</th>
<th>Percent of Possible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>55.0 out of 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>67.0 out of 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KIPP DC - Spring Academy PCS

School Profile (2016–17)

Board Chair
Terry Golden

Founder/CEO
Susan Schaeffler

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

School Leader
Lindsey Hoy

First School Year
2013–14

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

Is part of a PK-12 network.

Student Demographics (2015–16)

Total Enrollment
216

- Asian: 0.0%
- Black Non-Hispanic: 96.3%
- Hispanic / Latino: 2.8%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.9%

English Language Learner: 0.0%

Economically Disadvantaged: >60%

Special Education: 10.6%

At-Risk Population: 52.3%

* 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 PK-12, DC 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city’s most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.
### KIPP DC - Spring Academy PCS
#### 2016 School Quality Report

**Grades Measured: 1–2**

#### Student Progress (80 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</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 the school’s NWEA MAP assessment in reading</td>
<td>39.0</td>
<td>9.0 out of 40.0</td>
<td>22.5%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
<td>59.0</td>
<td>29.0 out of 40.0</td>
<td>72.5%</td>
</tr>
</tbody>
</table>

#### School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>92.8</td>
<td>7.8 out of 10.0</td>
<td>78.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>96.8</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>55.8</td>
<td>55.8%</td>
<td></td>
</tr>
</tbody>
</table>
KIPP DC – Valor Academy PCS

Total Score

* This school is not receiving a PMF score or tier this year because 2015–16 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2016–17 school year.

**46.3%**

**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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

**School Profile (2016–17)**

**Board Chair**
Terry Golden

**Founder/CEO**
Susan Schaeffler

**School Leader**
Gillian Conner

**First School Year**
2015–16

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

Is part of a PK-12 network.

**Student Demographics (2015–16)**

**Total Enrollment**
120

- **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%

**English Language Learner**
1.7%

**Economically Disadvantaged >60%**

**Special Education**
25.0%

**At-Risk Population**
65.8%

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

**A Note from the School**

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city’s most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.
(2015—16)
Grades Measured: 5–6

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

- Points Earned: 8.0
- Percent of Possible Points: 40.0%

Growth on the state assessment in mathematics

- Points Earned: 11.5
- Percent of Possible Points: 57.5%

Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

- Approaching College and Career Ready and Above
  - Points Earned: 3.6
  - Percent of Possible Points: 40.0%

- College and Career Ready
  - Points Earned: 0.9
  - Percent of Possible Points: 15.0%

PARCC: Mathematics

- Approaching College and Career Ready and Above
  - Points Earned: 3.6
  - Percent of Possible Points: 40.0%

- College and Career Ready
  - Points Earned: 1.6
  - Percent of Possible Points: 26.7%

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

3rd Grade English Language Arts

- College and Career Ready
  - Points Earned: 0.0
  - Percent of Possible Points: N/A

8th Grade Mathematics

- College and Career Ready
  - Points Earned: 0.0
  - Percent of Possible Points: N/A

School Environment (10 points): Predictors of Future Student Progress and Achievement

Attendance

- In-seat attendance
  - Points Earned: 7.8
  - Percent of Possible Points: 78.0%

Re-enrollment

- Percent of students eligible to re-enroll
  - Points Earned: 0.0
  - Percent of Possible Points: N/A

TOTAL SCORE

- Points Earned: 37.0
- Percent of Possible Points: 46.3%

For a more detailed explanation of the categories, see our technical guide.
KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city’s most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.
Grades Measured: 4–8

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>50.3</td>
<td>100</td>
<td>10.2 out of 20.0</td>
<td>51.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>48.3</td>
<td>100</td>
<td>9.2 out of 20.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td></td>
<td></td>
<td>5.0 out of 9.0</td>
<td>55.6%</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>27.4</td>
<td>100</td>
<td>2.9 out of 6.0</td>
<td>48.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td></td>
<td>4.8 out of 9.0</td>
<td>53.3%</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>26.3</td>
<td>100</td>
<td>2.5 out of 6.0</td>
<td>41.7%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td></td>
<td>63.5</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>30.4</td>
<td>67.5</td>
<td>4.5 out of 10.0</td>
<td>45.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td>92.6</td>
<td>7.6 out of 10.0</td>
<td>76.0%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td></td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td>88.4</td>
<td>8.6 out of 10.0</td>
<td>86.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td></td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL SCORE

**Tier 2**

| Score   | 55.3 out of 100 | 55.3% |

For a more detailed explanation of the categories, see our technical guide.
Latin American Montessori Bilingual PCS embraces the Montessori philosophy that every child is a natural learner. We combine Montessori with language immersion to create an educational environment with the goal of biliteracy in English and Spanish. Science, social studies, math, language, art, music, movement, character, and community development are all integrated within a holistic learning process. At monthly Peace Ceremonies, students present projects and performances to the community to demonstrate the connection between their academic learning and their concept of themselves as “peace ambassadors.” LAMB’s reach goes far beyond its school walls with outdoor learning, camping, nature walks, and field trips. At LAMB, students excel academically while demonstrating respect for self, others, and the environment.
### Latin American Montessori Bilingual PCS
#### 2016 School Quality Report

<table>
<thead>
<tr>
<th>Grades Measured: PK3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (35 points): Academic Improvement Over Time</strong></td>
</tr>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARCC: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>3rd Grade English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-seat attendance</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students eligible to re-enroll</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Instructional Support |
| | | 2.2 |
| | Points Earned out of Points Possible | 0.4 out of 4.0 | 10.0% |

### TOTAL SCORE |
| **Tier 1** |
| **Total Score** | **83.3 out of 100** | **83.3%** |
Grades Measured: PK3-5

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Bracken School Readiness Assessment</td>
<td></td>
<td></td>
<td>97.4</td>
</tr>
<tr>
<td>PK Math: Bracken School Readiness Assessment</td>
<td></td>
<td></td>
<td>96.6</td>
</tr>
<tr>
<td>K-2 Reading: Indicadores Dinámicos del Éxito en la Lectura (IDEL)</td>
<td>68.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Math: Easy Curriculum-Based Measures (easyCBM)</td>
<td>58.9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

- **Board Chair**: Elizabeth Burrell
- **Executive Director**: Nicole Hanrahan
- **Principal**: Angela Stepancic
  - **First School Year**: 2012–13
- **Ages Served**: Serves ages 16 to 24
- **Programs Offered**:
  - Dual Enrollment
  - Medical Assistant
  - Computer Skills
- **Diplomas Offered**:
  - English GED

Adult Education Tier Explanations

1. **High Performing**
   - (At least 65.0% in all categories)
2. **Mid Performing**
   - (At least 35.0% in all categories)
3. **Low Performing**
   - (34.9% or below in any categories)

For schools serving adult populations, DC PCSB uses the Adult Education 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
- **Tier 3** schools fall significantly short of high performance in one or more category, showing inadequate performance.

Student Demographics (2015–16)

- **Total Enrollment**: 191
- **Ages Served**: Serves ages 16 to 24
- **Demographics**:
  - Asian: 1.0%
  - Black Non-Hispanic: 49.7%
  - Hispanic / Latino: 46.6%
  - Native American / Alaska Native: 0.0%
  - Pacific Islander / Native Hawaiian: 0.5%
  - White Non-Hispanic: 2.1%
  - Multiracial: 0.0%

A Note from the School

The LAYC Career Academy PCS provides a bridge between high school and college or careers for young adults ages 16 to 24 in the District of Columbia. LAYC Career Academy PCS provides students with college credits, Advanced Placement-style classes, a rigorous and self-paced GED program, a college preparatory curriculum, and career training in the health care and information technology fields. This school was the first GED school in the country to obtain a grant from the Walton Family Foundation, which is known for its dedication to high-quality college preparatory models.
Adult Education

Student Progress: Improvement of One or More NRS* Levels

**Adult Basic Education (ABE) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>n&lt;10†</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>10 students</td>
<td>70.0</td>
<td>62.6%</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>35 students</td>
<td>57.1</td>
<td>41.2%</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>46 students</td>
<td>54.3</td>
<td>73.3%</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>22 students</td>
<td>54.5</td>
<td>54.5%</td>
</tr>
</tbody>
</table>

**English as a Second Language (ESL) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>n&lt;10†</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>19 students</td>
<td>57.9</td>
<td>0.0%</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>n&lt;10†</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>n&lt;10†</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>N/A</td>
<td>32.8</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>N/A</td>
<td>13.2</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* National Reporting System
† Levels with results less than 10 students are not displayed but still included in the final score.

**Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential: 18 students attempted a secondary diploma

**College and Career Readiness: Employment and Postsecondary Outcomes**

- Entered Employment or Entered Postsecondary: 67 students responded to the survey; Survey Response Rate: 55.4%†
- Retained Employment or Entered Postsecondary: 26 students responded to the survey; Survey Response Rate: 96.3%†
- Entered Postsecondary (Prior Program Year): N/A

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

- Attendance: In-seat attendance
- Retention: Percent of students who were enrolled at the school who took both an academic pre-test and post-test

**TIER 2**
**General Education Development (GED) or National External Diploma Program (NEDP).**

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.

### Adult Education

**Mission Specific Goals: Progress on programming unique to the school’s mission**

<table>
<thead>
<tr>
<th>MOS Word Certification</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of exiting students enrolled in the Microsoft Office Specialist (MOS) Word or Cisco course for 75+ hours who earn a MOS Word or Cisco certification</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>40.9</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OSHA 10 Certification</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of exiting students enrolled in the OSHA-10 certification course who earn the OSHA-10 certification</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>53.3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CompTIA A+ Certification</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of exiting students enrolled in A+ course for 120+ hours who earn an A+ certification</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td><strong>Score</strong></td>
<td>18.2</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Development (GED) or National External Diploma Program (NEDP).**

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.
Lee Montessori PCS is a public charter school in Northeast DC that currently serves children ages 3-8 (grades PK3-3) in primary and lower elementary-level Montessori classrooms. Our mission is to foster a lifetime love of learning and cultivate independence among DC schoolchildren. We use the student-centered Montessori Method, an evidence-based approach to closing the opportunity gap. Lee Montessori PCS creates a peaceful, multi-age learning environment that fosters the physical, social, emotional, and academic growth and development of students and produces lifelong learners. We are growing grade by grade to serve children in grades PK3-6. The school’s social and academic culture follows the rigorous standards for excellence as set forth by the Association Montessori Internationale.
**Grades Measured: PK3-2**

### Student Progress (0 points): Academic Improvement Over Time

- **Growth on the school’s assessment in reading**
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

- **Growth on the school’s assessment in mathematics**
  - Points Earned: 0.0 out of 0.0
  - Percent of Possible Points: N/A

### School Environment (100 points): Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat attendance
    - Points Earned: 14.4 out of 20.0
    - Percent of Possible Points: 72.0%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Points Earned: 6.7 out of 20.0
    - Percent of Possible Points: 33.5%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - **Emotional Support**
    - Points Earned: 20.0 out of 20.0
    - Percent of Possible Points: 100.0%
  - **Classroom Organization**
    - Points Earned: 20.0 out of 20.0
    - Percent of Possible Points: 100.0%
  - **Instructional Support**
    - Points Earned: 6.0 out of 20.0
    - Percent of Possible Points: 30.0%

### TOTAL SCORE

- Points Earned: 67.1 out of 100
- Percent of Possible Points: 67.1%

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

- **PK Pre-Literacy: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
    - Points Earned: 97.0 out of 100

- **PK Math: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
    - Points Earned: 98.5 out of 100

- **PK Social Emotional Learning: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
    - Points Earned: 93.9 out of 100

- **K-2 Reading: AIMSweb**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
    - Points Earned: 25.8 out of 30

- **K-2 Math: AIMSweb**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
    - Points Earned: 28.2 out of 30

For a more detailed explanation of the categories, see our technical guide.
Mary McLeod Bethune Day Academy PCS’s mission 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. Mary McLeod Bethune works to achieve its mission by cultivating independent, inquiring thinkers through project-based learning. As a candidate school for the International Baccalaureate Primary Years Programme, Mary McLeod Bethune Day Academy offers all of its students art, music, health/physical education, and two foreign languages, Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. It is our belief that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st century.
## Mary McLeod Bethune Day Academy PCS
### 2016 School Quality Report

**Grades Measured:** PK3–8

<table>
<thead>
<tr>
<th>Student Progress (35 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment (30 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Re-enrollment</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
</tr>
</tbody>
</table>

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

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>Classroom Organization</td>
</tr>
<tr>
<td>Instructional Support</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

| TIER | 2 | 51.9 out of 100 | 51.9% |

**Notes:**
- **2015—16**
- **Updated November 22, 2016**
### Grades Measured: PK3-8

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>85.4</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>82.5</td>
</tr>
<tr>
<td>PK Social Emotional Learning: Teaching Strategies GOLD</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>90.3</td>
</tr>
<tr>
<td>K-2 Reading: Discovery Education Assessment</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>61.1</td>
</tr>
<tr>
<td>K-2 Math: Discovery Education Assessment</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>51.6</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Alternative Accountability

In 2015–16, DC PCSB implemented the Alternative Accountability Framework (AAF) for schools that provide programs to serve highly at-risk students, recognizing that an alternative framework is more appropriate to measure schools serving a considerably different population than that of most schools. This school will not receive a score or tier in 2015–16. When schools are initially designated to be eligible for the AAF, the school, in consultation with DC PCSB staff, designs a set of measures aligned to specific categories of quality, either traditional and/or nontraditional and unique to the school’s program. These measures are subject to DC PCSB approval, are annually measured, and are publicly reported.

School Profile (2016–17)

Board Chair
Julie Johnson, Ed.D.

CEO
Heather Wathington, Ph.D.

Principal
Tameika Freeman

First School Year
1998–99

Grades Served

<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></td>
</tr>
<tr>
<td>PK4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Adult Ed</td>
<td></td>
</tr>
</tbody>
</table>

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

Student Demographics (2015–16)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>225</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</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 Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learner: 0.4%
Economically Disadvantaged >60%
Special Education: 40.0%
At-Risk Population N/A%

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

A Note from the School

Our mission is to create learning communities in lower income urban areas where all students can grow academically and socially. At Maya Angelou PCS, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change. At the Maya Angelou Schools, the key to our success is rooted in building trusting, respectful and nurturing relationships with each other. We strive to create safe spaces for all to be able to reach their limitless potential. We are at our best when we work together to ensure the unique needs of our community are met. We empower each other to grow successfully so we can see forever! This is how we live the Maya Way, even when no one is watching.
Maya Angelou PCS – High School
2016 School Quality Report

Grades Measured: 9-12

Student Progress

Growth on the Scantron Performance Series assessment in writing for 9th and 10th graders*

Growth on the Scantron Performance Series assessment in reading for 9th and 10th graders**

Growth on the Scantron Performance Series assessment in mathematics for 9th and 10th graders***

Gateway

Graduation Rate

College and Career Readiness

Graduates who entered the workforce or postsecondary education within one year

School Environment

Attendance

In-seat attendance rate

Re-engagement

Percent of truant students re-engaged at the school

Discipline

Out-of-school suspension rate

Social-Emotional Learning

Students who score average or above on the Resiliency Scales for Children and Adolescents

*Scantron Performance Series never published this assessment and the school did not administer a writing assessment with a growth component.

**Results available for 70.0% of eligible students for this goal.

***Results available for 64.2% of eligible students for this goal.

† The 6-year grad rate does not include students who left the school prior to 2013-14, as negotiated in the school’s charter.
Maya Angelou PCS - Young Adult Learning Center

School Profile (2016–17)

Board Chair
Julie Johnson, Ed.D.

CEO
Heather Wathington, Ph.D.

Director
Sean Yisrael, Ed.D.

First School Year
2012–13

Ages Served
Serves ages 17 to 24

Programs Offered
Day classes
- Construction
- Telecommunications

Diplomas Offered
- English GED

Student Demographics (2015–16)

Total Enrollment
136

- Asian: 0.0%
- Black Non-Hispanic: 98.5%
- Hispanic / Latino: 0.0%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 1.5%
- Multiracial: 0.0%

A Note from the School

Our mission is to create learning communities in lower income urban areas where all students can grow academically and socially. At Maya Angelou PCS, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change. At the Maya Angelou Schools, the key to our success is rooted in building trusting, respectful and nurturing relationships with each other. We strive to create safe spaces for all to be able to reach their limitless potential. We are at our best when we work together to ensure the unique needs of our community are met. We empower each other to grow successfully so we can see forever! This is how we live the Maya Way, even when no one is watching.

Adult Education Tier Explanations

1. High Performing
(At least 65.0% in all categories)

2. Mid Performing
(At least 35.0% in all categories)

3. Low Performing
(34.9% or below in any categories)

For schools serving adult populations, DC PCSB uses the Adult Education 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
- Tier 3 schools fall significantly short of high performance in one or more category, showing inadequate performance.
### Adult Education

**Student Progress: Improvement of One or More NRS* Levels**

<table>
<thead>
<tr>
<th>Adult Basic Education (ABE) Performance</th>
<th>English as a Second Language (ESL) Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted ABE Score: 36.0%</td>
<td>Weighted ESL Score: N/A</td>
</tr>
<tr>
<td>ABE Level 1 n&lt;10†</td>
<td>ESL Level 1 N/A</td>
</tr>
<tr>
<td>ABE Level 2 18 students</td>
<td>ESL Level 2 N/A</td>
</tr>
<tr>
<td>ABE Level 3 38 students</td>
<td>ESL Level 3 N/A</td>
</tr>
<tr>
<td>ABE Level 4 22 students</td>
<td>ESL Level 4 N/A</td>
</tr>
<tr>
<td>ABE Level 5 N/A</td>
<td>ESL Level 5 N/A</td>
</tr>
<tr>
<td>ABE Level 6 N/A</td>
<td>ESL Level 6 N/A</td>
</tr>
<tr>
<td>* National Reporting System</td>
<td></td>
</tr>
<tr>
<td>† Levels with results less than 10 students are not displayed but still included in the final score.</td>
<td></td>
</tr>
</tbody>
</table>

**Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential: 71.4%
  - 14 students attempted a secondary diploma

**College and Career Readiness: Employment and Postsecondary Outcomes**

- Entered Employment or Entered Postsecondary: 35.6%
  - 75 students responded to the survey; Survey Response Rate: 75.8%
- Retained Employment or Entered Postsecondary: 57.7%
  - 14 students responded to the survey; Survey Response Rate: 56.0%
- Entered Postsecondary (Prior Program Year): N/A

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

- Attendance: 80.5%
  - In-seat attendance
- Retention: 33.2%
  - Percent of students who were enrolled at the school who took both an academic pre-test and post-test
### Adult Education

**Mission Specific Goals: Progress on programming unique to the school’s mission**

<table>
<thead>
<tr>
<th>Certification</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OSHA 10 Certification</strong></td>
<td>87.5</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of students enrolled in the OSHA-10 certification course attending at least five days who earn the OSHA-10 certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HBI PACT Certification</strong></td>
<td>65.0</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of students enrolled in the Home Builder’s Institute Pre-Apprenticeship Certificate Training (HBI PACT) course attending at least five days who earn the HBI PACT certification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Education Development (GED) or National External Diploma Program (NEDP).**

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.
Meridian PCS works hard to foster an entire school of successful young learners and to prepare them well for advancement into higher education. Meridian equips all of its students with many hands-on opportunities to learn. High-technology equipment is available throughout the school. Individual and collective student achievements are recognized throughout the academic year and are proudly shared with all faculty, staff, and students.
Meridian PCS
2016 School Quality Report

(2015—16)
Grades Measured: PK3–8

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

<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>48.3</td>
<td>8.0 out of 17.5</td>
<td>45.7%</td>
</tr>
</tbody>
</table>

Growth on the state assessment in mathematics

<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>43.3</td>
<td>5.8 out of 17.5</td>
<td>33.1%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts
Approaching College and Career Ready 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>43.7</td>
<td>3.3 out of 7.5</td>
<td>44.0%</td>
</tr>
</tbody>
</table>

College and Career Ready

<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>16.7</td>
<td>1.5 out of 5.0</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

PARCC: Mathematics
Approaching College and Career Ready 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>36.1</td>
<td>2.7 out of 7.5</td>
<td>36.0%</td>
</tr>
</tbody>
</table>

College and Career Ready

<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>12.6</td>
<td>1.0 out of 5.0</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade English Language Arts
College and Career Ready

<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>13.6</td>
<td>1.1 out of 5.0</td>
<td>22.0%</td>
</tr>
</tbody>
</table>

8th Grade Mathematics
College and Career Ready

<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>3.8</td>
<td>0.3 out of 5.0</td>
<td>6.0%</td>
</tr>
</tbody>
</table>

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance
In-seat 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>90.9</td>
<td>5.3 out of 9.0</td>
<td>58.9%</td>
</tr>
</tbody>
</table>

Re-enrollment
Percent of students eligible to re-enroll

<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>78.9</td>
<td>4.3 out of 9.0</td>
<td>47.8%</td>
</tr>
</tbody>
</table>

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

<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>5.9</td>
<td>3.7 out of 4.0</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

Classroom Organization

<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>5.7</td>
<td>3.2 out of 4.0</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

Instructional Support

<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>2.8</td>
<td>1.6 out of 4.0</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>TIER</th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.8</td>
<td>2</td>
<td>41.8 out of 100</td>
<td>41.8%</td>
</tr>
</tbody>
</table>
### Grades Measured: PK3-8

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>74.1</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>72.8</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: Stanford Achievement Test (SAT 10)</td>
<td>29.0</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>K-2 Math: Stanford Achievement Test (SAT 10)</td>
<td>44.0</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Monument Academy PCS is a weekday boarding school with a mission to provide students, particularly those who have had or might have contact with the foster care system, with the requisite academic, social, emotional, and life skills to be successful in college, career, and community, and to create an outstanding school that attracts, supports, and retains exceptional and caring people. The school is based on five pillars: small class sizes with personalized education, social and emotional well-being services, life skills, a consistent adult connection, and stability. We offer technology and extracurricular classes. Our students live in single-gender family-style homes with a houseparent couple. We offer an array of after school activities, field trips, and an end-of-year college visit.
Monument Academy PCS
2016 School Quality Report

(2015—16)
Grades Measured: 5-5

Student Progress

Growth on the school’s NWEA MAP assessment in ELA

Score

8th grade students with completed personalized learning plans

Student Achievement

PARCC: English Language Arts*
Approaching College and Career Ready and above for at-risk students who have attended the school for two years

Approaching College and Career Ready for special education students who have attended the school for two years

Approaching College and Career Ready for non-at risk students who have attended the school for two years

College and Career Ready for students who have attended the school for three years

PARCC: Mathematics*
Approaching College and Career Ready and above for at-risk students who have attended the school for two years

Approaching College and Career Ready for special education students who have attended the school for two years

Approaching College and Career Ready for non-at risk students who have attended the school for two years

College and Career Ready for students who have attended the school for three years

Gateway

College and Career Readiness*
8th grade students completing three university visits

8th grade students with completed personalized learning plans

School Environment

Attendance
In-seat attendance rate

Discipline
Out of school suspension rate

KEY

Score

100
0
Goal

* Data will be available in subsequent years for grade 8 and cohort goals

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

School Profile (2016–17)

Board Chair
Lynsey Wood Jeffries

Executive Director
Kristin Scotchmer

Grades Served

First School Year
2011–12

Student Demographics (2015–16)

Total Enrollment
538

- Asian: 1.9%
- Black Non-Hispanic: 22.7%
- Hispanic / Latino: 39.0%
- Native American / Alaska Native: 0.2%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 30.9%
- Multiracial: 5.4%

English Language Learner: 13.4%
Economically Disadvantaged: 35.3%
Special Education: 8.4%
At-Risk Population: 14.1%

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

Mundo Verde is a Expeditionary Learning, language immersion school where students in PK-kindergarten are taught and assessed exclusively in Spanish, and 50 percent of instruction in grades 1-4 is in Spanish. 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.
### Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>11.4 out of 17.5</td>
<td>65.1%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>13.6 out of 17.5</td>
<td>77.7%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>4.8 out of 7.5</td>
<td>64.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>5.2 out of 7.5</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>5.1 out of 10.0</td>
<td>51.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Environment (30 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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>8.1 out of 9.0</td>
<td>90.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>9.0 out of 9.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>4.0 out of 4.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>72.5 out of 100</td>
<td>72.5%</td>
</tr>
</tbody>
</table>
Grades Measured: PK3-4

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

- **PK Pre-Literacy: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 95.4%

- **PK Math: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 93.9%

- **PK Social Emotional Learning: Teaching Strategies GOLD**
  - Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Score: 100.0%

- **K-2 Reading: Fountas & Pinnell and EDL2 (Spanish)**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Score: 52.8%

- **K-2 Math: Group Mathematics Assessment and Diag. Evaluation (GMADE)**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Score: 63.9%

Education for Sustainability Audit

- Percent of points earned across the 15 domains of the Education for Sustainability assessment tool
  - Score: 65.0%
**School Profile (2016–17)**

**Board Chair**
Ty Johnson

**Founder & Executive Director**
Jennifer Ross, MSW, LCSW

**Principal**
Cordelia Postell

**First School Year**
2009–10

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

**Student Demographics (2015–16)**

- **Total Enrollment**: 280
  - 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%

- **English Language Learner**: 0.0%

- **Economically Disadvantaged >60%**:

- **Special Education**: 22.1%

- **At-Risk Population**: 72.1%

*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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

**A Note from the School**

The mission of National Collegiate Preparatory PCHS is to provide a rigorous 9th-12th grade standards-based college preparatory curriculum, to offer an interdisciplinary curriculum that integrates international studies themes across the academic curriculum that would offer an opportunity for an International Baccalaureate education, and to prepare our students to be self-directed, life-long learners equipped to be engaged 21st-century citizens of their school, community, and country, and the world. National Collegiate Preparatory PCHS is an internationally and nationally accredited high school in Ward 8. Our goal is for our students to be prepared academically and socially when they enter college.
### National Collegiate Preparatory PCHS
#### 2016 School Quality Report

<table>
<thead>
<tr>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
</table>

#### Grades Measured: 9-12

<table>
<thead>
<tr>
<th>Student Progress (0 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>3.8 out of 7.5</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>1.8 out of 5.0</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>2.3 out of 7.5</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>0.0 out of 5.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-Year Graduation Rate (Prior Year)</td>
</tr>
<tr>
<td>1.1 out of 3.0</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
</tr>
<tr>
<td>1.5 out of 4.5</td>
</tr>
<tr>
<td>PSAT Performance (11th grade)</td>
</tr>
<tr>
<td>1.8 out of 7.5</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th grade)</td>
</tr>
<tr>
<td>0.5 out of 7.5</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
</tr>
<tr>
<td>7.1 out of 7.5</td>
</tr>
</tbody>
</table>

#### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

<table>
<thead>
<tr>
<th>College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 out of 5.0</td>
</tr>
</tbody>
</table>

#### Career Readiness: Career and Technical Education (CTE) Program Achievement

<table>
<thead>
<tr>
<th>Career Readiness: Career and Technical Education (CTE) Program Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 out of 0.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CTE Certification Exam Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 out of 0.0</td>
</tr>
</tbody>
</table>
National Collegiate Preparatory PCHS
2016 School Quality Report

(2015–16)
Grades Measured: 9-12

School Environment (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>3.4</td>
<td>10.0</td>
<td>34.0%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>1.2</td>
<td>10.0</td>
<td>12.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>2.3</td>
<td>5.0</td>
<td>46.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

TIER 3

28.0 out of 85.0 32.9%
The Next Step/El Próximo Paso PCS

The mission of The Next Step/El Próximo Paso PCS is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education. The Next Step/El Próximo Paso is a bilingual, adult basic education, General Education Development (GED) and English as a Second Language (ESL) program serving students ages 16-24 with full-time day and part-time evening programs. The Next Step/El Próximo Paso offers a full academic program in English and Spanish with flexible pacing. Class sizes are small, and student support services are extensive. The Next Step/El Próximo Paso’s curriculum is aligned with Common Core standards and uses individual learning plans, instructional technology, and tutors to accommodate a diverse student body. Students receive guidance to continue their education at community college and vocational programs, and in advanced English courses.
### Adult Education

#### Adult Basic Education (ABE) Performance

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>n&lt;10†</td>
<td>86.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>26 students</td>
<td>84.6</td>
<td>80.8%</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>13 students</td>
<td>84.6</td>
<td>96.2%</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>18 students</td>
<td>66.7</td>
<td>100.0%</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>n&lt;10†</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### English as a Second Language (ESL) Performance

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>93 students</td>
<td>72.0</td>
<td>61.8%</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>59 students</td>
<td>83.1</td>
<td>65.3%</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>57 students</td>
<td>59.6</td>
<td>39.3%</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>35 students</td>
<td>42.9</td>
<td>24.0%</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>13 students</td>
<td>38.5</td>
<td>19.0%</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>n&lt;10†</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* National Reporting System
† Levels with results less than 10 students are not displayed but still included in the final score.

### Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential
  - 50 students attempted a secondary diploma
    - 80.0%

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

- Entered Employment or Entered Postsecondary
  - 52 students responded to the survey, Survey Response Rate: 65.0%‡
    - 76.9%
- Retained Employment or Entered Postsecondary
  - 69 students responded to the survey, Survey Response Rate: 68.3%‡
    - 94.2%
- Entered Postsecondary (Prior Program Year)
  - N/A

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

- Attendance
  - In-seat attendance
    - 73.0%
- Retention
  - Percent of students who were enrolled at the school who took both an academic pre-test and post-test
    - 77.2%
(2015–16)

Adult Education

Mission Specific Goals: Progress on programming unique to the school’s mission

**TABE Espanol - Literacy**
Percentage of students with pre- and post-test results on the TABE Español assessment who gain one or more grade levels in Reading on the TABE Español

**TABE Espanol - Math**
Percentage of students with pre- and post-test results on the TABE Español assessment who gain one or more grade levels in Mathematics on the TABE Español

---

**General Education Development (GED) or National External Diploma Program (NEDP).**

‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.
A Note from the School

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.
## Paul PCS - Middle School
### 2016 School Quality Report

**Grades Measured: 6-8**

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

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>8.6 out of 20.0</td>
<td>43.0%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>10.2 out of 20.0</td>
<td>51.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: English Language Arts</th>
<th>4.6 out of 9.0</th>
<th>51.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: Mathematics</td>
<td>3.6 out of 9.0</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

| 3rd Grade English Language Arts | 0.0 out of 0.0 | N/A |
| 8th Grade Mathematics           | 2.5 out of 10.0 | 25.0% |

### School Environment (20 points): Predictors of Future Student Progress and Achievement

| Attendance                  | 7.0 out of 10.0 | 70.0% |
| Re-enrollment               | 4.7 out of 10.0 | 47.0% |

### TOTAL SCORE

**TIER 2**

<table>
<thead>
<tr>
<th>Score</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.9</td>
<td>44.9%</td>
</tr>
</tbody>
</table>
Paul PCS - International High School

5800 8th Street NW
Washington, DC 20011

202-291-7499
www.paulcharter.org

School Profile (2016–17)

Board Chair
Roberta Colton

CEO
Jami Dunham

HS Principal
Deberry Goodwin

First School Year
2013–14

Grades Served

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

Is part of a 6-12 network.

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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

Student Demographics (2015–16)

Total Enrollment
444

- Asian
1.1%

- Black Non-Hispanic
75.0%

- Hispanic / Latino
23.9%

- Native American / Alaska Native
0.0%

- Pacific Islander / Native Hawaiian
0.0%

- White Non-Hispanic
0.0%

- Multiracial
0.0%

- English Language Learner
11.9%

- Economically Disadvantaged
57.2%

- Special Education
14.2%

- At-Risk Population
53.4%

A Note from the School

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.
Paul PCS - International High School
2016 School Quality Report

Grades Measured: 9-12

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 30 65 100</td>
</tr>
</tbody>
</table>

Key

Student Progress (0 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts
Data not available for 2015-16

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 30 65 100</td>
</tr>
</tbody>
</table>

Growth on the state assessment in mathematics
Data not available for 2015-16

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 30 65 100</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: English Language Arts
Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 30 65 100</td>
</tr>
</tbody>
</table>

PARCC: Mathematics
Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 30 65 100</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 30 65 100</td>
</tr>
</tbody>
</table>

Gateway (30.5 points): Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 52.3 76.7 100</td>
</tr>
</tbody>
</table>

Five-Year Graduation Rate

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 65.3 100</td>
</tr>
</tbody>
</table>

PSAT Performance (11th grade)

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>4 50 100</td>
</tr>
</tbody>
</table>

SAT/ACT Performance (12th grade)

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 11.9 47.8 75 100</td>
</tr>
</tbody>
</table>

College Acceptance Rate

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 70 91.0 100</td>
</tr>
</tbody>
</table>

College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td>0 45.4 100</td>
</tr>
</tbody>
</table>

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

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

CTE Certification Exam Pass Rate

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

College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate

CTE Certification Exam Pass Rate

Data not available for 2015-16
# School Environment (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.1 out of 10.0</td>
<td>91.0%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>82 out of 100</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>7.0 out of 10.0</td>
<td>70.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>72.1 out of 100</td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>0.0 out of 5.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>In-seat attendance (2015—16)</td>
<td>92 out of 100</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment (2015—16)</td>
<td>90 out of 100</td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate (2015—16)</td>
<td>100 out of 100</td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>38.4 out of 80.5</td>
<td>47.7%</td>
</tr>
<tr>
<td></td>
<td>56.4 out of 100</td>
<td></td>
</tr>
</tbody>
</table>

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

Grades Measured: 9-12
Perry Street Preparatory PCS

School Profile (2016–17)

Board Chair
Cynthia G. Brown

Principal
Rachel Crouch

Grades Served

First School Year
1998–99

Student Demographics (2015–16)

Total Enrollment 323

- Asian 0.0%
- Black Non-Hispanic 96.9%
- Hispanic / Latino 0.6%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.3%
- White Non-Hispanic 1.9%
- Multiracial 0.3%

- English Language Learner 3.1%
- Economically Disadvantaged 73.1%
- Special Education 13.3%
- At-Risk Population 51.7%

A Note from the School

Perry Street Preparatory PCS uses rigorous academic instruction, a safe and secure learning environment, and strong family relationships to empower our students to be ready to enter and succeed in college and thrive in a global society. Our goal is to provide every student, PK-8, with the knowledge, abilities, attitudes, and support needed to succeed in college and beyond. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares him or her for unlimited global opportunities.
Perry Street Preparatory PCS
2016 School Quality Report

(2015—16)
Grades Measured: PK3–8

Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>5.3 out of 17.5</td>
<td>30.3%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>6.5 out of 17.5</td>
<td>37.1%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts Approaching College and Career Ready and Above</td>
<td>3.2 out of 7.5</td>
<td>42.7%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>1.8 out of 5.0</td>
<td>36.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td>3.0 out of 7.5</td>
<td>40.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>1.2 out of 5.0</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts College and Career Ready</td>
<td>3.3 out of 5.0</td>
<td>66.0%</td>
</tr>
<tr>
<td>8th Grade Mathematics College and Career Ready</td>
<td>1.3 out of 5.0</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat attendance</td>
<td>5.4 out of 9.0</td>
<td>60.0%</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td>0.0 out of 9.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support</td>
<td>3.7 out of 4.0</td>
<td>92.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>2.7 out of 4.0</td>
<td>67.5%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.0 out of 4.0</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE TIER 2

<table>
<thead>
<tr>
<th></th>
<th>Points Earned out of 100</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.4 out of 100</td>
<td>39.4%</td>
</tr>
</tbody>
</table>
Grades Measured: PK3-8

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>86.5</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</td>
<td>56.0</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Math: TerraNova</td>
<td>52.0</td>
<td>100</td>
</tr>
</tbody>
</table>

KEY: Score = Floor Target

For a more detailed explanation of the categories, see our technical guide.
School Profile (2016–17)

**Board Chair**
Gregory Adams

**Head of School & CEO**
Marco Clark, Ph.D.

**First School Year**
2011–12

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

Student Demographics (2015–16)

- **Total Enrollment:** 285
- **Asian:** 0.0%
- **Black Non-Hispanic:** 99.0%
- **Hispanic / Latino:** 1.1%
- **Native American / Alaska Native:** 0.0%
- **Pacific Islander / Native Hawaiian:** 0.0%
- **White Non-Hispanic:** 0.0%
- **Multiracial:** 0.0%

**English Language Learner:** 0.0%

**Economically Disadvantaged >60%**:

**Special Education**: 19.3%

**At-Risk Population**: 70.9%

*T 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

The mission of Richard Wright PCS for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages, and a curriculum focused on strong writing skills and vocabulary.
### Richard Wright PCS for Journalism and Media Arts
#### 2016 School Quality Report

**Grades Measured: 8-12**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (0 points): Academic Improvement Over Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment in Mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC: English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>2.7 out of 7.5</td>
<td>36.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>2.7 out of 7.5</td>
<td>36.0%</td>
</tr>
<tr>
<td><strong>Gateway (35 points): Outcomes Aligned to College and Career Readiness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td>0.5 out of 3.0</td>
<td>16.7%</td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td>0.2 out of 4.5</td>
<td>4.4%</td>
</tr>
<tr>
<td>PSAT Performance (11th grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.8 out of 7.5</td>
<td>24.0%</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th grade)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5 out of 7.5</td>
<td>33.3%</td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.5 out of 7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.2 out of 5.0</td>
<td>4.0%</td>
</tr>
<tr>
<td>Career Readiness: Career and Technical Education (CTE) Program Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>CTE Certification Exam Pass Rate</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Richard Wright PCS for Journalism and Media Arts

#### 2016 School Quality Report

**Grades Measured:** 8-12

<table>
<thead>
<tr>
<th>School Environment (25 points): Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td>In-seat attendance</td>
</tr>
<tr>
<td>-</td>
</tr>
<tr>
<td>89.6</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>82</td>
</tr>
<tr>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>7.6 out of 10.0</td>
</tr>
<tr>
<td>76.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

**TIER 2**

<table>
<thead>
<tr>
<th><strong>Score</strong></th>
<th><strong>Score</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3</td>
<td>85.0</td>
<td>39.2</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
The goal of Roots PCS is to groom productive, well-rounded leaders for tomorrow. The mission of Roots PCS is to offer a culturally relevant and academically stimulating curriculum. We believe that by giving students an appreciation of their land, history, and culture, we inspire and motivate them to maintain high academic standards and social ideals. All subjects align with the Common Core State Standards. The program utilizes an open-space facility design for grades PK3 through 5. We have had two Ben Carson Scholars. Our students continue their education at some of the top-ranked middle schools in the city.
Grades Measured: PK3–5

### Student Progress (35 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>37.4</td>
<td>18.3%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>47.7</td>
<td>44.6%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>66.7</td>
<td>66.7%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>33.3</td>
<td>60.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>66.7</td>
<td>66.7%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>33.3</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>63.5</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>67.5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>92.8</td>
<td>77.8%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>70.9</td>
<td>15.6%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>5.8</td>
<td>87.5%</td>
</tr>
<tr>
<td>Emotional Support</td>
<td>4.5</td>
<td>47.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>5.2</td>
<td>30.0%</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.6</td>
<td>30.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.6</td>
<td>2</td>
</tr>
<tr>
<td>46.2%</td>
<td></td>
</tr>
</tbody>
</table>
Grades Measured: PK3-5

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD</td>
<td>82.9</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD</td>
<td>80.0</td>
</tr>
<tr>
<td>K-2 Reading: Scholastic Reading Assessment (SRA)</td>
<td>97.7</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
SEED PCS of Washington, DC (Middle School)

Student Demographics (2015–16)

- Total Enrollment: 352
- 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%
- English Language Learner: 0.0%
- Economically Disadvantaged >60%*: 17.6%
- Special Education: 17.6%
- At-Risk Population: 58.2%

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

A Note from the School

SEED PCS of Washington, DC, was founded in 1998 as the nation’s first urban boarding school. SEED’s mission is to provide an intensive college preparatory educational program that prepares students, both academically and socially, for success in college and in life. SEED’s goal is to ensure that students not only graduate from high school and gain acceptance to college, but that they succeed in and graduate from college as well.

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
### SEED PCS of Washington, DC (Middle School)
#### 2016 School Quality Report

**Grades Measured: 6-8**

<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 (40 points): Academic Improvement Over Time</strong></td>
<td>Growth on the state assessment in English Language Arts</td>
<td>6.1 out of 20.0</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td>Growth on the state assessment in mathematics</td>
<td>8.4 out of 20.0</td>
<td>42.0%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</strong></td>
<td>PARCC: English Language Arts</td>
<td>2.5 out of 9.0</td>
<td>27.8%</td>
</tr>
<tr>
<td></td>
<td>PARCC: Mathematics</td>
<td>2.3 out of 9.0</td>
<td>25.6%</td>
</tr>
<tr>
<td></td>
<td>College and Career Ready</td>
<td>0.6 out of 6.0</td>
<td>10.0%</td>
</tr>
<tr>
<td><strong>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</strong></td>
<td>3rd Grade English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>8th Grade Mathematics</td>
<td>0.5 out of 10.0</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>School Environment (20 points): Predictors of Future Student Progress and Achievement</strong></td>
<td>Attendance</td>
<td>9.8 out of 10.0</td>
<td>98.0%</td>
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<tr>
<td></td>
<td>Re-enrollment</td>
<td>7.8 out of 10.0</td>
<td>78.0%</td>
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</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>38.8 out of 100</td>
<td>38.8%</td>
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</tbody>
</table>
SEED PCS of Washington, DC (High School)

School Profile (2016–17)

Board Chair
Vasco Fernandes

Head of School
Adrian Manuel, Ed.D.

First School Year
1998–99

Grades Served
- Current Grades
- Future Grades

Student Demographics (2015–16)

Total Enrollment
352

- 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%

English Language Learner 0.0%
Economically Disadvantaged >60%
Special Education 17.6%
At-Risk Population 58.2%

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

SEED PCS of Washington, DC, was founded in 1998 as the nation’s first urban boarding school. SEED’s mission is to provide an intensive college preparatory educational program that prepares students, both academically and socially, for success in college and in life. SEED’s goal is to ensure that students not only graduate from high school and gain acceptance to college, but that they succeed in and graduate from college as well.
## 2016 School Quality Report

**SEED PCS of Washington, DC (High School)**

**Grades Measured: 9-12**

### Student Progress (0 points): Academic Improvement Over Time

**Growth on the state assessment in English Language Arts**
- Data not available for 2015-16
- Score: 3.3 out of 7.5
- Percent: 44.0%

**Growth on the state assessment in mathematics**
- Data not available for 2015-16
- Score: 2.1 out of 7.5
- Percent: 28.0%

### Student Achievement (25.0 points): Approaching, Meeting or Exceeding College and Career Ready Standards

**PARCC: English Language Arts**
- Approaching College and Career Ready and Above
- Score: 43.8 out of 52.4
- Percent: 83.8%

**PARCC: Mathematics**
- Approaching College and Career Ready and Above
- Score: 43.9 out of 52.4
- Percent: 83.8%

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

**Graduation Rate**
- Four-Year Graduation Rate (Prior Year)
- Score: 52.4 out of 52.3
- Percent: 100.0%

**Five-Year Graduation Rate**
- Score: 61.9 out of 65.3
- Percent: 95.0%

**PSAT Performance (11th grade)**
- Score: 35.0 out of 50
- Percent: 70.0%

**SAT/ACT Performance (12th grade)**
- Score: 64.0 out of 75
- Percent: 85.3%

**College Acceptance Rate**
- Score: 91.7 out of 70
- Percent: 131.0%

**College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
- Score: 20.0 out of 45.4
- Percent: 44.0%

**Career Readiness: Career and Technical Education (CTE) Program Achievement**
- Score: 0.0 out of 0.0
- Percent: N/A

**CTE Certification Exam Pass Rate**
- Score: 0.0 out of 0.0
- Percent: N/A
Grades Measured: 9-12

| School Environment (25 points): Predictors of Future Student Progress and Achievement |
|---|---|---|
| Attendance | 96.3% | 10.0 out of 10.0 | 100.0% |
| In-seat attendance | 82 | 92 |
| Re-enrollment | 90.5% | 10.0 out of 10.0 | 100.0% |
| Percent of students eligible to re-enroll | 72.1 | 90 |
| 9th Grade on Track to Graduate | 56.4% | 0.1 out of 5.0 | 2.0% |

TOTAL SCORE: 46.3 out of 85.0 | TIER 2 | 54.5%
School Profile (2016–17)

**Board Chair**
Joy King-Pike

**Head of School**
Natalie Smith, Ph.D.

**First School Year**
2013–14

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

**Student Demographics (2015–16)**

- **Total Enrollment**: 134

  - **Asian**: 0.0%
  - **Black Non-Hispanic**: 64.2%
  - **Hispanic / Latino**: 9.0%
  - **Native American / Alaska Native**: 0.0%
  - **Pacific Islander / Native Hawaiian**: 0.7%
  - **White Non-Hispanic**: 19.4%
  - **Multiracial**: 6.7%

**TIER SCORES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
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<td>N/A</td>
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<tr>
<td>2013</td>
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<td>N/A</td>
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<tr>
<td>2014</td>
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<td>N/A</td>
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<tr>
<td>2015</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>2016</td>
<td>100%</td>
<td>65%</td>
<td>35%</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 PK-12, DC PCSB uses 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.

*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

**A Note from the School**

Sela PCS is founded on a steadfast commitment to ensure all students have access to a strong education that assures high levels of academic excellence in a diverse, nurturing environment. At Sela, we focus on Hebrew language immersion, promote the value of diversity, and provide the skills for taking action in the world. We hold ourselves accountable to five pillars that form the basis of our educational program: academic excellence, innovation, diversity, global citizenship, and trustworthiness. Furthermore, the STEM fields of science, technology, engineering and mathematics are integrated throughout our instructional programming to foster creativity, critical thinking, communication, and collaboration (the four Cs of a 21st-century education).
## Sela PCS
### 2016 School Quality Report

**Grades Measured: PK3-2**

<table>
<thead>
<tr>
<th>Student Progress (50 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP assessment in reading</td>
</tr>
<tr>
<td>Score: 70.0, Points Earned: 25.0 out of 25.0, Percent of Possible Points: 100.0%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
</tr>
<tr>
<td>Score: 82.0, Points Earned: 25.0 out of 25.0, Percent of Possible Points: 100.0%</td>
</tr>
</tbody>
</table>

### School Environment (50 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-seat attendance</td>
</tr>
<tr>
<td>Score: 92.2, Points Earned: 7.2 out of 10.0, Percent of Possible Points: 72.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students eligible to re-enroll</td>
</tr>
<tr>
<td>Score: 76.1, Points Earned: 3.6 out of 10.0, Percent of Possible Points: 36.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>Score: 5.6, Points Earned: 7.3 out of 10.0, Percent of Possible Points: 73.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: 5.4, Points Earned: 6.0 out of 10.0, Percent of Possible Points: 60.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: 2.3, Points Earned: 1.5 out of 10.0, Percent of Possible Points: 15.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score: 75.6 out of 100, Percent of Possible Points: 75.6%</td>
</tr>
</tbody>
</table>

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>PK Pre-Literacy: Teaching Strategies GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
<tr>
<td>Score: 100.0, Points Earned: 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PK Math: Teaching Strategies GOLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
<tr>
<td>Score: 98.1, Points Earned: 98.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Shining Stars Montessori Academy PCS works to create an environment that inspires children to develop inner discipline, self-assurance, and a love of learning. We seek to balance academic and social development to foster responsibility and cooperation within a supportive learning environment. Shining Stars respects each child, encourages individual excellence, and offers choices within the environment allowing children the opportunity to shape their own learning style. Shining Stars brings together children and families of diverse ages, religions, cultures, and socioeconomic backgrounds to develop social skills. Shining Stars fosters hands-on experiences; develops language and math skills; and includes Spanish, science, technology, engineering, arts, gardening, culinary arts, and Model Montessori UN for grades 3 and above as part of the day and extended learning programming.
# Shining Stars Montessori Academy PCS

## 2016 School Quality Report

**Grades Measured: PK3-4**

### Student Progress (0 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>0.0 out of 0.0</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>4.3 out of 7.5, 57.3%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>2.5 out of 7.5, 33.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0 out of 0.0</td>
</tr>
</tbody>
</table>

### School Environment (30 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>8.2 out of 9.0, 91.1%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>4.8 out of 9.0, 53.3%</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td>4.0 out of 4.0, 100.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned out of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shining Stars Montessori Academy PCS</td>
<td>33.2 out of 55, 60.4%</td>
</tr>
</tbody>
</table>

**Tier:** 2
Grades Measured: PK3-4

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

PK Math: Test of Early Mathematics Ability (TEMA)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

K-2 Reading: Dynamic Indicators of Basic Early Lit. Skills (DIBELS) and PPVT
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

K-2 Math: Test of Early Mathematics Ability (TEMA)
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
School Profile (2016–17)

Board Chair  
Jud Starr

Principal  
Lauren Catalano

First School Year  
2013–14

Grades Served

- Current Grades
- Future Grades

<table>
<thead>
<tr>
<th>Grades Served</th>
<th>PK3</th>
<th>PK4</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>Adult Ed</th>
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<tbody>
<tr>
<td>PK3</td>
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</tbody>
</table>

Student Demographics (2015–16)

- Total Enrollment: 279

<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>99.3%</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>

- English Language Learner: 0.0%
- Economically Disadvantaged: >60%*
- Special Education: 25.8%
- At-Risk Population: 70.3%

*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 PK-12, DC PCSB uses 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. *Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

A Note from the School

The purpose of Somerset Preparatory Academy PCS 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 a lifelong love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success. Our three-pronged focus is LEARN: prepare students for college; LIVE: equip students with intellectual, emotional, social, and ethical skills to maximize their individual potential; and LEAD: form confident, self-directed, and responsible lifelong learners who take an active role in improving the local and global community.
## Somerset Preparatory Academy PCS (Middle School)

### 2016 School Quality Report

**Grades Measured: 6-8**

<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 the state assessment in English Language Arts</td>
<td>12.7 out of 20.0</td>
<td>63.5%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>8.1 out of 20.0</td>
<td>40.5%</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC: English Language Arts</td>
<td>3.2 out of 9.0</td>
<td>35.6%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>2.1 out of 9.0</td>
<td>23.3%</td>
</tr>
<tr>
<td><strong>Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.9 out of 10.0</td>
<td>9.0%</td>
</tr>
<tr>
<td><strong>School Environment (20 points): Predictors of Future Student Progress and Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>6.6 out of 10.0</td>
<td>66.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>0.0 out of 10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**: 34.7 out of 100 (34.7%)
Somerset Preparatory Academy PCS (High School)

3301 Wheeler Road SE
Washington, DC 20032
202-562-9170
www.somersetdc.com

School Quality Report

School Profile (2016–17)

Board Chair
Jud Starr

Principal
Lauren Catalano

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

First School Year
2013–14

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

Student Demographics (2015–16)

Total Enrollment
279

- 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%

- English Language Learner: 0.0%
- Economically Disadvantaged: >60%*
- Special Education: 25.8%
- At-Risk Population: 70.3%

* 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 PK-12, DC PCSB uses 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.

* Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.

A Note from the School

The purpose of Somerset Preparatory Academy PCS 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 a lifelong love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success. Our three-pronged focus is LEARN: prepare students for college; LIVE: equip students with intellectual, emotional, social, and ethical skills to maximize their individual potential; and LEAD: form confident, self-directed, and responsible lifelong learners who take an active role in improving the local and global community.
### Somerset Preparatory Academy PCS (High School)

#### 2016 School Quality Report

**Grades Measured:** 9-10

<table>
<thead>
<tr>
<th>Student Progress (0 points): Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
<tr>
<td>Data not available for 2015-16</td>
</tr>
<tr>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards**

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - 69.2 out of 7.5
  - 69.3%

- **College and Career Ready**
  - 26.9 out of 5.0
  - 38.0%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - 26.9 out of 7.5
  - 26.7%

- **College and Career Ready**
  - 0.0 out of 5.0
  - 0.0%

**Gateway (0 points): Outcomes Aligned to College and Career Readiness**

- **Graduation Rate**
  - Four-Year Graduation Rate (Prior Year)
  - 0.0 out of 0.0
  - N/A

- **Five-Year Graduation Rate**
  - 0.0 out of 0.0
  - N/A

- **PSAT Performance (11th grade)**
  - 0.0 out of 0.0
  - N/A

- **SAT/ACT Performance (12th grade)**
  - 0.0 out of 0.0
  - N/A

- **College Acceptance Rate**
  - 0.0 out of 0.0
  - N/A

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - 0.0 out of 0.0
  - N/A

- **Career Readiness: Career and Technical Education (CTE) Program Achievement**
  - CTE Program of Study Completion Rate
  - 0.0 out of 0.0
  - N/A

- **CTE Certification Exam Pass Rate**
  - 0.0 out of 0.0
  - N/A
## Somerset Preparatory Academy PCS (High School)

### 2016 School Quality Report

#### School Environment (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Score Keys</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>0–100</td>
<td>0–92</td>
<td>8.5 out of 10.0</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0–100</td>
<td>0–90</td>
<td>0.0 out of 10.0</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td>0–100</td>
<td>0–100</td>
<td>2.9 out of 5.0</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
<th>Points Earned out of Possible Points</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>20.5</td>
<td>20.5 out of 50.0</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Alternative Accountability

In 2015–16, DC PCSB implemented the Alternative Accountability Framework (AAF) for schools that provide programs to serve highly at-risk students, recognizing that an alternative framework is more appropriate to measure schools serving a considerably different population than that of most schools. This school will not receive a score or tier in 2015–16.

When schools are initially designated to be eligible for the AAF, the school, in consultation with DC PCSB staff, designs a set of measures aligned to specific categories of quality, either traditional and/or nontraditional and unique to the school’s program. These measures are subject to DC PCSB approval, are annually measured, and are publicly reported.

A Note from the School

The mission of St. Coletta Special Education Charter School is to serve children and adults with intellectual disabilities, and to support their families. St. Coletta serves students ages 3-22 in an ungraded functional educational and life skills program. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.
St. Coletta Special Education PCS
2016 School Quality Report

(2015–16)
Ages Measured: 3–22

Student Progress

IEP* goals mastered or improved from Quarter 1 to Quarter 4

Therapeutic goals mastered or improved from Quarter 1 to Quarter 4

Student Achievement

Multi-State Alternative Assessment: English Language Arts
Proficient and above

Multi-State Alternative Assessment: Mathematics
Proficient and above

IEP Functional Reading Goals
Percent Progressing or Mastered by Quarter 4 of the student’s IEP

IEP Functional Math Goals
Percent Progressing or Mastered by Quarter 4 of the student’s IEP

Gateway

Graduation Rate
IEP Certificate of Completion attainment rate

Career-based Training**
Percent of seniors in Group 1 participating in career based training who perform the job task with 50% or higher performance

Percent of seniors in Group 2 participating in career based training who perform the job task with 80% or higher performance

Student Engagement

Attendance
In-seat attendance rate

Family Involvement
Parent training participation rate

* Individualized Education Plan

** The student groupings in the Career Based Training measures are formed using individual student baseline performance on the job task.

For a more detailed explanation of the categories, see our technical guide.
Thurgood Marshall Academy PCS

School Profile (2016–17)

Board Chair
Kannon Shanmugam

Executive Director
Richard Pohlman

Grades Served
- Current Grades
- Future Grades

Head of School
Melanie Sala

First School Year
2001–02

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

Student Demographics (2015–16)

Total Enrollment: 387

- 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%

English Language Learner: 0.0%
Economically Disadvantaged: 74.4%
Special Education: 12.1%
At-Risk Population: 56.3%

A Note from the School

The mission of Thurgood Marshall Academy PCS is to prepare students to succeed in college and to actively engage in our democratic society. The school’s college prep curriculum provides students with Advanced Placement and dual enrollment/dual credit early college access. In addition to rigorous academics, the school boasts extensive after school opportunities in athletics, arts, and academics to support holistic development of students. Students are supported with wrap-around services including homework help, tutoring, and a Summer Prep program. A robust college and alumni program has ensured that since its first graduating class, 100 percent of graduates have been accepted to college. Today, over 90 percent of graduates enroll in college, a testament to the school’s mission.

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 PK-12, DC PCSB uses 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. * Due to the change in the state assessment, DC PCSB did not score or tier in 2014–15. Growth data was unavailable in 2014–15 and 2015–16.
### Thurgood Marshall Academy PCS

**2016 School Quality Report**

#### Grades Measured: 9-12

<table>
<thead>
<tr>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>0</td>
<td>100</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Student Progress (0 points): Academic Improvement Over Time

- **Growth on the state assessment in English Language Arts**
  - Data not available for 2015-16
  - Score: 0.0 out of 0.0
  - Percent: N/A

- **Growth on the state assessment in mathematics**
  - Data not available for 2015-16
  - Score: 0.0 out of 0.0
  - Percent: N/A

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - Score: 73.6 out of 100
  - Percent: 73.3%

- **College and Career Ready**
  - Score: 47.1 out of 100
  - Percent: 66.0%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - Score: 80.7 out of 100
  - Percent: 81.3%

- **College and Career Ready**
  - Score: 28.9 out of 100
  - Percent: 66.0%

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

- **Graduation Rate**
  - Four-Year Graduation Rate (Prior Year)
  - Score: 82.2 out of 100
  - Percent: 63.3%

- **Five-Year Graduation Rate**
  - Score: 86.3 out of 100
  - Percent: 60.0%

- **PSAT Performance (11th grade)**
  - Score: 52.0 out of 100
  - Percent: 100.0%

- **SAT/ACT Performance (12th grade)**
  - Score: 64.9 out of 100
  - Percent: 84.0%

- **College Acceptance Rate**
  - Score: 100.0 out of 100
  - Percent: 100.0%

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - Score: 24.3 out of 100
  - Percent: 54.0%

- **Career Readiness: Career and Technical Education (CTE) Program Achievement**
  - CTE Program of Study Completion Rate
  - Score: 0.0 out of 0.0
  - Percent: N/A

- **CTE Certification Exam Pass Rate**
  - Score: 0.0 out of 0.0
  - Percent: N/A
### Thurgood Marshall Academy PCS
#### 2016 School Quality Report

**Grades Measured: 9-12**

#### School Environment (25 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Points Earned out of Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>93.7</td>
<td>10.0 out of 10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>74.1</td>
<td>1.1 out of 10.0</td>
<td>11.0%</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>75.0</td>
<td>2.1 out of 5.0</td>
<td>42.0%</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</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60.0</td>
<td>60.0 out of 85.0</td>
<td>70.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
**Student Demographics (2015–16)**

- **Total Enrollment**: 526
- **Asian**: 1.0%
- **Black Non-Hispanic**: 59.9%
- **Hispanic / Latino**: 10.1%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 25.1%
- **Multiracial**: 4.0%
- **Economically Disadvantaged**: 50.8%
- **Special Education**: 22.4%
- **English Language Learner**: 3.6%
- **At-Risk Population**: 24.9%

**A Note from the School**

The mission of Two Rivers PCS is 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. Two Rivers uses Expeditionary Learning, an educational model that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence. An integrated arts program and a content-based Spanish program augment the school’s demanding academic program. Two Rivers’ vibrant learning community is supported by a highly skilled and dedicated staff and an engaged and active parent community.
### School Quality Report

**Two Rivers PCS - 4th Street**

#### 2016 School Quality Report

**Grades Measured:** PK3–8

**Student Progress (35 points): Academic Improvement Over Time**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in</td>
<td>11.2 out of 17.5</td>
<td>64.0%</td>
</tr>
<tr>
<td>English Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on the state assessment in</td>
<td>14.0 out of 17.5</td>
<td>80.0%</td>
</tr>
<tr>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>5.3 out of 7.5</td>
<td>70.7%</td>
</tr>
<tr>
<td>Approaching College and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Ready and Above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>3.9 out of 5.0</td>
<td>78.0%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>5.4 out of 7.5</td>
<td>72.0%</td>
</tr>
<tr>
<td>Approaching College and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Ready and Above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>3.1 out of 5.0</td>
<td>62.0%</td>
</tr>
</tbody>
</table>

**Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>4.6 out of 5.0</td>
<td>92.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>2.1 out of 5.0</td>
<td>42.0%</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Environment (30 points): Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>7.7 out of 9.0</td>
<td>85.6%</td>
</tr>
<tr>
<td>In-seat attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>9.0 out of 9.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Percent of students eligible to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>re-enroll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Interaction Observations:</td>
<td>3.5 out of 4.0</td>
<td>87.5%</td>
</tr>
<tr>
<td>Classroom Assessment Scoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System (CLASS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>2.9 out of 4.0</td>
<td>72.5%</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1.0 out of 4.0</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>73.7 out of 100</td>
<td>73.7%</td>
</tr>
</tbody>
</table>
Two Rivers PCS – 4th Street
2016 School Quality Report

Grades Measured: PK3–8

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

**PK Reading: Brigance Developmental Assessment (IED III)**
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

**PK Math: Brigance Developmental Assessment (IED III)**
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

**K-2 Reading: NWEA Measures of Academic Progress (MAP) and mCLASS**
Median percentile of student growth compared to national student performance

**K-2 Math: NWEA Measures of Academic Progress (MAP) and mCLASS**
Median percentile of student growth compared to national student performance

For a more detailed explanation of the categories, see our technical guide.
## School Profile (2016–17)

**Board Chair**
Pam Jackson  

**Executive Director**
Jessica Wodatch  

**Principal**
Guye Turner  

**First School Year**
2015–16

### Grades Served

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

### Student Demographics (2015–16)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>169</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.6%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>60.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>5.9%</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>26.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6.5%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>1.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>49.7%</td>
</tr>
<tr>
<td>Special Education</td>
<td>15.4%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>23.1%</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 PK-12, DC PCSB uses 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. *Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

### A Note from the School

The mission of Two Rivers PCS is 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. Two Rivers uses Expeditionary Learning, an educational model that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence. An integrated arts program and a content-based Spanish program augment the school's demanding academic program. Two Rivers’ vibrant learning community is supported by a highly skilled and dedicated staff and an engaged and active parent community.
### Student Progress (50 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Category</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 the school’s NWEA MAP assessment in reading</td>
<td>30</td>
<td>70</td>
<td>37.5</td>
<td>4.7 out of 25.0</td>
<td>18.8%</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP assessment in mathematics</td>
<td>30</td>
<td>70</td>
<td>36.0</td>
<td>3.8 out of 25.0</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

### School Environment (40 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</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>Attendance</td>
<td></td>
<td></td>
<td></td>
<td>92.5</td>
<td>7.5 out of 10.0</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
<td></td>
<td>67</td>
<td>0.0 out of 0.0</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
<td></td>
<td>6.0</td>
<td>10.0 out of 10.0</td>
</tr>
<tr>
<td>Emotional Support</td>
<td>4.5</td>
<td>6</td>
<td>6.0</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>4.5</td>
<td>6</td>
<td>6.2</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2</td>
<td>4</td>
<td>3.3</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.5</td>
<td>out of 90</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</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>PK Pre-Literacy: Brigance Developmental Assessment (IED III)</td>
<td>60</td>
<td>100</td>
<td>92.5</td>
<td>92.5</td>
<td>92.5%</td>
</tr>
<tr>
<td>PK Math: Brigance Developmental Assessment (IED III)</td>
<td>60</td>
<td>100</td>
<td>82.5</td>
<td>82.5</td>
<td>82.5%</td>
</tr>
<tr>
<td>K Reading: mCLASS</td>
<td>60</td>
<td>100</td>
<td>84.4</td>
<td>84.4</td>
<td>84.4%</td>
</tr>
<tr>
<td>K Math: mCLASS</td>
<td>60</td>
<td>100</td>
<td>51.1</td>
<td>51.1</td>
<td>51.1%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
Washington Global PCS is a tuition-free middle school open to all students in Washington, DC. The school offers the International Middle Years Curriculum (IMYC), a robust college preparatory international academic program that develops globally competitive students who are ready for high school and beyond. Washington Global’s program includes project-based learning, small learning communities, technology instruction, service-learning, and foreign language classes in Spanish and Chinese. The school strives for all of its students to be healthy and active through its nutrition, physical education, and athletic programs. Washington Global is also proud to be a community school that partners with a variety of community-based organizations to offer a wide variety of extracurricular activities for students. The school also promotes local engagement through a student service-learning program.
## Student Progress (40 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>3.5 out of 20.0</td>
<td>17.5%</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>7.5 out of 20.0</td>
<td>37.5%</td>
</tr>
</tbody>
</table>

## Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>3.3 out of 9.0</td>
<td>36.7%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>2.5 out of 9.0</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## School Environment (10 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.4 out of 10.0</td>
<td>94.0%</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>Out of Possible Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.0</td>
<td>80</td>
<td>35.0%</td>
</tr>
</tbody>
</table>
Washington Latin PCS provides a challenging, classical education that is accessible to students in all wards of the District of Columbia. At our school, we believe that people, words, and ideas matter. We believe that student performance is enhanced by small class sizes where students are known and don’t fall through the cracks. Student anonymity is the enemy of our mission; we aim to know each student’s strengths and challenges. At the heart of our school lies our classical curriculum, a body of material tested over time as essential for a human being. We shape our units around eternal moral questions, and we encourage reflection and debate. The diversity of our community provides multiple perspectives on these moral issues and requires all members of our community to consider their own biases. We believe that the great end of education, especially in a global 21st century, is a deep understanding of the motivations and behavior of oneself and others.
## Grades Measured: 5-8

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>68.6</td>
<td>30</td>
<td>70</td>
<td>19.3</td>
<td>96.5%</td>
</tr>
<tr>
<td>Growth on the state assessment in Mathematics</td>
<td>65.0</td>
<td>30</td>
<td>70</td>
<td>17.5</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>87.2</td>
<td>0</td>
<td>100</td>
<td>7.8</td>
<td>86.7%</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>77.1</td>
<td>0</td>
<td>100</td>
<td>6.9</td>
<td>76.7%</td>
</tr>
<tr>
<td>3rd Grade English Language Arts</td>
<td>63.5</td>
<td>0</td>
<td>100</td>
<td>5.0</td>
<td>83.3%</td>
</tr>
</tbody>
</table>

### Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade English Language Arts</td>
<td>63.5</td>
<td>0</td>
<td>100</td>
<td>0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td>67.5</td>
<td>0</td>
<td>100</td>
<td>6.9</td>
<td>69.0%</td>
</tr>
</tbody>
</table>

### School Environment (20 points): Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</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>96.8</td>
<td>0</td>
<td>100</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>97.7</td>
<td>0</td>
<td>100</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score</td>
<td>89.4</td>
<td>0</td>
<td>100</td>
<td>89.4%</td>
<td></td>
</tr>
</tbody>
</table>
School Profile (2016–17)

**Board Chair**
John Davis

**Head of School**
Peter Anderson

**Principal**
Diana Smith

**First School Year**
2006–07

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

Is part of a 5-12 network.

Student Demographics (2015–16)

- **Total Enrollment:** 321
- **Asian:** 3.1%
- **Black Non-Hispanic:** 55.5%
- **Hispanic / Latino:** 12.5%
- **Native American / Alaska Native:** 0.3%
- **Pacific Islander / Native Hawaiian:** 0.0%
- **White Non-Hispanic:** 27.4%
- **Multiracial:** 1.2%

**English Language Learner:** 2.8%

**Economically Disadvantaged:** 24.9%

**Special Education:** 14.0%

**At-Risk Population:** 19.9%

A Note from the School

Washington Latin PCS provides a challenging, classical education that is accessible to students in all wards of the District of Columbia. At our school, we believe that people, words, and ideas matter. We believe that student performance is enhanced by small class sizes where students are known and don’t fall through the cracks. Student anonymity is the enemy of our mission; we aim to know each student’s strengths and challenges. At the heart of our school lies our classical curriculum, a body of material tested over time as essential for a human being. We shape our units around eternal moral questions, and we encourage reflection and debate. The diversity of our community provides multiple perspectives on these moral issues and requires all members of our community to consider their own biases. We believe that the great end of education, especially in a global 21st century, is a deep understanding of the motivations and behavior of oneself and others.
### Washington Latin PCS - Upper School
#### 2016 School Quality Report

**Grades Measured: 9-12**

<table>
<thead>
<tr>
<th>Points Earned out of Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floor Target</td>
<td><strong>Score</strong></td>
</tr>
</tbody>
</table>

#### Student Progress (0 points): Academic Improvement Over Time

- **Growth on the state assessment in English Language Arts**
  - Data not available for 2015-16
  - 0.0 out of 0.0

- **Growth on the state assessment in mathematics**
  - Data not available for 2015-16
  - 0.0 out of 0.0

#### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

- **PARCC: English Language Arts**
  - Approaching College and Career Ready and Above
  - 70.9 out of 100
  - 5.3 out of 7.5
  - 70.7%

- **College and Career Ready**
  - 51.9 out of 100
  - 3.6 out of 5.0
  - 72.0%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - 60.9 out of 100
  - 4.6 out of 7.5
  - 61.3%

- **College and Career Ready**
  - 26.1 out of 100
  - 3.0 out of 5.0
  - 60.0%

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

- **Graduation Rate**
  - Four-Year Graduation Rate (Prior Year)
  - 87.1 out of 100
  - 2.2 out of 3.0
  - 73.3%

- **Five-Year Graduation Rate**
  - 90.3 out of 100
  - 3.2 out of 4.5
  - 71.1%

- **PSAT Performance (11th grade)**
  - 73.0 out of 100
  - 7.5 out of 7.5
  - 100.0%

- **SAT/ACT Performance (12th grade)**
  - 67.2 out of 100
  - 6.6 out of 7.5
  - 88.0%

- **College Acceptance Rate**
  - 86.2 out of 100
  - 4.1 out of 7.5
  - 54.7%

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - 100.0 out of 100
  - 5.0 out of 5.0
  - 100.0%

- **Career Readiness: Career and Technical Education (CTE) Program Achievement**
  - CTE Program of Study Completion Rate
  - 0.0 out of 0.0
  - N/A

- **CTE Certification Exam Pass Rate**
  - 0.0 out of 0.0
  - N/A
### School Environment (25 points): Predictors of Future Student Progress and Achievement

#### attendance
- **In-seat attendance**
  - Points Earned: 94.6
  - Out of: 100
  - Percent of Possible Points: 100%

#### Re-enrollment
- **Percent of students eligible to re-enroll**
  - Points Earned: 96.7
  - Out of: 100
  - Percent of Possible Points: 100%

#### 9th Grade on Track to Graduate
- **Score**
  - Points Earned: 85.4
  - Out of: 100
  - Percent of Possible Points: 66%

### TOTAL SCORE
- **Tier 1**
  - Score: 68.4
  - Out of: 85.0
  - Percent: 80.5%
School Profile (2016–17)

Board Chair
Deneen Long-White, Ph.D.

Head of School
N’Deye Diagne, Ph.D.

First School Year
1998–99

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>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>
</tbody>
</table>

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 (2015–16)

- **Total Enrollment:** 313
- **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:** 1.0%
- **Multiracial:** 0.0%
- **English Language Learner:** 0.3%
- **Economically Disadvantaged:** >60%
- **Special Education:** 23.0%
- **At-Risk Population:** 69.3%

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

A Note from the School

The mission of Washington Mathematics Science Technology PCHS is 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.
### Student Progress (0 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>0.0 out of 0.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Approaching, Meeting or Exceeding College and Career Ready Standards

#### PARCC: English Language Arts
- **Approaching College and Career Ready and Above**: 20.8 out of 7.5, 21.3%
- **College and Career Ready**: 8.3 out of 5.0, 12.0%

#### PARCC: Mathematics
- **Approaching College and Career Ready and Above**: 29.2 out of 7.5, 29.3%
- **College and Career Ready**: 5.6 out of 5.0, 12.0%

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

#### Graduation Rate
- **Four-Year Graduation Rate (Prior Year)**: 79.8 out of 3.0, 56.7%

#### Five-Year Graduation Rate
- 87.6 out of 4.5, 64.4%

#### PSAT Performance (11th grade)
- 16.7 out of 7.5, 28.0%

#### SAT/ACT Performance (12th grade)
- 40.0 out of 7.5, 44.0%

#### College Acceptance Rate
- 100.0 out of 7.5, 100.0%

#### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement
- 11.3 out of 5.0, 24.0%

#### Career Readiness: Career and Technical Education (CTE) Program Achievement
- CTE Program of Study Completion Rate: 0.0 out of 0.0, N/A

#### CTE Certification Exam Pass Rate
- 0.0 out of 0.0, N/A
## School Environment (25 points): Predictors of Future Student Progress and Achievement

<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>Attendance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat attendance</td>
<td>9.1 out of 10.0</td>
<td>91.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0.3 out of 10.0</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td>4.1 out of 5.0</td>
<td>82.0%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score out of Possible</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>37.2 out of 85.0</td>
<td>43.8%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
**School Profile (2016–17)**

- **Board Chair**: Ned Cabot
- **Head of School**: Maquita Alexander
- **First School Year**: 2008–09

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

Is part of the PK-12 DCI network.

**Student Demographics (2015–16)**

- **Total Enrollment**: 551
- **Asian**: 10.9%
- **Black Non-Hispanic**: 36.8%
- **Hispanic / Latino**: 5.4%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 29.9%
- **Multiracial**: 16.9%
- **Economically Disadvantaged**: 11.4%
- **English Language Learner**: 6.7%
- **Special Education**: 8.3%
- **At-Risk Population**: 3.6%

**A Note from the School**

Washington Yu Ying PCS builds the foundation for global citizenship through dual English and Chinese language cultural immersion. Through an alternating day model, students receive equal instruction in Chinese and English in all core subjects. This proven approach allows students to gain a deep understanding of content in both Chinese and English languages. In 2013, Yu Ying was recognized as an International Baccalaureate Primary Years Programme (IB PYP) World School after a rigorous authorization process. The International Baccalaureate Organization offers an international education framework that is designed to develop the intellectual, personal, emotional, and social skills of young people to help them live, learn, and work in a rapidly globalizing world. As an IB PYP school, Yu Ying is positioned as a premiere education experience under an internationally recognized pedagogy.

**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 PK-12, DC PCSB uses 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. *Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*
Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time

- Growth on the state assessment in English Language Arts: 68.6 out of 100 (16.9 out of 17.5, 96.6%)
- Growth on the state assessment in mathematics: 57.9 out of 100 (12.2 out of 17.5, 69.7%)

Student Achievement (25 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: English Language Arts
  - Approaching College and Career Ready: 74.4 out of 100 (5.6 out of 7.5, 74.7%)
- PARCC: Mathematics
  - Approaching College and Career Ready: 81.9 out of 100 (6.1 out of 7.5, 81.3%)
- 3rd Grade English Language Arts
  - College and Career Ready: 63.5 out of 100 (4.8 out of 10.0, 48.0%)
- 8th Grade Mathematics
  - College and Career Ready: 67.5 out of 100 (0.0 out of 0.0, N/A)

Gateway (10 points): Outcomes in Key Subjects that Predict Future Educational Success (returning students)

- 3rd Grade English Language Arts
  - College and Career Ready: 63.5 out of 100 (4.8 out of 10.0, 48.0%)
- 8th Grade Mathematics
  - College and Career Ready: 67.5 out of 100 (0.0 out of 0.0, N/A)

School Environment (30 points): Predictors of Future Student Progress and Achievement

- Attendance
  - In-seat attendance: 96.2 out of 100 (9.0 out of 9.0, 100.0%)
- Re-enrollment
  - Percent of students eligible to re-enroll: 97.6 out of 100 (9.0 out of 9.0, 100.0%)
- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
  - Emotional Support: 5.6 out of 7.5 (2.9 out of 4.0, 72.5%)
  - Classroom Organization: 4.9 out of 7.5 (1.1 out of 4.0, 27.5%)
  - Instructional Support: 2.4 out of 4.0 (0.8 out of 4.0, 20.0%)

Total Score: 77.6 out of 100 (77.6%)
**Washington Yu Ying PCS**  
*2016 School Quality Report*

### Grades Measured: PK3-5

#### Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Score</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Reading: Brigance Developmental Assessment (IED III)</td>
<td>99.2</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Brigance Developmental Assessment (IED III)</td>
<td>99.2</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: NWEA Measures of Academic Progress (MAP)</td>
<td>46.0</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>K-2 Math: NWEA Measures of Academic Progress (MAP)</td>
<td>65.0</td>
<td>30</td>
<td>70</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
YouthBuild PCS is an alternative school for young adults ages 16-24. YouthBuild PCS seeks to transform students’ lives by re-engaging them in education in a non-traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering academic, vocational, and workforce development programs in English and Spanish. YouthBuild PCS believes that service to the community is an essential part of the transformative process. Students serve their community through volunteer projects and by creating housing for low-income residents in the Washington, DC, metropolitan area.
### Adult Education

**Student Progress: Improvement of One or More NRS* Levels**

**Adult Basic Education (ABE) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>44.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>12 students</td>
<td>91.7%</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>42 students</td>
<td>86.5%</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>22 students</td>
<td>65%</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**English as a Second Language (ESL) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Percent of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>75.0%</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>63.5%</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>77.8%</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>65.7%</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*National Reporting System

† Levels with results less than 10 students are not displayed but still included in the final score.

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**Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential:
  - 15 students attempted a secondary diploma
  - 80.0%

**College and Career Readiness: Employment and Postsecondary Outcomes**

- Entered Employment or Entered Postsecondary:
  - 34 students responded to the survey; Survey Response Rate: 68.0%
  - 74.5%

- Retained Employment or Entered Postsecondary:
  - 25 students responded to the survey; Survey Response Rate: 67.6%
  - 100.0%

**Entered Postsecondary (Prior Program Year)**

- N/A

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

- Attendance:
  - In-seat attendance
  - 95.6%

- Retention:
  - Percent of students who were enrolled at the school who took both an academic pre-test and post-test
  - 100.0%

TIER 2
Adult Education

Mission Specific Goals: Progress on programming unique to the school's mission

HBI PACT Certification
Percentage of students enrolled in the HBI PACT course completing the school year who earn the HBI PACT certification

Community Service Hours
Percentage of students enrolled in the construction program completing the school year who complete 100 hours of community service through volunteer projects working to create housing for low-income residents in the Washington, DC area

**General Education Development (GED) or National External Diploma Program (NEDP).**

† Percent of students successfully contacted via Career and College Readiness Surveys by the school.
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and

The District’s public charter schools, their leaders, staff, and boards, and the more than 39,000 public charter school students and their families.

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