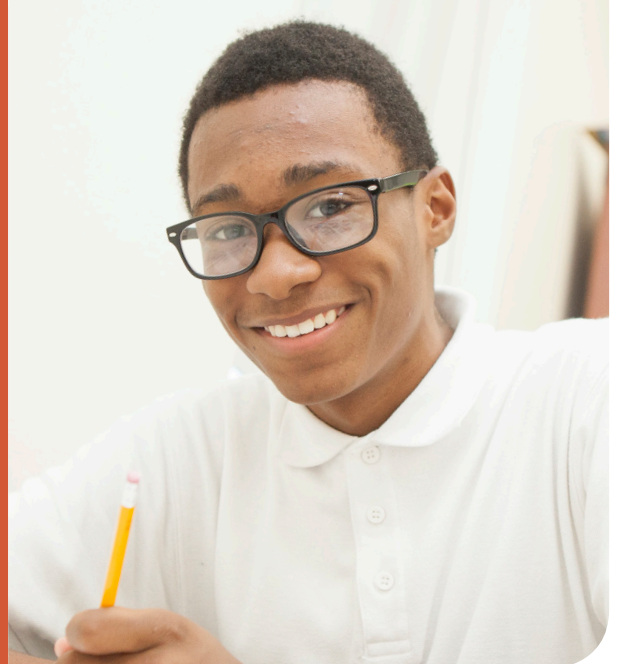


2015 - 16

DC Public Charter School Quality Reports



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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.

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.

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■ KIPP DC – KEY Academy PCS	221	■ Washington Mathematics Science Technology PCHS	315
■ KIPP DC – Lead Academy PCS	223	■ Washington Yu Ying PCS	318
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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

School Lists

Tier 1 (65.0 – 100.0%)

Ward **2015–16
Grade Levels** **Overall
Percentage**

PK–8 SCHOOLS

BASIS DC PCS (Middle School)	2	5–8	74.3%
Cedar Tree Academy PCS	8	PK3–K	86.0%
Center City PCS – Brightwood	4	PK4–8	66.6%
Center City PCS – Petworth	4	PK4–8	69.3%
Center City PCS – Shaw	6	PK4–8	69.0%
DC Bilingual PCS	5	PK3–5	75.3%
DC Prep PCS – Benning Elementary	7	PK3–3	67.4%
DC Prep PCS – Benning Middle	7	4–6	65.3%
DC Prep PCS – Edgewood Elementary	5	PK3–3	87.1%
DC Prep PCS – Edgewood Middle	5	4–8	80.3%
DC Scholars PCS	7	PK3–6	65.1%
District of Columbia International School	1	6–8	76.1%
E.L. Haynes PCS – Elementary School	4	PK3–4	73.2%
Eagle Academy PCS – Capitol Riverfront	6	PK3–3	76.4%
Early Childhood Academy PCS	8	PK3–3	79.3%
Elsie Whitlow Stokes Community Freedom PCS	5	PK3–5	66.1%
Friendship PCS – Blow Pierce Elementary	7	PK3–3	75.8%
Friendship PCS – Blow Pierce Middle	7	4–8	66.0%
Friendship PCS – Chamberlain Elementary	6	PK3–3	77.2%
KIPP DC – Arts and Technology Academy PCS	7	PK3–K	85.4%
KIPP DC – Connect Academy PCS	5	PK3–K	91.9%

School Lists

Tier 1 (65.0 – 100.0%)

Ward 2015–16 Grade Levels Overall Percentage

PK–8 SCHOOLS CONTINUED

KIPP DC – Discover Academy PCS	8	PK3–K	89.2%
KIPP DC – Grow Academy PCS	6	PK3–K	75.8%
KIPP DC – Heights Academy PCS	8	1–4	71.4%
KIPP DC – KEY Academy PCS	7	5–8	65.5%
KIPP DC – Northeast Academy PCS	5	5–7	74.7%
KIPP DC – Promise Academy PCS	7	K–4	90.0%
KIPP DC – Quest Academy PCS	7	1–4	71.2%
Latin American Montessori Bilingual PCS	4	PK3–5	83.3%
Mundo Verde Bilingual PCS	5	PK3–4	72.5%
Sela PCS	4	PK3–2	75.6%
Two Rivers PCS – 4th Street	6	PK3–8	73.7%
Washington Latin PCS – Middle School	4	5–8	89.4%
Washington Yu Ying PCS	5	PK3–5	77.6%

HIGH SCHOOLS

BASIS DC PCS (High School)	2	9–11	94.8%
Capital City PCS – High School	4	9–12	65.3%
KIPP DC – College Preparatory PCS	5	9–12	74.1%
Thurgood Marshall Academy PCS	8	9–12	70.6%
Washington Latin PCS – Upper School	4	9–12	80.5%

School Lists

Tier 2 (35.0 – 64.9%)

Ward **2015–16
Grade Levels** **Overall
Percentage**

PK–8 SCHOOLS

Achievement Preparatory Academy PCS – Wahler Place Middle School	8	4–8	38.3%
Capital City PCS – Lower School	4	PK3–4	60.8%
Capital City PCS – Middle School	4	5–8	57.4%
Center City PCS – Capitol Hill	6	PK4–8	39.4%
Center City PCS – Congress Heights	8	PK4–8	52.6%
César Chávez PCS for Public Policy – Chávez Prep	1	6–9	37.9%
César Chávez PCS for Public Policy – Parkside Middle School	7	6–8	39.3%
City Arts & Prep PCS (formerly William E. Doar, Jr. PCS)	5	PK3–8	49.4%
Creative Minds International PCS	5	PK3–5	52.6%
Democracy Prep Congress Heights PCS	8	PK3–6	40.8%
E.L. Haynes PCS – Middle School	1	5–8	64.6%
Eagle Academy PCS – Congress Heights	8	PK3–3	60.0%
Excel Academy PCS	8	PK3–7	44.8%
Friendship PCS – Chamberlain Middle	6	4–8	62.1%
Friendship PCS – Southeast Academy	8	PK3–5	44.0%
Friendship PCS – Technology Preparatory Academy Middle	8	6–8	40.9%
Friendship PCS – Woodridge Elementary	5	PK3–3	63.6%
Friendship PCS – Woodridge Middle	5	4–8	60.2%
Harmony DC PCS – School of Excellence	5	K–5	38.5%
Hope Community PCS – Lamond	4	PK3–5	47.2%
Hope Community PCS – Tolson	5	PK3–8	54.6%
Howard University Middle School of Mathematics and Science PCS	1	6–8	39.1%
Ideal Academy PCS	4	PK3–8	38.8%
Ingenuity Prep PCS	8	PK3–2	63.7%

School Lists

Tier 2 (35.0 – 64.9%)

Ward **2015–16
Grade Levels** **Overall
Percentage**

PK–8 SCHOOLS CONTINUED

Inspired Teaching Demonstration PCS	5	PK3–7	58.6%
KIPP DC – AIM Academy PCS	8	5–8	51.6%
KIPP DC – Lead Academy PCS	6	1–4	60.9%
KIPP DC – Spring Academy PCS	5	1–2	55.8%
KIPP DC – WILL Academy PCS	6	4–8	55.3%
Mary McLeod Bethune Day Academy PCS	5	PK3–8	51.9%
Meridian PCS	1	PK3–8	41.8%
Paul PCS – Middle School	4	6–8	44.9%
Perry Street Preparatory PCS	5	PK3–8	39.4%
Roots PCS	4	PK3–5	46.2%
SEED PCS of Washington, DC (Middle School)	7	6–8	38.8%
Shining Stars Montessori Academy PCS	5	PK3–4	60.4%

HIGH SCHOOLS

César Chávez PCS for Public Policy – Capitol Hill	6	9–12	44.4%
César Chávez PCS for Public Policy – Parkside High School	7	9–12	54.5%
E.L. Haynes PCS – High School	4	9–12	48.9%
Friendship PCS – Collegiate Academy	7	9–12	51.8%
Friendship PCS – Technology Preparatory Academy High	8	9–12	50.1%
IDEA PCS	7	9–12	42.2%
Paul PCS – International High School	4	9–12	47.7%
Richard Wright PCS for Journalism and Media Arts	6	8–12	39.2%
SEED PCS of Washington, DC (High School)	7	9–12	54.5%
Somerset Preparatory Academy PCS (High School)	8	9–10	41.0%
Washington Mathematics Science Technology PCHS	5	9–12	43.8%

School Lists

Tier 3 (0.0 – 34.9%)

Ward **2015–16
Grade Levels** **Overall
Percentage**

PK–8 SCHOOLS

Achievement Preparatory Academy PCS – Wahler Place Elementary School	8	K–3	26.3%
Center City PCS – Trinidad	5	PK4–8	32.7%
Somerset Preparatory Academy PCS (Middle School)	8	6–8	34.7%

HIGH SCHOOLS

National Collegiate Preparatory PCHS	8	9–12	32.9%
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School Lists

PK–8 Schools

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

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

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

*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

Public Charter School	2015–16 Grade Levels	Tier	Overall Score
WARD 5 CONTINUED			
Mary McLeod Bethune Day Academy PCS	PK3–8	2	51.9%
Mundo Verde Bilingual PCS	PK3–4	1	72.5%
Perry Street Preparatory PCS	PK3–8	2	39.4%
Shining Stars Montessori Academy PCS	PK3–4	2	60.4%
The Children's Guild DC PCS**	K–8	First year of school	11.9%
Two Rivers PCS – Young**	PK3–1	First year of school	47.2%
Washington Yu Ying PCS	PK3–5	1	77.6%
WARD 6			
AppleTree Early Learning PCS – Lincoln Park*	PK3–PK4	PK only school	71.0%
AppleTree Early Learning PCS – Southwest*	PK3–PK4	PK only school	45.5%
Center City PCS – Capitol Hill	PK4–8	2	39.4%
Center City PCS – Shaw	PK4–8	1	69.0%
Eagle Academy PCS – Capitol Riverfront	PK3–3	1	76.4%
Friendship PCS – Chamberlain Elementary	PK3–3	1	77.2%
Friendship PCS – Chamberlain Middle	4–8	2	62.1%
KIPP DC – Grow Academy PCS	PK3–K	1	75.8%
KIPP DC – Lead Academy PCS	1–4	2	60.9%
KIPP DC – WILL Academy PCS	4–8	2	55.3%
Two Rivers PCS – 4th Street	PK3–8	1	73.7%
Washington Global PCS**	6–7	First year of school	35.0%

*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

Public Charter School	2015–16 Grade Levels	Tier	Overall Score
WARD 7			
AppleTree Early Learning PCS – Oklahoma Avenue*	PK3–PK4	PK only school	51.9%
César Chávez PCS for Public Policy – Parkside Middle School	6–8	2	39.3%
DC Prep PCS – Benning Elementary	PK3–3	1	67.4%
DC Prep PCS – Benning Middle	4–6	1	65.3%
DC Scholars PCS	PK3–6	1	65.1%
Friendship PCS – Blow Pierce Elementary	PK3–3	1	75.8%
Friendship PCS – Blow Pierce Middle	4–8	1	66.0%
KIPP DC – Arts and Technology Academy PCS	PK3–K	1	85.4%
KIPP DC – KEY Academy PCS	5–8	1	65.5%
KIPP DC – LEAP Academy PCS*	PK3–PK4	PK only school	76.1%
KIPP DC – Promise Academy PCS	K–4	1	90.0%
KIPP DC – Quest Academy PCS	1–4	1	71.2%
KIPP DC – Valor Academy PCS**	5–6	First year of school	46.3%
SEED PCS of Washington, DC (Middle School)	6–8	2	38.8%

*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

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

*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

Public Charter School	2015–16 Grade Levels	Tier	Overall Score
WARD 2			
BASIS DC PCS (High School)	9–11	1	94.8%
WARD 4			
Capital City PCS – High School	9–12	1	65.3%
E.L. Haynes PCS – High School	9–12	2	48.9%
Paul PCS – International High School	9–12	2	47.7%
Washington Latin PCS – Upper School	9–12	1	80.5%
WARD 5			
KIPP DC – College Preparatory PCS	9–12	1	74.1%
Washington Mathematics Science Technology PCHS	9–12	2	43.8%
WARD 6			
César Chávez PCS for Public Policy – Capitol Hill	9–12	2	44.4%
Richard Wright PCS for Journalism and Media Arts	8–12	2	39.2%
WARD 7			
César Chávez PCS for Public Policy – Parkside High School	9–12	2	54.5%
Friendship PCS – Collegiate Academy	9–12	2	51.8%
IDEA PCS	9–12	2	42.2%
SEED PCS of Washington, DC (High School)	9–12	2	54.5%
WARD 8			
Friendship PCS – Technology Preparatory Academy High	9–12	2	50.1%
National Collegiate Preparatory PCHS	9–12	3	32.9%
Somerset Preparatory Academy PCS (High School)	9–10	2	41.0%
Thurgood Marshall Academy PCS	9–12	1	70.6%

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

Adult Education Schools

Tier 1 (65.0 – 100.0%)

Ward

2015–16 Ages Served

Briya PCS	1, 4	16 and older
Carlos Rosario International PCS	1, 5	16 and older
Community College Preparatory Academy PCS	6, 8	18 and older

Tier 2 (35.0 – 64.9%)

LAYC Career Academy PCS	1	16–24
The Next Step/El Próximo Paso PCS	1	16–24
YouthBuild PCS	1	16–24

Tier 3 (0.0 – 34.9%)

Academy of Hope Adult PCS	5, 8	18 and older
Maya Angelou PCS – Young Adult Learning Center	7	17–24

Alternative Accountability Schools

Public Charter School

Ward

2015–16 Grades Served

Kingsman Academy PCS	6	6–12
Maya Angelou PCS – High School	7	9–12
Monument Academy PCS	6	5
St. Coletta Special Education PCS	7	PK3–12

How to Read the PK–8 and High School Reports

Points Earned out of Points Possible	Percent of Possible Points
9.1 out of 17.5	52.0%

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.

Washington PCS

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK–4

6

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts



14.1 out of 17.5

80.6%

Growth on the state assessment in mathematics



10.4 out of 17.5

59.4%

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

PARCC: English Language Arts

Approaching College and Career Ready and Above



4.3 out of 7.5

57.3%

College and Career Ready



2.9 out of 5.0

58.0%

7

PARCC: Mathematics

Approaching College and Career Ready and Above



4.1 out of 7.5

54.7%

College and Career Ready



2.0 out of 5.0

40.0%

8

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

3rd Grade English Language Arts

College and Career Ready



8.9 out of 10.0

89.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat Attendance



8.0 out of 9.0

88.9%

Re-enrollment

Percent of students eligible to re-enroll



7.5 out of 9.0

83.3%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



1.6 out of 4.0

40.0%

Instructional Support



1.4 out of 4.0

35.0%

TOTAL SCORE

TIER 1

69.2 out of 100

69.2%

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.dcpsb.org.

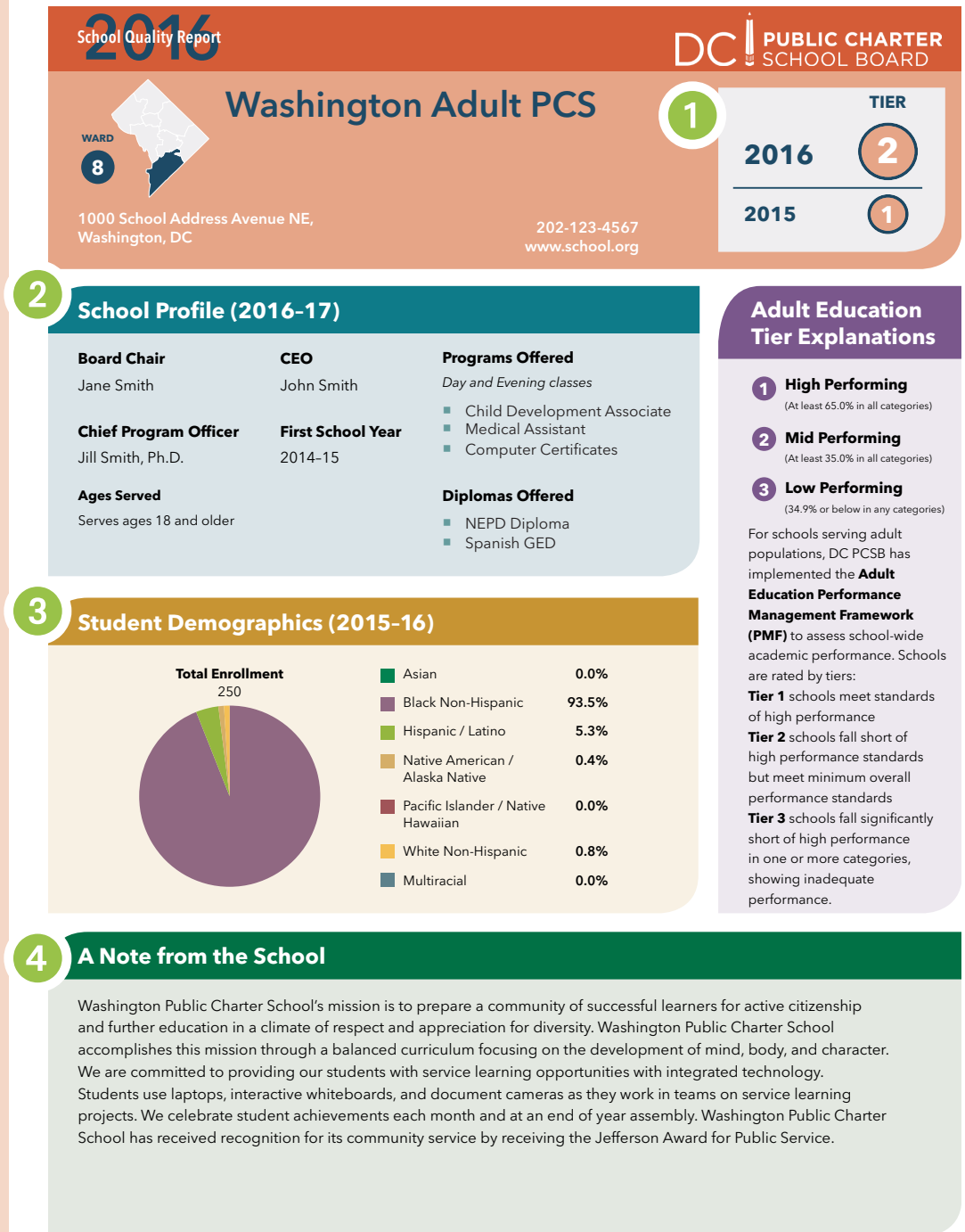
How to Read the Adult Education Reports

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, programs and diplomas offered, and (3) student demographics.

(4) A Note from the School is a school's opportunity to describe its program and accomplishments.



How to read the Adult Education Reports

(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.

Washington Adult PCS

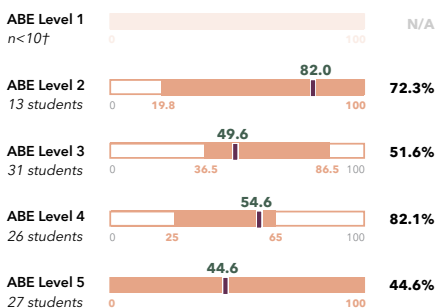
2016 School Quality Report

Adult Education

Student Progress: Improvement of One or More NRS* Levels

Adult Basic Education (ABE) Performance

Weighted ABE Score: 49.2%

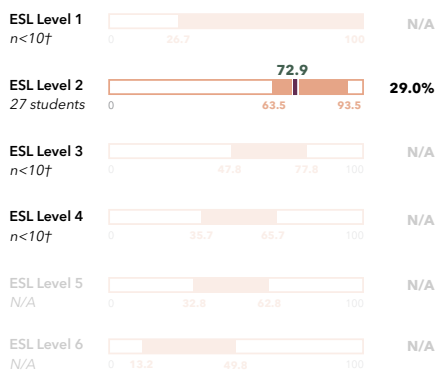


* National Reporting System

† 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: 26.4%



Student Achievement: GED or NEDP Attainment **

Obtained Secondary Credential

32 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

27 students responded to the survey, Survey Response Rate: 75.9%‡



Retained Employment or Entered Postsecondary

26 students responded to the survey, Survey Response Rate: 86.7%‡



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

6

(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.dcpccb.org.

Explanations of Measures

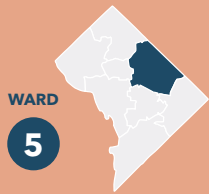
Measures	Explanations
Common Measures: Measures used in multiple frameworks	
PARCC: Approaching College and Career Ready or Above	The percentage of students scoring at PARCC level 3 or above in ELA or Math.
PARCC: College and Career Ready	The percentage of students scoring at PARCC level 4 or level 5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

Explanations of Measures (continued)

Measures	Explanations
High School Measures	
4–Year Graduation rate	The percentage of 9th graders in 2011–12 who graduate in four years.
5–Year Graduation rate	The percentage of 9th graders in 2011–12 who graduate in five years.
PSAT Performance (11th grade)	The percentage of 11th grade students who score 80 or above on the combined reading and math sections of the PSAT.
SAT/ACT Performance (12th grade)	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.
College Acceptance Rate	The percentage of 2015–16 graduates who are accepted to a two- or four-year college or university.
College Readiness	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.
Career Readiness: Career and Technical Education (CTE)	The percentage of eligible students who complete a program and earn a CTE program certificate. (Optional measure)
9th Grade on Track to Graduate	The percentage of 9th grade students in 2015–16 on track to graduate from high school in four years.
Adult Education Measures	
Adult Basic Education (ABE) or English as a Second Language (ESL) Performance	The percentage of students in ABE or ESL classes making academic gains.
Obtained a Secondary Credential	The percentage of students who earn the GED or National External Diploma Program credential.
Entered or Retained Employment or Entered Postsecondary	The percentage of students leaving the program who either obtain a job, retain a job, or enroll in postsecondary education or training.
Retention	The percentage of students who stay in the program long enough to make academic gains.

2015 - 16

Individual Public Charter School Quality Reports



WARD
5

Academy of Hope Adult PCS

2315 18th Place NE
421 Alabama Avenue SE
Washington, DC

202-269-6623
www.aohdc.org

	TIER
2016	3
2015	n/a

School Profile (2016–17)

Board Chair

Patrina Clark

CEO

Leicester Johnson

Programs Offered

Day and Evening classes

Chief Program Officer

Patricia DeFerrari

First School Year

2014–15

- Dual Enrollment
- Computer Skills

Ages Served

Serves ages 18 and older

Diplomas Offered

- NEDP Diploma
- English GED

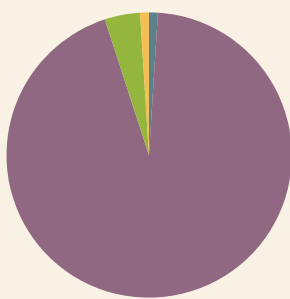
Adult Education Tier Explanations

- 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
334



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

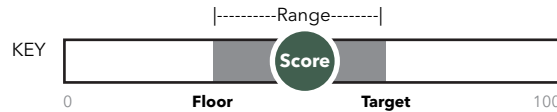
The mission of Academy of Hope Adult PCS is to provide high-quality adult education and services that change lives and improve our community. Our classes are small, dynamic, and learner-centered. We have a strong community-building focus. In addition to two high school completion programs, preparation 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.

Academy of Hope Adult PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

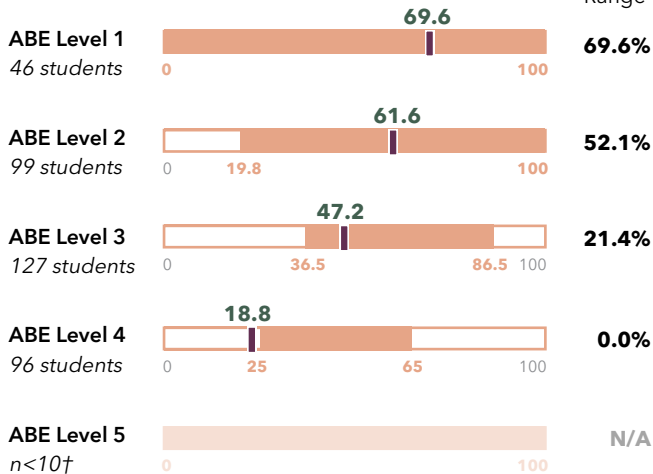
Student Progress: Improvement of One or More NRS* Levels

29.7%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 30.0%

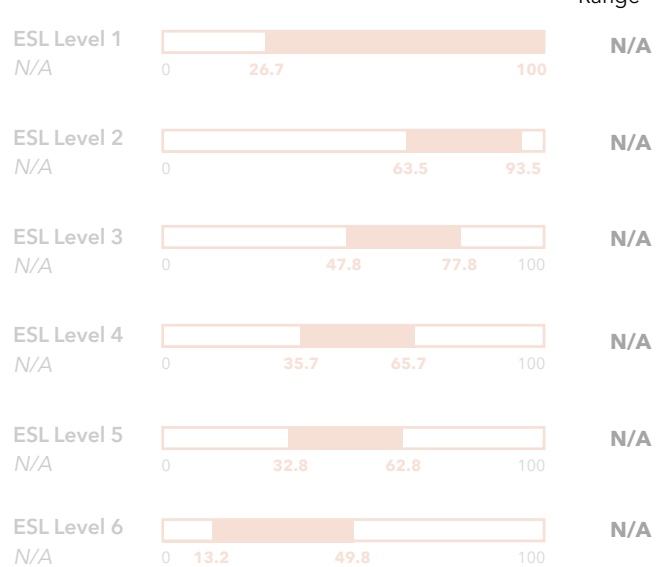
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: N/A

Percent of Range



* 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 **

54.8%

Obtained Secondary Credential

31 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

79.7%

Entered Employment or Entered Postsecondary

73 students responded to the survey, Survey Response Rate: 54.9%†



Retained Employment or Entered Postsecondary

50 students responded to the survey, Survey Response Rate: 57.5%†



Entered Postsecondary (Prior Program Year)

N/A

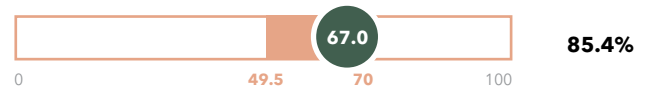


Leading Indicators: Predictors of Future Student Progress and Achievement

80.7%

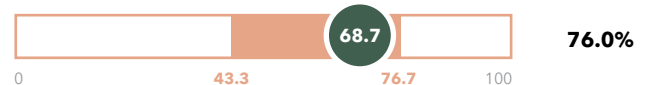
Attendance

In-seat attendance



Retention

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



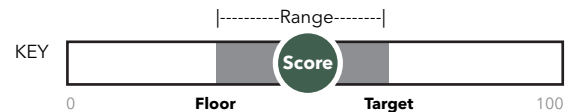
TIER 3

Academy of Hope Adult PCS

2016 School Quality Report

(2015–16)

Adult Education



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

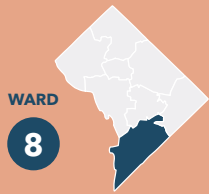
Program Satisfaction Survey

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

TIER SCORES

2012	2013	2014	2015	2016
				65%
				35%
N/A	N/A	N/A	N/A	26.3%

School Profile (2016–17)

Board Chair

Jason Andrean

Founder & CEO

Shantelle Wright

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.

Principal

Jake Lappi

First School Year

2013-14

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
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 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.

Achievement Preparatory Academy PCS - Wahler Place Elementary

2016 School Quality Report

(2015–16)

Grades Measured: K-3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



0.0 out of 25.0

0.0%

Growth on the school's NWEA MAP
assessment in mathematics



1.3 out of 25.0

5.2%

Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and
Career Ready and Above



2.9 out of 6.0

48.3%

College and Career Ready



2.2 out of 4.0

55.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.9 out of 6.0

65.0%

College and Career Ready



1.8 out of 4.0

45.0%

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

3rd Grade English Language Arts

College and Career Ready



5.2 out of 10.0

52.0%

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



6.0 out of 10.0

60.0%

Re-enrollment

Percent of students eligible to re-enroll



3.0 out of 10.0

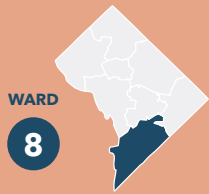
30.0%

TOTAL SCORE

TIER 3

26.3 out of 100

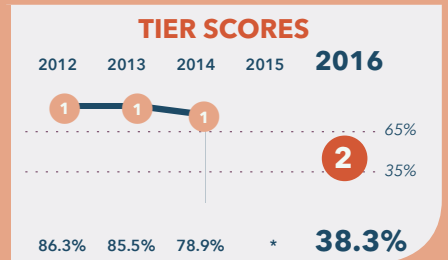
26.3%



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

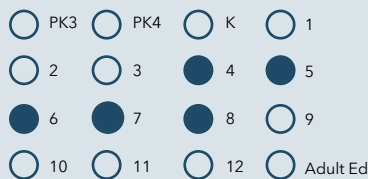
Jason Andrean

Founder & CEO

Shantelle Wright

Grades Served

● Current Grades ● Future Grades



Is part of a K-8 network.

First School Year

2008-09

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
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%

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.

Achievement Preparatory Academy PCS - Wahler Place Middle

2016 School Quality Report

(2015–16)

Grades Measured: 4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.0 out of 20.0

40.0%

Growth on the state assessment in
mathematics



2.6 out of 20.0

13.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.8 out of 9.0

53.3%

College and Career Ready



2.5 out of 6.0

41.7%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.2 out of 9.0

46.7%

College and Career Ready



1.1 out of 6.0

18.3%

Gateway (10 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



2.9 out of 10.0

29.0%

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

Attendance

In-seat attendance



8.5 out of 10.0

85.0%

Re-enrollment

Percent of students eligible to re-enroll



3.7 out of 10.0

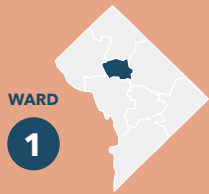
37.0%

TOTAL SCORE

TIER 2

38.3 out of 100

38.3%



AppleTree Early Learning PCS - Columbia Heights

2750 14th Street NW
Washington, DC 20009

202-667-9490

www.appletreeinstitute.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	70.9%

School Profile (2016–17)

Board Chair

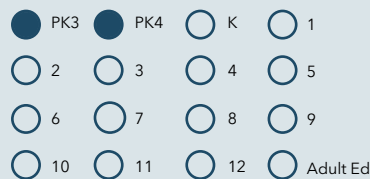
Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Current Grades Future Grades



Is part of a PK network.

Principal

Melissa Guillen

First School Year

2007-08

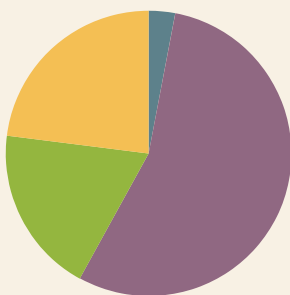
Pre-kindergarten Programs

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
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

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



11.1 out of 15.0

74.0%

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



10.8 out of 15.0

72.0%

PK Social Emotional Learning: Positive Behavior Rating Scale (PBR5)

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



4.7 out of 15.0

31.3%

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

Attendance

In-seat attendance



7.8 out of 10.0

78.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



14.0 out of 15.0

93.3%

Classroom Organization



12.0 out of 15.0

80.0%

Instructional Support



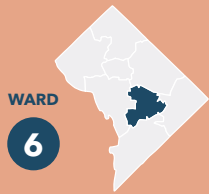
10.5 out of 15.0

70.0%

TOTAL SCORE

70.9 out of 100

70.9%



AppleTree Early Learning PCS - Lincoln Park

138 12th Street NE
Washington, DC 20002

202-621-6581

www.appletreeinstitute.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	71.0%

School Profile (2016–17)

Board Chair

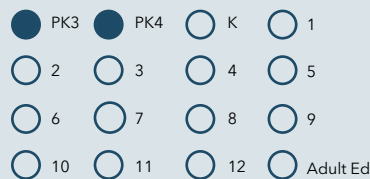
Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Current Grades Future Grades



Is part of a PK network.

Principal

Raquel Carson

First School Year

2011-12

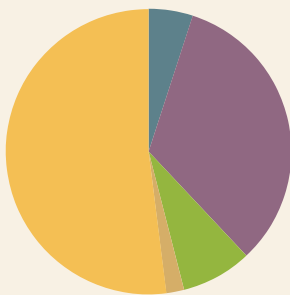
Pre-kindergarten Programs

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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.

AppleTree Early Learning PCS - Lincoln Park

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



10.3 out of 15.0

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



11.1 out of 15.0

74.0%

PK Social Emotional Learning: Positive Behavior Rating Scale (PBR5)

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



4.9 out of 15.0

32.7%

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

Attendance

In-seat attendance



9.9 out of 10.0

99.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



15.0 out of 15.0

100.0%

Classroom Organization



13.0 out of 15.0

86.7%

Instructional Support



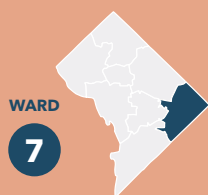
6.8 out of 15.0

45.3%

TOTAL SCORE

71.0 out of 100

71.0%



AppleTree Early Learning PCS - Oklahoma Avenue

330 21st Street NE
Washington, DC 20002

202-629-2179
www.appletreeinstitute.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	51.9%

School Profile (2016–17)

Board Chair

Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Current Grades Future Grades



Is part of a PK network.

Principal

Alison Waddy

First School Year

2010-11

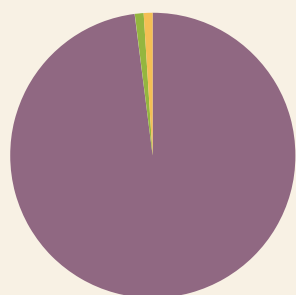
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Student Demographics (2015–16)

Total Enrollment
156



Asian	0.0%
Black Non-Hispanic	98.1%
Hispanic / Latino	1.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.6%
Multiracial	0.0%

English Language Learner
4.5%

Economically Disadvantaged
>60%*

Special Education
5.1%

At-Risk Population
58.3%

* 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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AppleTree Early Learning PCS - Oklahoma Avenue

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



6.2 out of 15.0

41.3%

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



7.4 out of 15.0

49.3%

PK Social Emotional Learning: Positive Behavior Rating Scale (PBR5)

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



0.0 out of 15.0

0.0%

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

Attendance

In-seat attendance



4.5 out of 10.0

45.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



14.0 out of 15.0

93.3%

Classroom Organization



13.0 out of 15.0

86.7%

Instructional Support



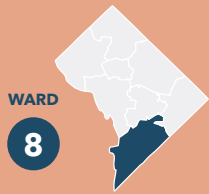
6.8 out of 15.0

45.3%

TOTAL SCORE

51.9 out of 100

51.9%



AppleTree Early Learning PCS - Southeast

2017 Savannah Terrace SE
2011 Savannah Terrace SE
Washington, DC 20020

202-629-2545
202-506-1890

www.appletreeinstitute.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	51.3%

School Profile (2016–17)

Board Chair

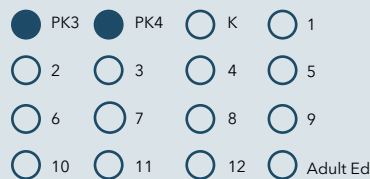
Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Current Grades Future Grades



Is part of a PK network.

Principal

Charlie Crabtree

Niesha Cumberbatch

First School Year

2011-12

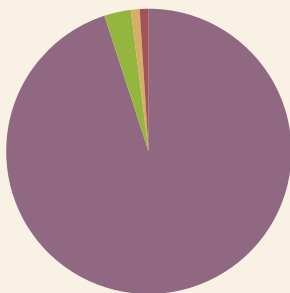
Pre-kindergarten Programs

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Student Demographics (2015–16)

Total Enrollment
177



Asian	0.0%
Black Non-Hispanic	94.9%
Hispanic / Latino	3.4%
Native American / Alaska Native	1.1%
Pacific Islander / Native Hawaiian	0.6%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
1.7%

Economically Disadvantaged
>60%*

Special Education
6.8%

At-Risk Population
72.3%

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

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

(2015–16)



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



6.6 out of 15.0

44.0%

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



7.6 out of 15.0

50.7%

PK Social Emotional Learning: Positive Behavior Rating Scale (PBR5)

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



3.3 out of 15.0

22.0%

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

Attendance

In-seat attendance



3.5 out of 10.0

35.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



11.0 out of 15.0

73.3%

Classroom Organization



11.0 out of 15.0

73.3%

Instructional Support



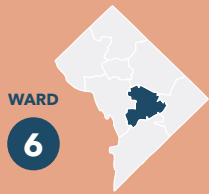
8.3 out of 15.0

55.3%

TOTAL SCORE

51.3 out of 100

51.3%



AppleTree Early Learning PCS - Southwest

801 7th Street SW
Washington, DC 20024

202-572-4466
202-646-0500

www.appletreeinstitute.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	45.5%

School Profile (2016–17)

Board Chair

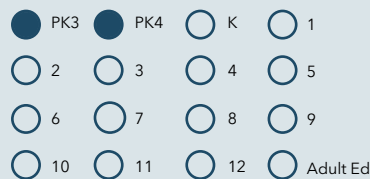
Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Current Grades Future Grades



Is part of a PK network.

Principal

Isabella Sperduto

First School Year

2005-06

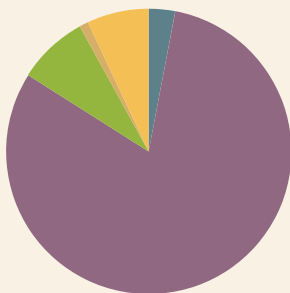
Pre-kindergarten Programs

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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

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AppleTree Early Learning PCS - Southwest

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



6.0 out of 15.0

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



7.8 out of 15.0

52.0%

PK Social Emotional Learning: Positive Behavior Rating Scale (PBR5)

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



0.0 out of 15.0

0.0%

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

Attendance

In-seat attendance



6.4 out of 10.0

64.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



12.0 out of 15.0

80.0%

Classroom Organization



8.0 out of 15.0

53.3%

Instructional Support



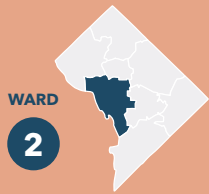
5.3 out of 15.0

35.3%

TOTAL SCORE

45.5 out of 100

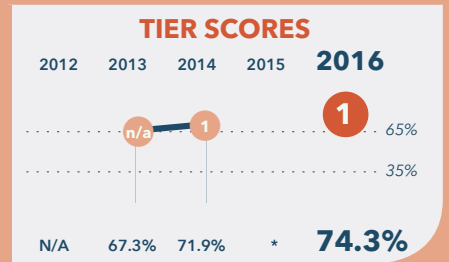
45.5%



BASIS DC PCS (Middle School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org



School Profile (2016–17)

Board Chair

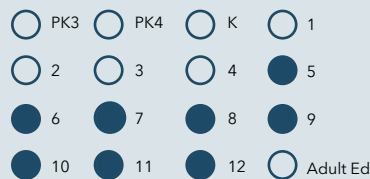
Craig Barrett, Ph.D.

Head of School

Tim Eyerman

Grades Served

Current Grades Future Grades



First School Year

2012-13

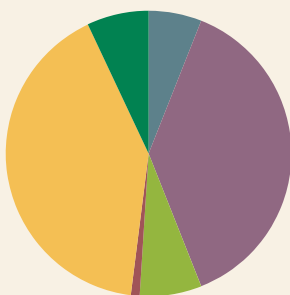
Tier Explanations

- 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
599



Asian	6.2%
Black Non-Hispanic	38.9%
Hispanic / Latino	6.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	40.9%
Multiracial	7.2%

English Language Learner
0.7%

Economically Disadvantaged
20.0%

Special Education
4.8%

At-Risk Population
10.7%

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 (Middle School)

2016 School Quality Report

(2015–16)

Grades Measured: 5–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.6 out of 20.0

48.0%

Growth on the state assessment in
mathematics



12.3 out of 20.0

61.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



7.7 out of 9.0

85.6%

College and Career Ready



6.0 out of 6.0

100.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



7.5 out of 9.0

83.3%

College and Career Ready



5.6 out of 6.0

93.3%

Gateway (10 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



10.0 out of 10.0

100.0%

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

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



5.6 out of 10.0

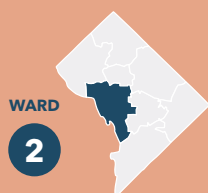
56.0%

TOTAL SCORE

TIER 1

74.3 out of 100

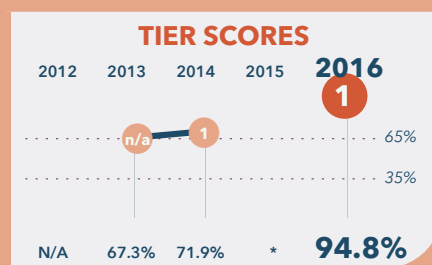
74.3%



BASIS DC PCS (High School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org



School Profile (2016–17)

Board Chair

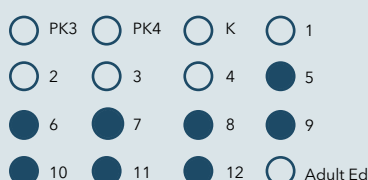
Craig Barrett, Ph.D.

Head of School

Tim Eyerman

Grades Served

● Current Grades ● Future Grades



First School Year

2012-13

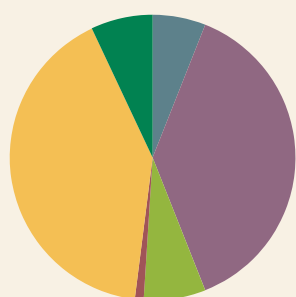
Tier Explanations

- 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
599



Asian	6.2%
Black Non-Hispanic	38.9%
Hispanic / Latino	6.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	40.9%
Multiracial	7.2%

English Language Learner
0.7%

Economically Disadvantaged
20.0%

Special Education
4.8%

At-Risk Population
10.7%

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

(2015–16)

Grades Measured: 9–11



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



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

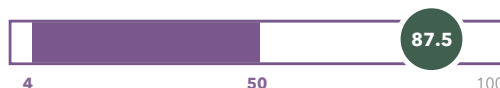
Five-Year Graduation Rate



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

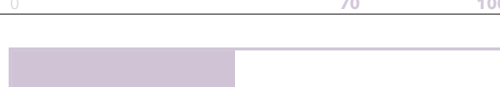
College Acceptance Rate



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

BASIS DC PCS (High School)

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 9-11

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



7.4 out of 10.0

74.0%

9th Grade on Track to Graduate



4.8 out of 5.0

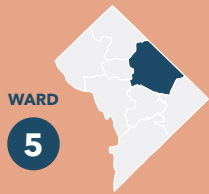
96.0%

TOTAL SCORE

TIER 1

54.5 out of 57.5

94.8%

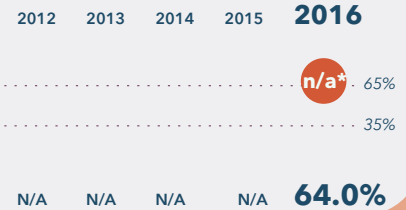


Bridges PCS

100 Gallatin Street NE
Washington, DC 20011

202-545-0515
www.bridgespcs.org

TIER SCORES



School Profile (2016–17)

Board Chair

Debra Graham

Executive Director

Olivia Smith

Grades Served

Current Grades Future Grades

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

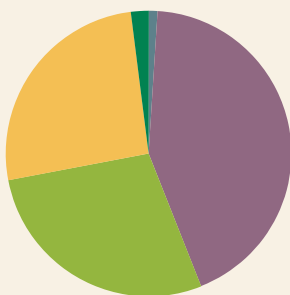
Tier Explanations

- 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.

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.

Bridges PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (0 points): Academic Improvement Over Time

Growth on the school's assessment in
English Language Arts



0.0 out of 0.0

N/A

Growth on the school's assessment in
mathematics



0.0 out of 0.0

N/A

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



0.0 out of 0.0

N/A

College and Career Ready



0.0 out of 0.0

N/A

PARCC: Mathematics

Approaching College and
Career Ready and Above



0.0 out of 0.0

N/A

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



12.8 out of 20.0

64.0%

Re-enrollment

Percent of students eligible to re-enroll



4.8 out of 20.0

24.0%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



18.7 out of 20.0

93.5%

Classroom Organization



14.7 out of 20.0

73.5%

Instructional Support



13.0 out of 20.0

65.0%

TOTAL SCORE

64.0 out of 100

64.0%

(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: Learning Accomplishment Profile-3 (LAP-3)

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



K-2 Reading: Peabody Picture Vocabulary Test (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





WARD
1

Briya PCS (Early Childhood)

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

202-797-7337
202-545-2020
www.briya.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	77.8%

School Profile (2016–17)

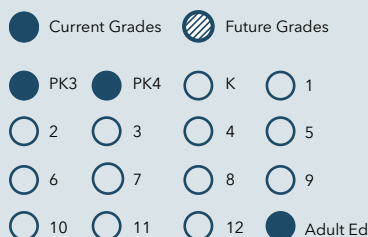
Board Chair

Joel Goering

Executive Director

Christie McKay

Grades Served



First School Year

2006-07

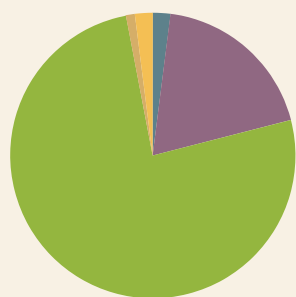
Pre-kindergarten Programs

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.

Briya PCS (Early Childhood)

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-PK4

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



15.0 out of 15.0

100.0%

PK Math: Teaching Strategies GOLD

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



7.5 out of 15.0

50.0%

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



10.0 out of 15.0

66.7%

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

Attendance

In-seat attendance



4.0 out of 10.0

40.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



15.0 out of 15.0

100.0%

Classroom Organization



15.0 out of 15.0

100.0%

Instructional Support



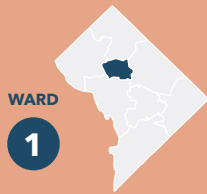
11.3 out of 15.0

75.3%

TOTAL SCORE

77.8 out of 100

77.8%



Briya PCS (Adult Education)

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

202-797-7337
202-545-2020
www.briya.org

	TIER
2016	1
2015	1

School Profile (2016–17)

Board Chair

Joel Goering

Executive Director

Christie McKay

Programs Offered

Day and Evening classes

Ages Served

Serves ages 16 and older

First School Year

2006-07

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

Diplomas Offered

- NEDP Diploma

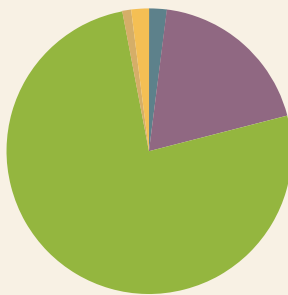
Adult Education Tier Explanations

- 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
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

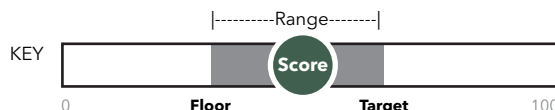
The mission of Briya PCS is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model. Dynamic, student-centered classes are designed for parents and children learning English. Adult students learn English as a Second Language (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.

Briya PCS (Adult Education)

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

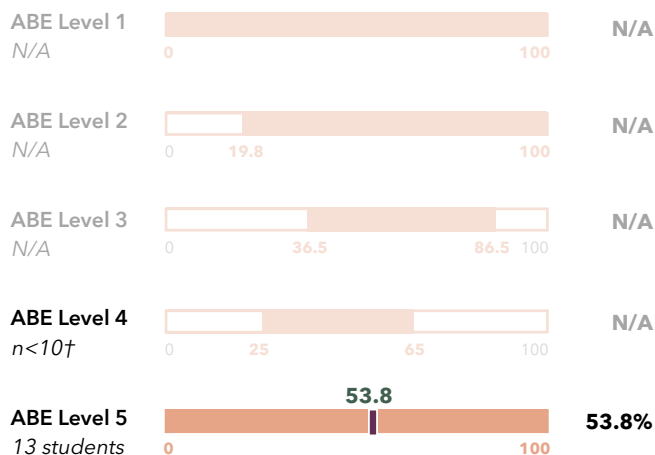
Student Progress: Improvement of One or More NRS* Levels

91.0%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 49.3%

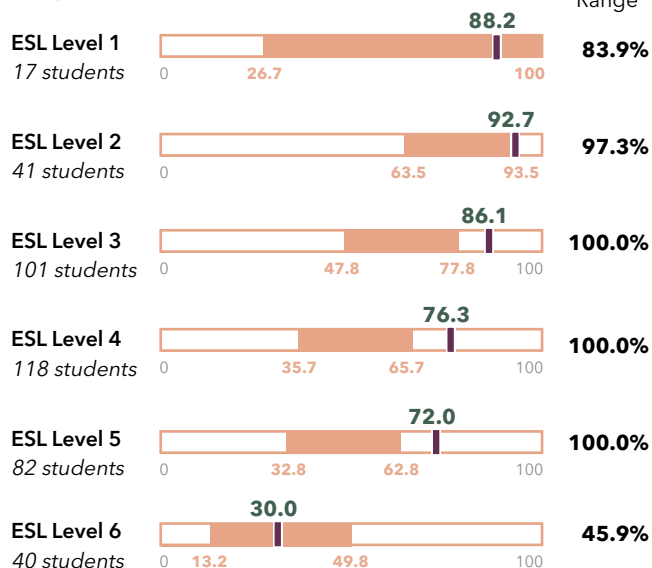
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 93.6%

Percent of Range



* 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 **

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

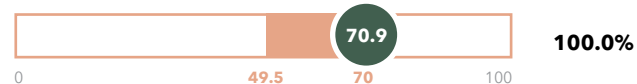


Leading Indicators: Predictors of Future Student Progress and Achievement

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



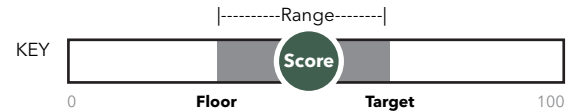
TIER 1

Briya PCS (Adult Education)

2016 School Quality Report

(2015–16)

Adult Education



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

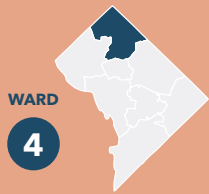
Family Reading Journal Rubric

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).

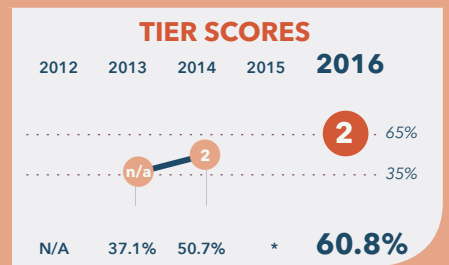
‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.



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

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.

Principal

Amy Wendel

First School Year

2000-01

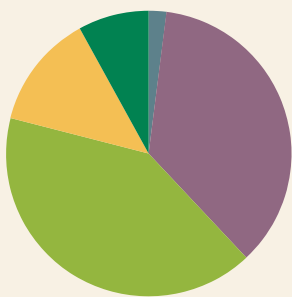
Tier Explanations

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

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%

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.

Capital City PCS - Lower School

2016 School Quality Report

(2015–16)

Grades Measured: PK3–4

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



3.5 out of 7.5

46.7%

College and Career Ready



2.1 out of 5.0

42.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.5 out of 7.5

60.0%

College and Career Ready



2.1 out of 5.0

42.0%

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

3rd Grade English Language Arts

College and Career Ready



2.9 out of 10.0

29.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



7.1 out of 9.0

78.9%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.5 out of 4.0

87.5%

Instructional Support



2.2 out of 4.0

55.0%

TOTAL SCORE

TIER 2

60.8 out of 100

60.8%

Capital City PCS - Lower School

2016 School Quality Report

(2015–16)

Grades Measured: PK3–4

KEY



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



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



K-2 Reading: Fountas & Pinnell and Phonological Awareness Screening (PALS)

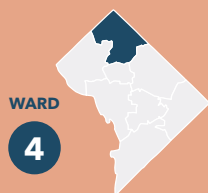
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

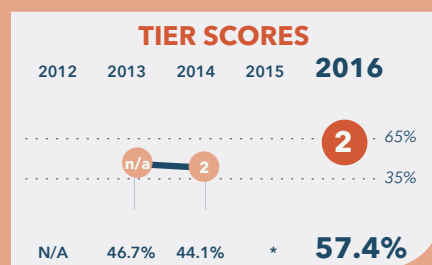




Capital City PCS - Middle School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpcs.org



School Profile (2016–17)

Board Chair

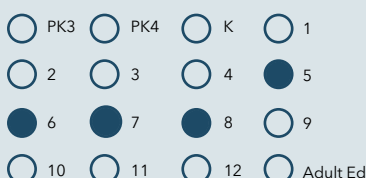
Jean-Claude Brizard

Head of School

Karen Dresden

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Laina Cox

First School Year

2012-13

Tier Explanations

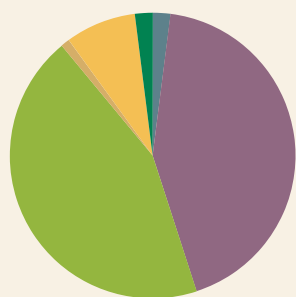
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
324



Asian	2.2%
Black Non-Hispanic	43.5%
Hispanic / Latino	43.5%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	8.3%
Multiracial	2.2%

English Language Learner
12.3%

Economically Disadvantaged
75.0%

Special Education
15.4%

At-Risk Population
33.0%

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.

Capital City PCS - Middle School

2016 School Quality Report

(2015–16)

Grades Measured: 5–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



12.6 out of 20.0

63.0%

Growth on the state assessment in
mathematics



10.7 out of 20.0

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



5.2 out of 9.0

57.8%

College and Career Ready



3.6 out of 6.0

60.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.1 out of 9.0

45.6%

College and Career Ready



1.6 out of 6.0

26.7%

Gateway (10 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



2.2 out of 10.0

22.0%

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

Attendance

In-seat attendance



7.7 out of 10.0

77.0%

Re-enrollment

Percent of students eligible to re-enroll



9.7 out of 10.0

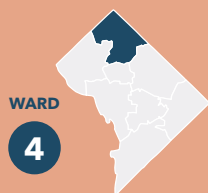
97.0%

TOTAL SCORE

TIER 2

57.4 out of 100

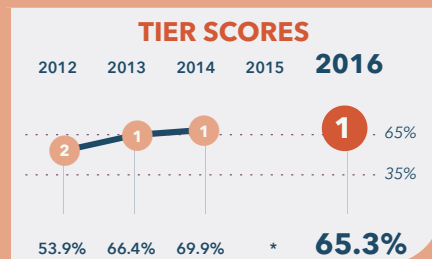
57.4%



Capital City PCS - High School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpcs.org



School Profile (2016–17)

Board Chair

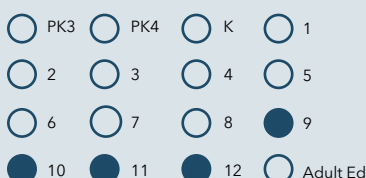
Jean-Claude Brizard

Head of School

Karen Dresden

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Belicia Reaves

First School Year

2008-09

Tier Explanations

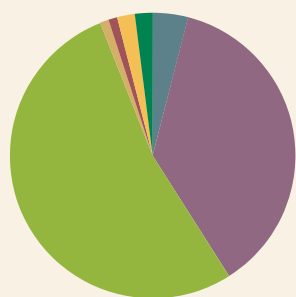
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
333



Asian	3.9%
Black Non-Hispanic	37.8%
Hispanic / Latino	54.4%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.6%
White Non-Hispanic	1.5%
Multiracial	1.5%

English Language Learner
12.0%

Economically Disadvantaged
82.9%

Special Education
19.8%

At-Risk Population
46.8%

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. 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

(2015-16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



4.3 out of 7.5

57.3%

College and Career Ready



2.1 out of 5.0

42.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



3.2 out of 7.5

42.7%

College and Career Ready



1.0 out of 5.0

20.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.6 out of 3.0

53.3%

Five-Year Graduation Rate



2.5 out of 4.5

55.6%

PSAT Performance (11th grade)



6.3 out of 7.5

84.0%

SAT/ACT Performance (12th grade)



4.9 out of 7.5

65.3%

College Acceptance Rate



7.5 out of 7.5

100.0%

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



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

Capital City PCS - High School

2016 School Quality Report

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



7.0 out of 10.0

70.0%

Re-enrollment

Percent of students eligible to re-enroll



8.3 out of 10.0

83.0%

9th Grade on Track to Graduate



1.8 out of 5.0

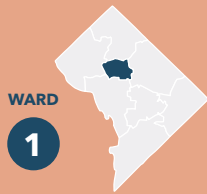
36.0%

TOTAL SCORE

TIER 1

55.5 out of 85.0

65.3%



WARD
1

Carlos Rosario International PCS

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

202-797-4700
www.carlosrosario.org

	TIER
2016	1
2015	1

School Profile (2016–17)

Board Chair

Patricia Sosa

CEO

Allison R. Kokkoros

Programs Offered

Day and Evening classes

- Nurse's Aide for ELLs
- Culinary Arts for ELLs
- IT Certification for ELLs
- ESL & Citizenship

Principals

HollyAnn Fresno-Moore
Karen Rivas

First School Year

1998-99

Diplomas Offered

- English GED for ELLs
- Spanish GED

Ages Served

Serves ages 16 and older

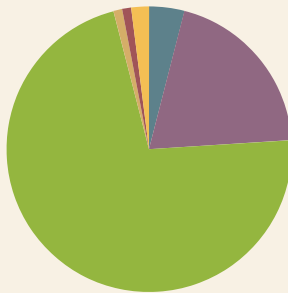
Adult Education Tier Explanations

- 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
2011



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

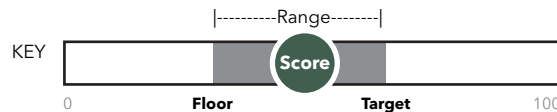
The mission of the Carlos Rosario International PCS is to provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence 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.

Carlos Rosario International PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

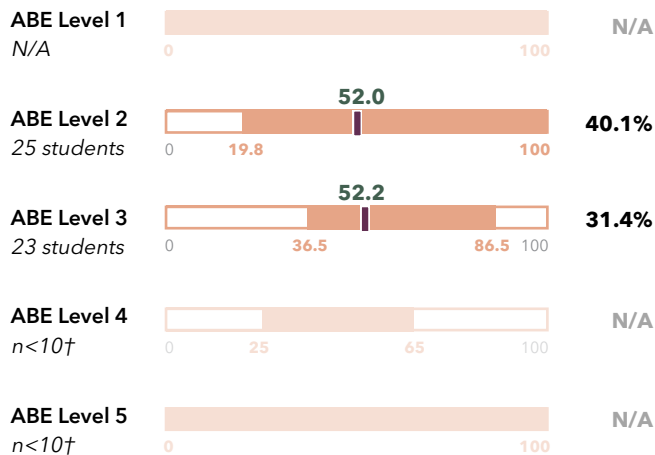
Student Progress: Improvement of One or More NRS* Levels

74.6%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 34.6%

Percent of Range



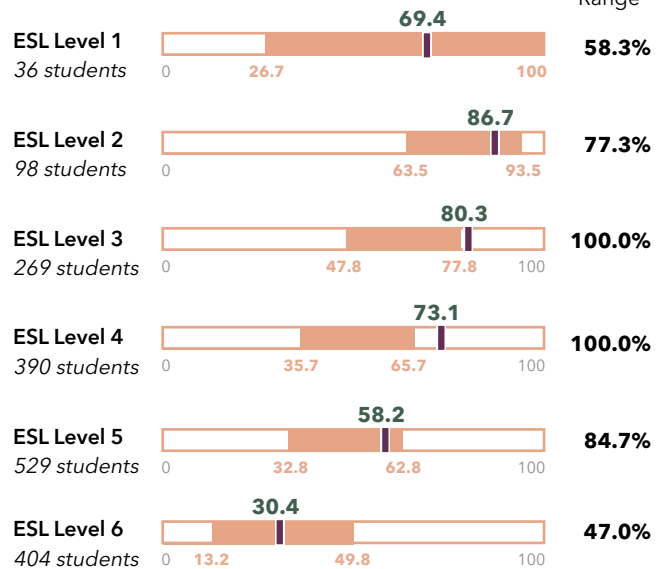
* National Reporting System

† 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: 80.8%

Percent of Range



Student Achievement: GED or NEDP Attainment **

94.4%

Obtained Secondary Credential

36 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

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

100.0%

Attendance

In-seat attendance



Retention

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



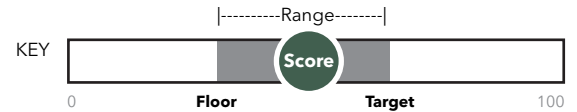
TIER 1

Carlos Rosario International PCS

2016 School Quality Report

(2015–16)

Adult Education



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

ServSafe Certification

Percentage of students in the Culinary Arts Program who earn the ServSafe Certification by the end of the school year



Supera Certification

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



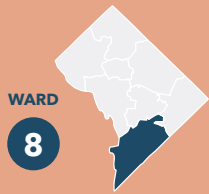
School Specific Technology Assessment

Percentage of ESL students who earn a passing score on the Carlos Rosario PCS Technology Test



**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

701 Howard Road SE
Washington, DC 20020

202-610-4193
www.cedartree-dc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	86.0%

School Profile (2016–17)

Board Chair

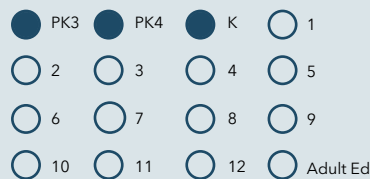
Carla Bailey, Ph.D.

Executive Director

LaTonya Henderson,
Ed.D.

Grades Served

● Current Grades ● Future Grades



First School Year

2001-02

Tier Explanations

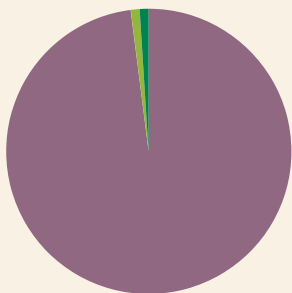
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
366



Asian	0.0%
Black Non-Hispanic	99.5%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.3%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
4.4%

At-Risk Population
62.6%

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

A Note from 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

(2015–16)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-K

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



25.0 out of 25.0

100.0%

Growth on the school's NWEA MAP
assessment in mathematics



25.0 out of 25.0

100.0%

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

Attendance

In-seat attendance



7.1 out of 10.0

71.0%

Re-enrollment

Percent of students eligible to re-enroll



2.6 out of 10.0

26.0%

Teacher Interaction Observations: Classroom
Assessment Scoring System (CLASS)

Emotional Support



10.0 out of 10.0

100.0%

Classroom Organization



9.3 out of 10.0

93.0%

Instructional Support



7.0 out of 10.0

70.0%

TOTAL SCORE

TIER 1

86.0 out of 100

86.0%

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

PK Pre-Literacy: Individual Growth & Development Indicators (myIGDI)

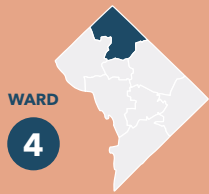
Percent of students who met or exceeded the publisher's
expectations for achievement at the end of the year



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

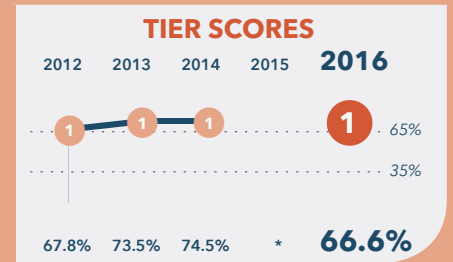




Center City PCS - Brightwood

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.

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.

Principal

Rachel Tommelleo

First School Year

2008-09

Tier Explanations

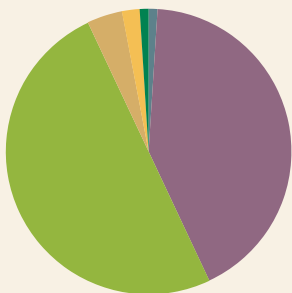
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

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

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



10.8 out of 17.5

61.7%

Growth on the state assessment in
mathematics



9.4 out of 17.5

53.7%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.3 out of 7.5

57.3%

College and Career Ready



2.2 out of 5.0

44.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.7 out of 7.5

62.7%

College and Career Ready



2.4 out of 5.0

48.0%

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

3rd Grade English Language Arts

College and Career Ready



1.0 out of 5.0

20.0%

8th Grade Mathematics

College and Career Ready



2.6 out of 5.0

52.0%

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

Attendance

In-seat attendance



9.0 out of 9.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



8.2 out of 9.0

91.1%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



4.0 out of 4.0

100.0%

TOTAL SCORE

TIER 1

66.6 out of 100

66.6%

Center City PCS - Brightwood

2016 School Quality Report

(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)

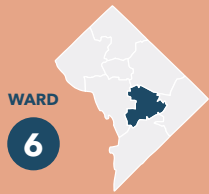
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

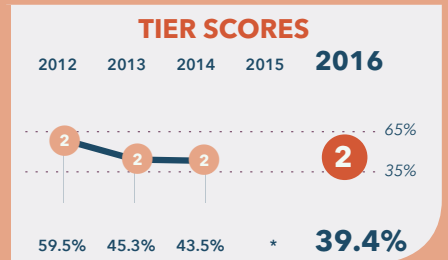




Center City PCS - Capitol Hill

1503 East Capitol Street SE
Washington, DC 20003

202-547-7556
www.centercitypcs.org



School Profile (2016–17)

Board Chair

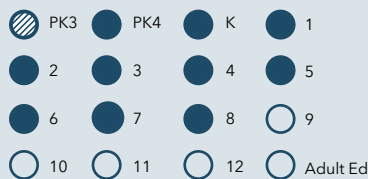
Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Current Grades Future Grades



Is part of a PK-8 network.

Principal

Valery Dragon

First School Year

2008-09

Tier Explanations

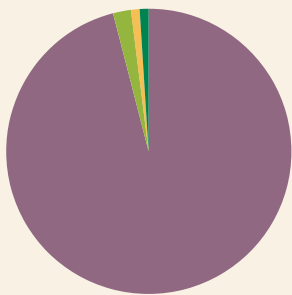
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.1 out of 17.5

52.0%

Growth on the state assessment in
mathematics



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

Approaching College and
Career Ready and Above



3.4 out of 7.5

45.3%

College and Career Ready



0.9 out of 5.0

18.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.0 out of 7.5

40.0%

College and Career Ready



1.1 out of 5.0

22.0%

Gateway (10 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



0.8 out of 10.0

8.0%

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



0.2 out of 9.0

2.2%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



1.3 out of 4.0

32.5%

Classroom Organization



2.1 out of 4.0

52.5%

Instructional Support



2.0 out of 4.0

50.0%

TOTAL SCORE

TIER 2

39.4 out of 100

39.4%

Center City PCS - Capitol Hill

2016 School Quality Report

(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

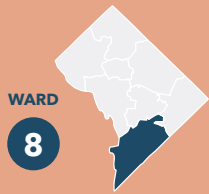


K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance



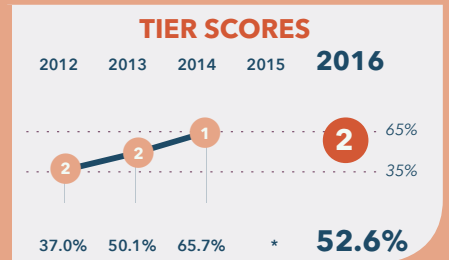
* Results with less than 10 students are not displayed. When a school does not have enough students for one gateway measure, the 5.0% is added to the other gateway measure.



Center City PCS - Congress Heights

220 Highview Place SE
Washington, DC 20032

202-562-7070
www.centercitypcs.org



School Profile (2016–17)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

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.

Principal

Niya White

First School Year

2008-09

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
243



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.

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 - Congress Heights

2016 School Quality Report

(2015–16)

Grades Measured: PK4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.3 out of 17.5

53.1%

Growth on the state assessment in
mathematics



7.1 out of 17.5

40.6%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.2 out of 7.5

56.0%

College and Career Ready



2.2 out of 5.0

44.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.0 out of 7.5

53.3%

College and Career Ready



1.4 out of 5.0

28.0%

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

3rd Grade English Language Arts

College and Career Ready



1.1 out of 5.0

22.0%

8th Grade Mathematics

College and Career Ready



1.1 out of 5.0

22.0%

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

Attendance

In-seat attendance



7.1 out of 9.0

78.9%

Re-enrollment

Percent of students eligible to re-enroll



4.8 out of 9.0

53.3%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.5 out of 4.0

87.5%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



2.8 out of 4.0

70.0%

TOTAL SCORE

TIER 2

52.6 out of 100

52.6%

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

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)

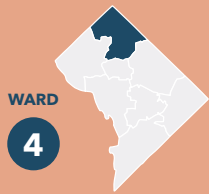
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

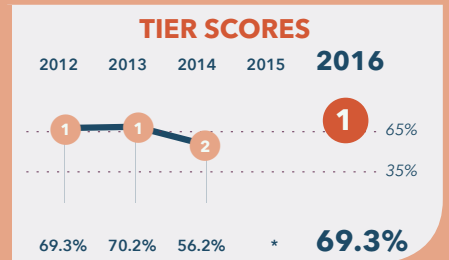




Center City PCS - Petworth

510 Webster Street NW
Washington, DC 20011

202-726-9212
www.centercitypcs.org



School Profile (2016–17)

Board Chair

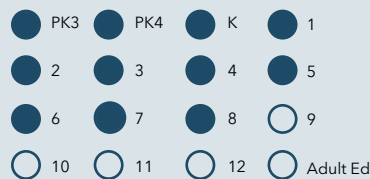
Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

● Current Grades ● Future Grades



Is part of a PK-8 network.

Principal

Nazo Burgy

First School Year

2008-09

Tier Explanations

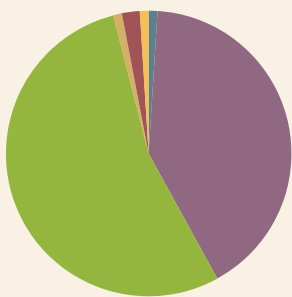
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

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 - Petworth

2016 School Quality Report

(2015–16)

Grades Measured: PK4-8

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.9 out of 17.5

68.0%

Growth on the state assessment in
mathematics



15.5 out of 17.5

88.6%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.5 out of 7.5

60.0%

College and Career Ready



2.8 out of 5.0

56.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.4 out of 7.5

58.7%

College and Career Ready



2.0 out of 5.0

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



0.9 out of 5.0

18.0%

8th Grade Mathematics

College and Career Ready



1.9 out of 5.0

38.0%

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

Attendance

In-seat attendance



8.6 out of 9.0

95.6%

Re-enrollment

Percent of students eligible to re-enroll



8.1 out of 9.0

90.0%

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



1.0 out of 4.0

25.0%

TOTAL SCORE

TIER 1

69.3 out of 100

69.3%

Center City PCS - Petworth

2016 School Quality Report

(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)

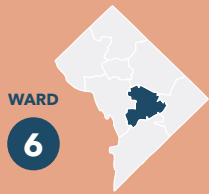
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance





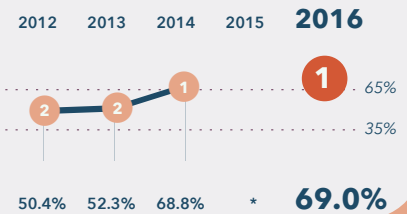
Center City PCS - Shaw

711 N Street NW
Washington, DC 20001

202-234-1093

www.centercitypcs.org

TIER SCORES



School Profile (2016–17)

Board Chair

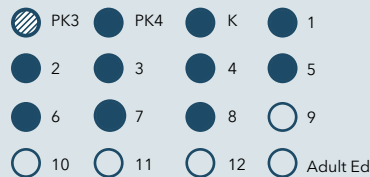
Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Current Grades Future Grades



Is part of a PK-8 network.

Principal

Brandy Tyson

First School Year

2008-09

Tier Explanations

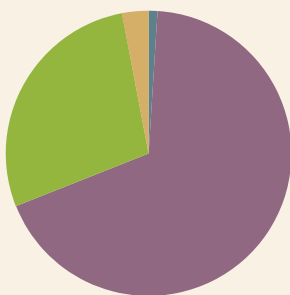
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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Student 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%

A Note from the School

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Center City PCS - Shaw

2016 School Quality Report

(2015–16)

Grades Measured: PK4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



12.3 out of 17.5

70.3%

Growth on the state assessment in
mathematics



17.5 out of 17.5

100.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.4 out of 7.5

58.7%

College and Career Ready



2.2 out of 5.0

44.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 7.5

66.7%

College and Career Ready



2.3 out of 5.0

46.0%

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

3rd Grade English Language Arts

College and Career Ready



0.9 out of 5.0

18.0%

8th Grade Mathematics

College and Career Ready



2.7 out of 5.0

54.0%

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

Attendance

In-seat attendance



7.7 out of 9.0

85.6%

Re-enrollment

Percent of students eligible to re-enroll



5.8 out of 9.0

64.4%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



3.7 out of 4.0

92.5%

Classroom Organization



3.5 out of 4.0

87.5%

Instructional Support



1.0 out of 4.0

25.0%

TOTAL SCORE

TIER 1

69.0 out of 100

69.0%

Center City PCS - Shaw

2016 School Quality Report

(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)

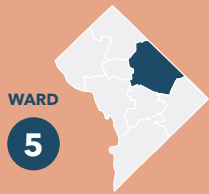
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

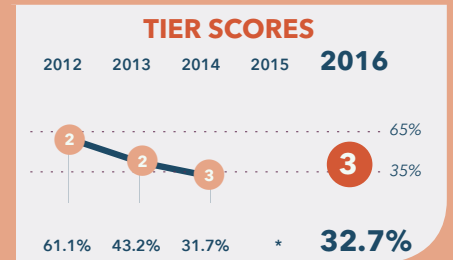




Center City PCS - Trinidad

1217 West Virginia Avenue NE
Washington, DC 20002

202-397-1614
www.centercitypcs.org



School Profile (2016–17)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

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.

Principal

Vernetta Christian

First School Year

2008-09

Tier Explanations

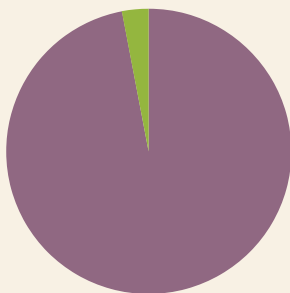
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

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.

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)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK4-8

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



3.8 out of 17.5

21.7%

Growth on the state assessment in
mathematics



5.7 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



2.7 out of 7.5

36.0%

College and Career Ready



1.2 out of 5.0

24.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.2 out of 7.5

29.3%

College and Career Ready



0.7 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



1.7 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



4.8 out of 9.0

53.3%

Re-enrollment

Percent of students eligible to re-enroll



2.1 out of 9.0

23.3%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



2.4 out of 4.0

60.0%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



2.2 out of 4.0

55.0%

TOTAL SCORE

TIER 3

32.7 out of 100

32.7%

Center City PCS - Trinidad

2016 School Quality Report

(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)

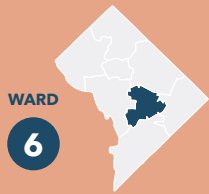
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

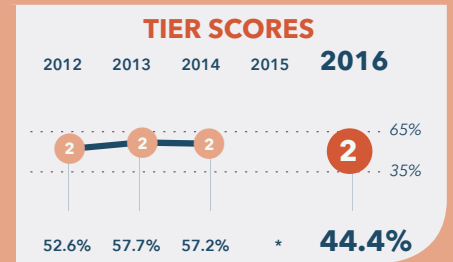




César Chávez PCS for Public Policy - Capitol Hill

709 12th Street SE
Washington, DC 20003

202-547-3424
www.chavezschools.org



School Profile (2016–17)

Board Co-Chairs

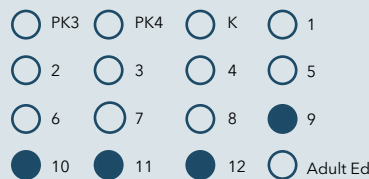
Sulee Stinson Clay
Rick Torres

Principal

Oriel Robinson-Taylor

Grades Served

Current Grades Future Grades



Is part of a 6-12 network.

First School Year

1998-99

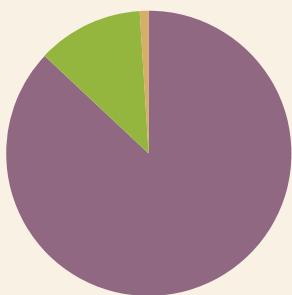
Tier Explanations

- 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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* 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
387



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%

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.

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

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (0 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

Data not available for 2015–16

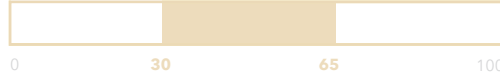


0.0 out of 0.0

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



3.6 out of 7.5

48.0%

College and Career Ready



1.5 out of 5.0

30.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.3 out of 7.5

30.7%

College and Career Ready



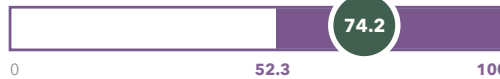
0.0 out of 5.0

0.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.4 out of 3.0

46.7%

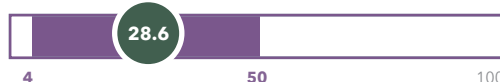
Five-Year Graduation Rate



2.2 out of 4.5

48.9%

PSAT Performance (11th grade)



4.0 out of 7.5

53.3%

SAT/ACT Performance (12th grade)



2.8 out of 7.5

37.3%

College Acceptance Rate



7.5 out of 7.5

100.0%

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



0.5 out of 5.0

10.0%

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

César Chávez PCS for Public Policy - Capitol Hill

2016 School Quality Report

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.3 out of 10.0

83.0%

Re-enrollment

Percent of students eligible to re-enroll



1.8 out of 10.0

18.0%

9th Grade on Track to Graduate



1.8 out of 5.0

36.0%

TOTAL SCORE

TIER 2

37.7 out of 85.0

44.4%

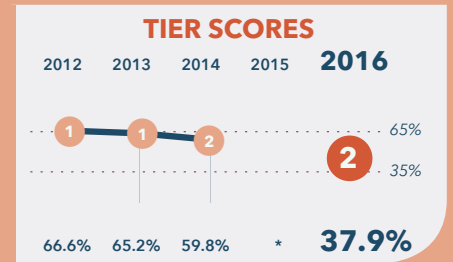


WARD
1

César Chávez PCS for Public Policy - Chávez Prep

770 Kenyon Street NW
Washington, DC 20010

202-723-3975
www.chavezschools.org



School Profile (2016–17)

Board Co-Chairs

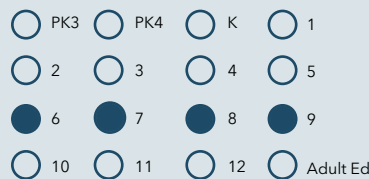
Sulee Stinson Clay
Rick Torres

Principal

Kourtney Miller

Grades Served

Current Grades Future Grades



Is part of a 6-12 network.

First School Year

2007-08

Tier Explanations

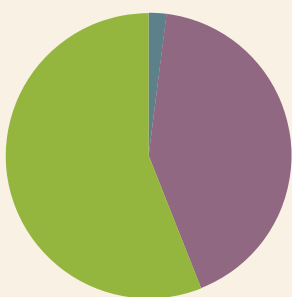
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

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.

A Note from the School

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César Chávez PCS for Public Policy - Chávez Prep

2016 School Quality Report

(2015–16)

Grades Measured: 6–9



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



7.6 out of 20.0

38.0%

Growth on the state assessment in
mathematics



6.2 out of 20.0

31.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.6 out of 9.0

40.0%

College and Career Ready



1.7 out of 6.0

28.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.1 out of 9.0

23.3%

College and Career Ready



0.6 out of 6.0

10.0%

Gateway (10 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



2.1 out of 10.0

21.0%

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

Attendance

In-seat attendance



7.5 out of 10.0

75.0%

Re-enrollment

Percent of students eligible to re-enroll



6.5 out of 10.0

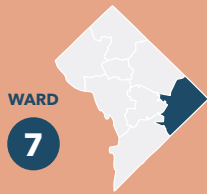
65.0%

TOTAL SCORE

TIER 2

37.9 out of 100

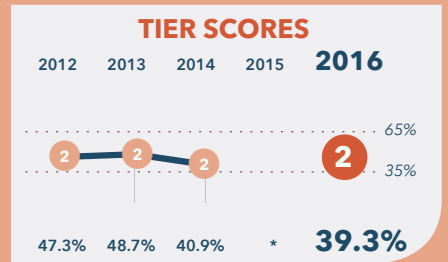
37.9%



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

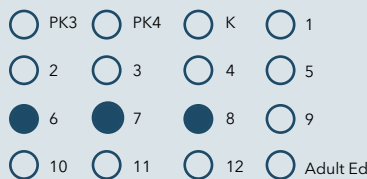
Sulee Stinson Clay
Rick Torres

Principal

Erin Fisher

Grades Served

Current Grades Future Grades



Is part of a 6-12 network.

First School Year

2004-05

Tier Explanations

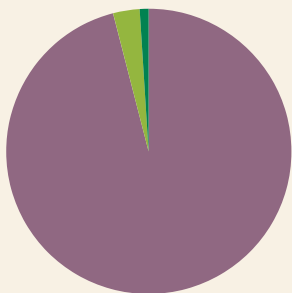
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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.

César Chávez PCS for Public Policy - Parkside Middle School

2016 School Quality Report

(2015–16)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



10.0 out of 20.0

50.0%

Growth on the state assessment in
mathematics



6.8 out of 20.0

34.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.3 out of 9.0

36.7%

College and Career Ready



1.4 out of 6.0

23.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.1 out of 9.0

23.3%

College and Career Ready



0.6 out of 6.0

10.0%

Gateway (10 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



0.4 out of 10.0

4.0%

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

Attendance

In-seat attendance



7.0 out of 10.0

70.0%

Re-enrollment

Percent of students eligible to re-enroll



7.7 out of 10.0

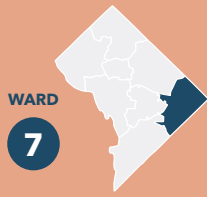
77.0%

TOTAL SCORE

TIER 2

39.3 out of 100

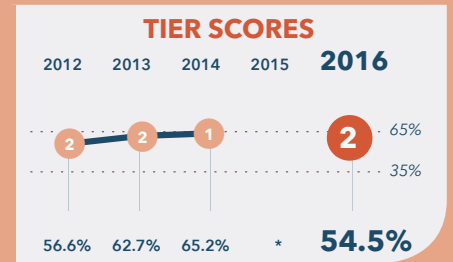
39.3%



César Chávez PCS for Public Policy - Parkside High School

3701 Hayes Street NE
Washington, DC 20019

202-398-2230
www.chavezschools.org



School Profile (2016–17)

Board Co-Chairs

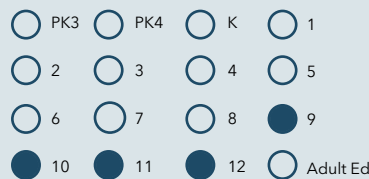
Sulee Stinson Clay
Rick Torres

Principal

William Massey

Grades Served

Current Grades Future Grades



Is part of a 6-12 network.

First School Year

2004-05

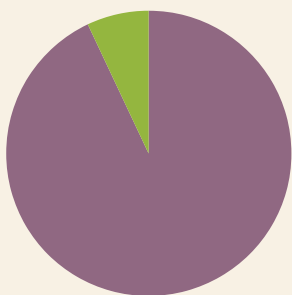
Tier Explanations

- 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
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.

A Note from the School

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César Chávez PCS for Public Policy - Parkside High School

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



3.6 out of 7.5

48.0%

College and Career Ready



1.6 out of 5.0

32.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



1.7 out of 7.5

22.7%

College and Career Ready



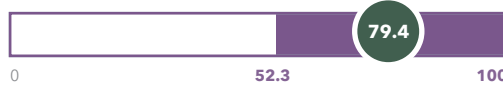
0.1 out of 5.0

2.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.7 out of 3.0

56.7%

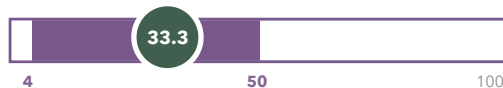
Five-Year Graduation Rate



2.4 out of 4.5

53.3%

PSAT Performance (11th grade)



4.8 out of 7.5

64.0%

SAT/ACT Performance (12th grade)



3.9 out of 7.5

52.0%

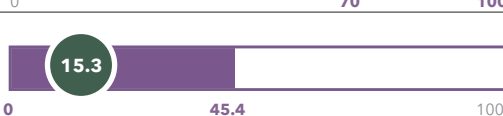
College Acceptance Rate



7.5 out of 7.5

100.0%

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



1.7 out of 5.0

34.0%

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

César Chávez PCS for Public Policy - Parkside High School

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.2 out of 10.0

82.0%

Re-enrollment

Percent of students eligible to re-enroll



5.5 out of 10.0

55.0%

9th Grade on Track to Graduate



3.6 out of 5.0

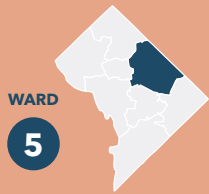
72.0%

TOTAL SCORE

TIER 2

46.3 out of 85.0

54.5%



The Children's Guild DC PCS

2146 24th Street NE
Washington, DC 20018

202-774-5442
www.tcgdc.org

TOTAL SCORE

11.9%

* 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.

School Profile (2016-17)

Board Chair

Jawauna Greene

Vice President for Educational Services

Duane Arbogast

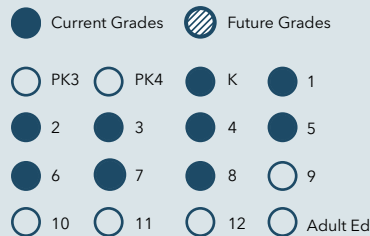
Principal

Nakia Nicholson

First School Year

2015-16

Grades Served



Tier Explanations

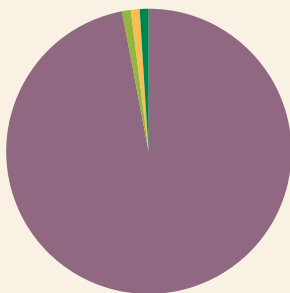
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
326



Asian	0.0%
Black Non-Hispanic	98.8%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.3%
Multiracial	0.6%

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.

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.

The Children's Guild DC PCS

2016 School Quality Report

(2015–16)

Grades Measured: K-8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



3.5 out of 20.0

17.5%

Growth on the state assessment in
mathematics



0.0 out of 20.0

0.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



1.9 out of 9.0

21.1%

College and Career Ready



0.3 out of 6.0

5.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



1.2 out of 9.0

13.3%

College and Career Ready



0.1 out of 6.0

1.7%

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

3rd Grade English Language Arts

College and Career Ready



0.3 out of 5.0

6.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 5.0

0.0%

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

Attendance

In-seat attendance



3.4 out of 10.0

34.0%

Re-enrollment

Percent of students eligible to re-enroll



0.0 out of 0.0

N/A

TOTAL SCORE

10.7 out of 90

11.9%

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

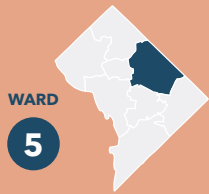


K-2 Math: i-Ready

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



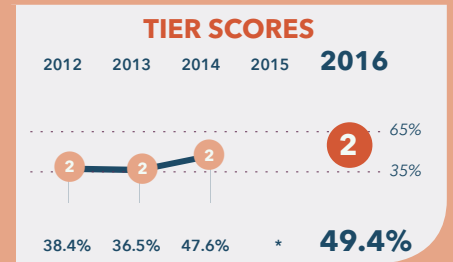
For a more detailed explanation of the categories, see our technical guide.



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

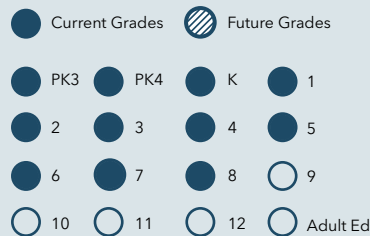
Interim Executive Director

Andrew Kirkland

First School Year

2004-05

Grades Served



Tier Explanations

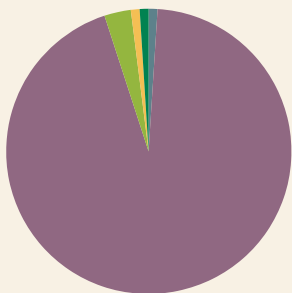
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

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

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

(2015–16)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

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%

College and Career Ready



1.8 out of 5.0

36.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.2 out of 7.5

42.7%

College and Career Ready



1.4 out of 5.0

28.0%

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

TIER 2

49.4 out of 100

49.4%

City Arts & Prep PCS (formerly known as William E. Doar, Jr. PCS)

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8

KEY



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: mCLASS: Reading

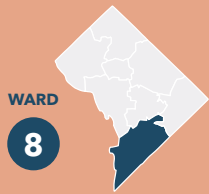
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: mCLASS: Math

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





Community College Preparatory Academy PCS

2405 Martin Luther King Jr. Ave
Washington, DC 20020

202-610-5780
www.ccprep-academy.org

	TIER
2016	1
2015	3

School Profile (2016–17)

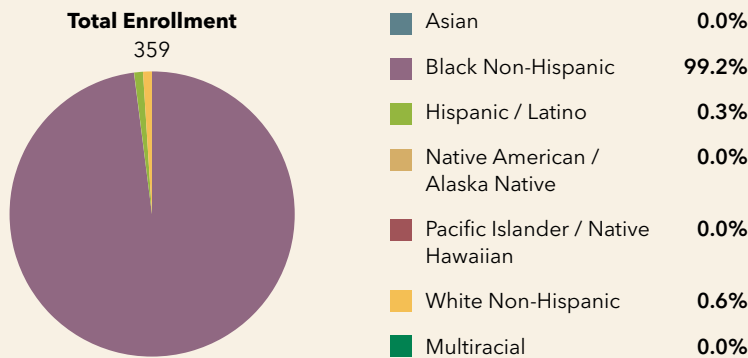
Board Chair Monica Ray	Executive Director C. Vannessa (Connie) Spinner	Programs Offered <i>Day and Evening classes</i> <ul style="list-style-type: none"> ■ ACCUPLACER Prep ■ Dual Enrollment ■ Microsoft Office Suite ■ Help Desk Certification Training ■ Automotive Tech
Ages Served Serves ages 18 and older	First School Year 2013-14	Diplomas Offered <ul style="list-style-type: none"> ■ 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)



A Note from the School

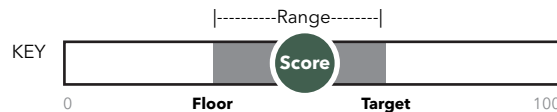
Community College Preparatory Academy PCS aggressively seeks to meet the challenge of providing the education and skills development for under-credited adults (ages 18 and older). Our goal is to empower and prepare adult students for post-secondary education success, viable employment, and lifelong learning 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.

Community College Preparatory Academy PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

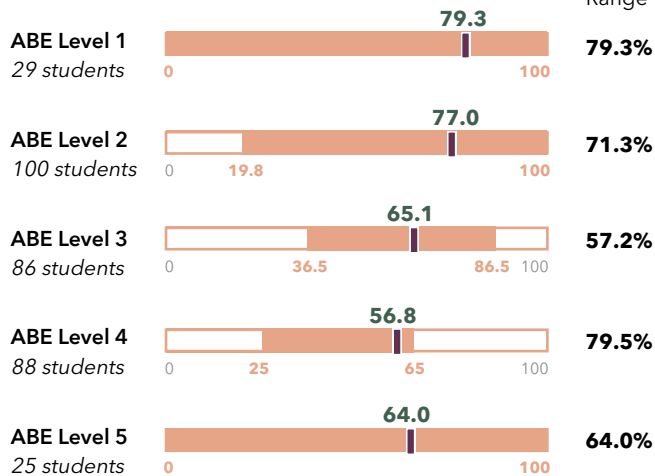
Student Progress: Improvement of One or More NRS* Levels

70.0%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 70.0%

Percent of Range



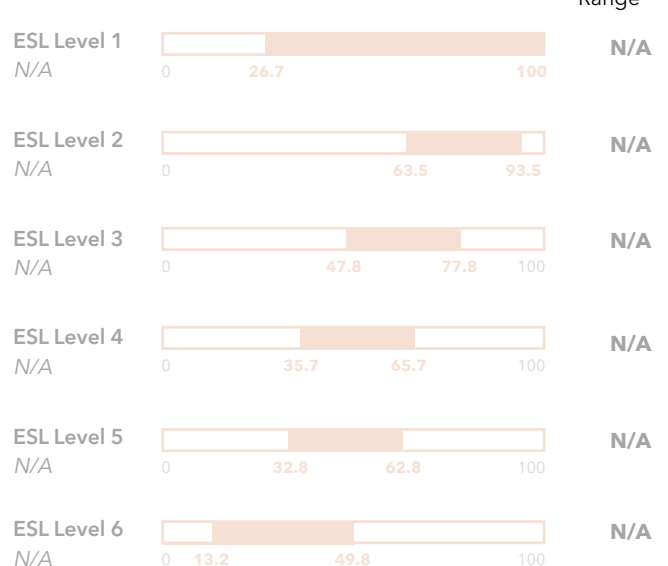
* National Reporting System

† 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: N/A

Percent of Range



Student Achievement: GED or NEDP Attainment **

100.0%

Obtained Secondary Credential

16 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

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

66.1%

Attendance

In-seat attendance



Retention

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



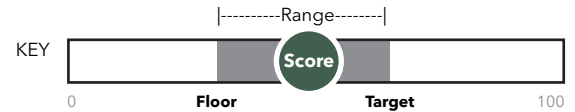
TIER 1

Community College Preparatory Academy PCS

2016 School Quality Report

(2015–16)

Adult Education



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

National Retail Federation Customer Service Certification

Percentage of students enrolled in the Customer Service Certification program who earn the National Retail Federation Customer Service Certification



HVAC Certification

Percentage of students enrolled in the HVAC certification program who earn the HVAC certification (Type I, Type II and Type III)



CompTIA Certification

Percentage of students enrolled in the CompTIA Security + program who earn the Security + certification



CompTIA Certification

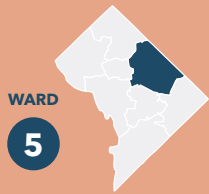
Percentage of students enrolled in the CompTIA Network + program who earn the Network + certification



**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

3700 North Capitol Street NW
Washington, DC 20011

202-588-0370

www.creativemindspcs.org

TIER SCORES

2012	2013	2014	2015	2016
				2
				65%
				35%
N/A	N/A	N/A	N/A	52.6%

School Profile (2016–17)

Board Chair

Melanie Bowen

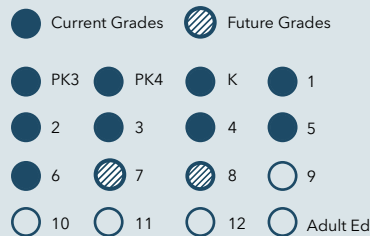
Founder & Head of School

Golnar Abedin, Ph.D.

First School Year

2012-13

Grades Served



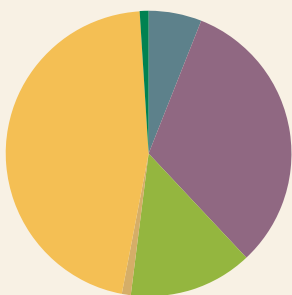
Tier Explanations

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

Student Demographics (2015–16)

Total Enrollment
237



Asian	6.3%
Black Non-Hispanic	32.1%
Hispanic / Latino	13.9%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	46.4%
Multiracial	0.8%

English Language Learner
5.5%

Economically Disadvantaged
22.8%

Special Education
29.5%

At-Risk Population
11.0%

A Note from the School

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

(2015–16)

Grades Measured: PK3–5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



3.5 out of 17.5

20.0%

Growth on the state assessment in
mathematics



5.3 out of 17.5

30.3%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.2 out of 7.5

56.0%

College and Career Ready



2.9 out of 5.0

58.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.3 out of 7.5

57.3%

College and Career Ready



2.1 out of 5.0

42.0%

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

3rd Grade English Language Arts

College and Career Ready



4.6 out of 10.0

46.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.6 out of 9.0

95.6%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.7 out of 4.0

92.5%

Classroom Organization



2.4 out of 4.0

60.0%

Instructional Support



2.0 out of 4.0

50.0%

TOTAL SCORE

TIER 2

52.6 out of 100

52.6%

Creative Minds International 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: Developmental Reading Assessment (DRA)

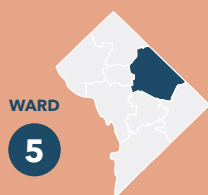
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

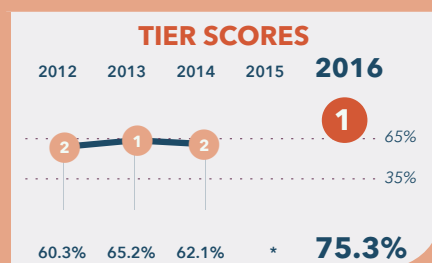




DC Bilingual PCS

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

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.

Principal

Alina Thouyaret

First School Year

2004-05

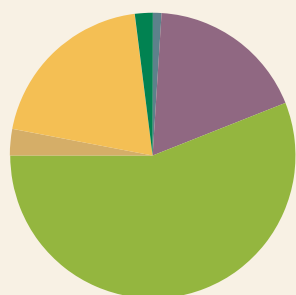
Tier Explanations

- 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
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.

DC Bilingual PCS

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



17.0 out of 17.5

97.1%

Growth on the state assessment in
mathematics



14.9 out of 17.5

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



5.1 out of 7.5

68.0%

College and Career Ready



3.4 out of 5.0

68.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 7.5

66.7%

College and Career Ready



3.1 out of 5.0

62.0%

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

3rd Grade English Language Arts

College and Career Ready



3.7 out of 10.0

37.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.6 out of 9.0

95.6%

Re-enrollment

Percent of students eligible to re-enroll



4.9 out of 9.0

54.4%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



1.6 out of 4.0

40.0%

TOTAL SCORE

TIER 1

75.3 out of 100

75.3%

DC Bilingual 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: Fountas & Pinnell Literacy

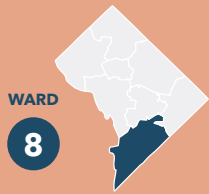
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: Assessing Math Concepts (AMC)

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





DC Prep PCS - Anacostia Elementary

1102 W Street SE
Washington, DC 20020

202-729-3500
www.dcpres.org

TOTAL SCORE

79.0%

* 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.

School Profile (2016-17)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

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 PK3-8 network.

Principal

Maria-Teresa Duvall

First School Year

2015-16

Tier Explanations

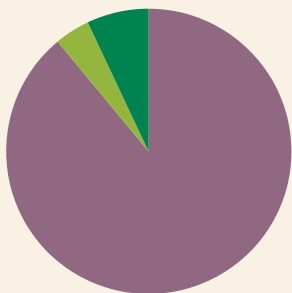
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

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)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-PK4

Student Progress (0 points): Academic Improvement Over Time

Growth on the school's assessment in reading



0.0 out of 0.0

N/A

Growth on the school's assessment in mathematics



0.0 out of 0.0

N/A

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)

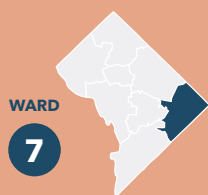
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





DC Prep PCS - Benning Elementary

100 41st Street NE
Washington, DC 20019

202-398-2838
www.dcprep.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	67.4%

School Profile (2016–17)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

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 PK3-8 network.

Resident Principal

Maura Englander

First School Year

2008-09

Tier Explanations

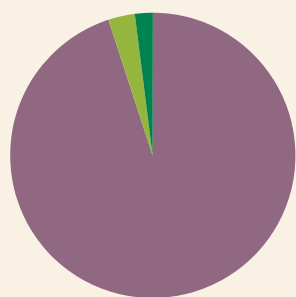
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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.

DC Prep PCS - Benning Elementary

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP assessment in reading



11.3 out of 22.5

50.2%

Growth on the school's NWEA MAP assessment in mathematics



16.9 out of 22.5

75.1%

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

PARCC: English Language Arts

Approaching College and Career Ready and Above



2.7 out of 4.5

60.0%

College and Career Ready



2.3 out of 3.0

76.7%

PARCC: Mathematics

Approaching College and Career Ready and Above



3.7 out of 4.5

82.2%

College and Career Ready



2.3 out of 3.0

76.7%

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

3rd Grade English Language Arts

College and Career Ready



7.5 out of 10.0

75.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



7.3 out of 9.0

81.1%

Re-enrollment

Percent of students eligible to re-enroll



7.3 out of 9.0

81.1%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



2.7 out of 4.0

67.5%

Classroom Organization



2.4 out of 4.0

60.0%

Instructional Support



1.0 out of 4.0

25.0%

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

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

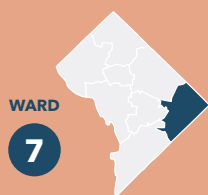
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

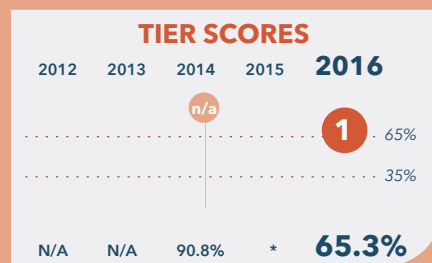




DC Prep PCS - Benning Middle

100 41st Street NE
Washington, DC 20019

202-396-3780
www.dcprep.org



School Profile (2016–17)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

Grades Served

Current Grades Future Grades



Is part of a PK3-8 network.

Principal

Erin Waldron

First School Year

2013-14

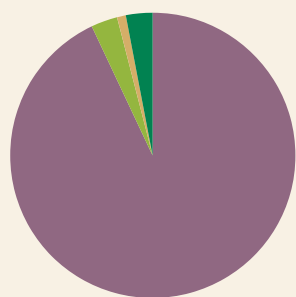
Tier Explanations

- 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
223



Asian	0.0%
Black Non-Hispanic	94.2%
Hispanic / Latino	2.7%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	2.7%

English Language Learner
0.0%

Economically Disadvantaged
74.0%

Special Education
20.2%

At-Risk Population
43.9%

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.

DC Prep PCS - Benning Middle

2016 School Quality Report

(2015–16)

Grades Measured: 4–6



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.0 out of 20.0

40.0%

Growth on the state assessment in
mathematics



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



6.3 out of 9.0

70.0%

College and Career Ready



3.6 out of 6.0

60.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



6.9 out of 9.0

76.7%

College and Career Ready



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



7.5 out of 10.0

75.0%

Re-enrollment

Percent of students eligible to re-enroll



6.4 out of 10.0

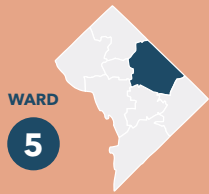
64.0%

TOTAL SCORE

TIER 1

58.8 out of 90

65.3%



DC Prep PCS - Edgewood Elementary

707 Edgewood Street NE
Washington, DC 20017

202-635-4411
www.dcprep.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	87.1%

School Profile (2016–17)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

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 PK3-8 network.

Resident Principal

Avise Hayes

First School Year

2007-08

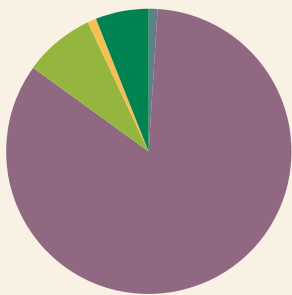
Tier Explanations

- 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
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

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



15.8 out of 22.5

70.2%

Growth on the school's NWEA MAP
assessment in mathematics



22.5 out of 22.5

100.0%

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

PARCC: English Language Arts

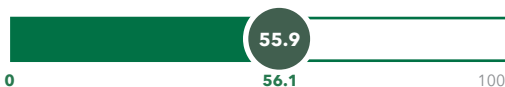
Approaching College and
Career Ready and Above



3.5 out of 4.5

77.8%

College and Career Ready



3.0 out of 3.0

100.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.9 out of 4.5

86.7%

College and Career Ready



3.0 out of 3.0

100.0%

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

3rd Grade English Language Arts

College and Career Ready



8.8 out of 10.0

88.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.8 out of 9.0

97.8%

Re-enrollment

Percent of students eligible to re-enroll



7.4 out of 9.0

82.2%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.5 out of 4.0

87.5%

Classroom Organization



3.5 out of 4.0

87.5%

Instructional Support



3.4 out of 4.0

85.0%

TOTAL SCORE

TIER 1

87.1 out of 100

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)

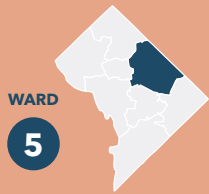
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

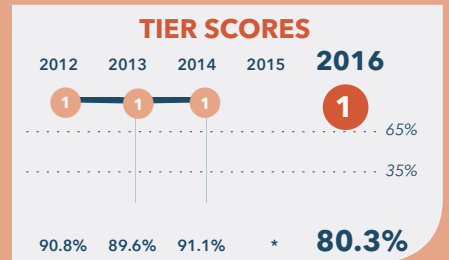




DC Prep PCS - Edgewood Middle

701 Edgewood Street NE
Washington, DC 20017

202-832-5700
www.dcprep.org



School Profile (2016–17)

Board Chair

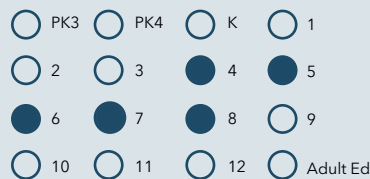
Le Roy (Terry) Eakin III

CEO

Emily Lawson

Grades Served

Current Grades Future Grades



Is part of a PK3-8 network.

Resident Principal

Rachel McClam

First School Year

2003-04

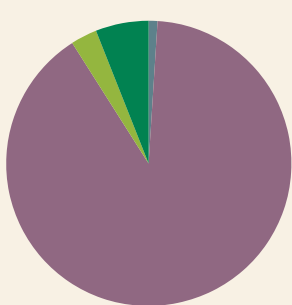
Tier Explanations

- 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
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%

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.

DC Prep PCS - Edgewood Middle

2016 School Quality Report

(2015–16)

Grades Measured: 4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



13.7 out of 20.0

68.5%

Growth on the state assessment in
mathematics



14.7 out of 20.0

73.5%

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

PARCC: English Language Arts

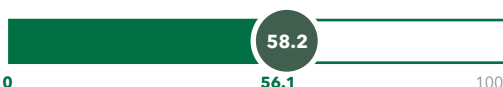
Approaching College and
Career Ready and Above



7.3 out of 9.0

81.1%

College and Career Ready



6.0 out of 6.0

100.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



7.8 out of 9.0

86.7%

College and Career Ready



5.6 out of 6.0

93.3%

Gateway (10 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



8.3 out of 10.0

83.0%

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

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



6.9 out of 10.0

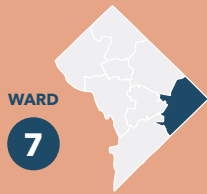
69.0%

TOTAL SCORE

TIER 1

80.3 out of 100

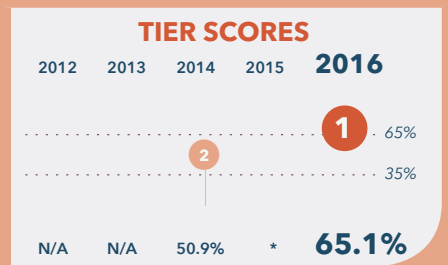
80.3%



DC Scholars PCS

5601 East Capitol Street SE
Washington, DC 20019

202-559-6138
www.dcscholars.org



School Profile (2016–17)

Board Chair

Robert Weinberg

Executive Director

Carlie Fisherow

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Rebecca Crouch (ES)

Tanesha Dixon (MS)

First School Year

2012-13

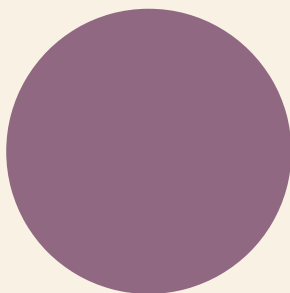
Tier Explanations

- 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
446



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
13.0%

At-Risk Population
62.3%

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

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.

DC Scholars PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–6



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.9 out of 17.5

56.6%

Growth on the state assessment in
mathematics



14.4 out of 17.5

82.3%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.9 out of 7.5

52.0%

College and Career Ready



1.7 out of 5.0

34.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.5 out of 7.5

73.3%

College and Career Ready



3.8 out of 5.0

76.0%

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

3rd Grade English Language Arts

College and Career Ready



3.7 out of 10.0

37.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.1 out of 9.0

90.0%

Re-enrollment

Percent of students eligible to re-enroll



4.8 out of 9.0

53.3%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.7 out of 4.0

92.5%

Instructional Support



1.6 out of 4.0

40.0%

TOTAL SCORE

TIER 1

65.1 out of 100

65.1%

(2015–16)

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)

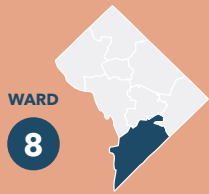
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance



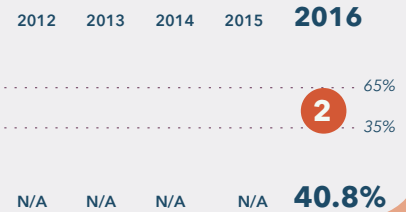


Democracy Prep Congress Heights PCS

3100 Martin Luther King Jr. Ave SE
Washington, DC 20032

202-561-0860
www.democracyprep.org

TIER SCORES



School Profile (2016–17)

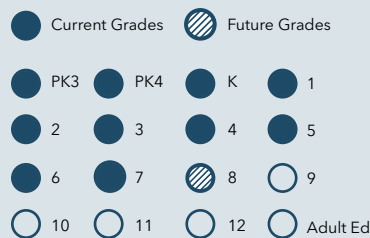
Board Chair

Brandon Wright

Interim Executive Director

Ben Feit

Grades Served



Principal

Stephanie Jarrett-
Thorpe

First School Year

2014-15

Tier Explanations

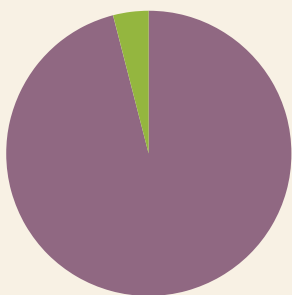
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades 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
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.

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

(2015–16)

Grades Measured: PK3–6

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



8.9 out of 17.5

50.9%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



2.9 out of 7.5

38.7%

College and Career Ready



1.3 out of 5.0

26.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.2 out of 7.5

42.7%

College and Career Ready



1.7 out of 5.0

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



2.9 out of 10.0

29.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



3.0 out of 9.0

33.3%

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



3.2 out of 4.0

80.0%

Classroom Organization



2.7 out of 4.0

67.5%

Instructional Support



1.8 out of 4.0

45.0%

TOTAL SCORE

TIER 2

40.8 out of 100

40.8%

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

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)

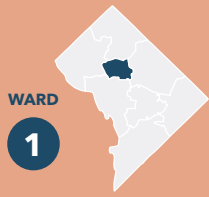
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance





WARD
1

District of Columbia International School

3220 16th Street NW
1500 Harvard Street NW
Washington, DC 20010

202-808-9033
www.dcinternationalschool.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	76.1%

School Profile (2016–17)

Board Chair

Evelyn Lee

Executive Director

Mary Shaffner

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.

Principal

Simon Rodberg

First School Year

2014-15

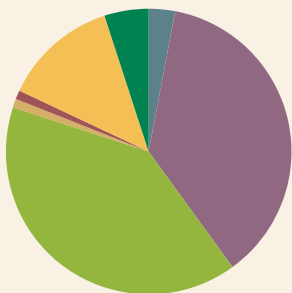
Tier Explanations

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

For schools serving grades 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
404



Asian	3.0%
Black Non-Hispanic	37.1%
Hispanic / Latino	40.3%
Native American / Alaska Native	1.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	13.4%
Multiracial	5.0%

English Language Learner
11.1%

Economically Disadvantaged
56.2%

Special Education
16.6%

At-Risk Population
20.5%

A Note from the School

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

(2015–16)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



16.6 out of 20.0

83.0%

Growth on the state assessment in
mathematics



14.0 out of 20.0

70.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



6.8 out of 9.0

75.6%

College and Career Ready



5.6 out of 6.0

93.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



6.1 out of 9.0

67.8%

College and Career Ready



3.3 out of 6.0

55.0%

Gateway (10 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



4.6 out of 10.0

46.0%

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

Attendance

In-seat attendance



9.1 out of 10.0

91.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

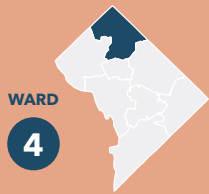
100.0%

TOTAL SCORE

TIER 1

76.1 out of 100

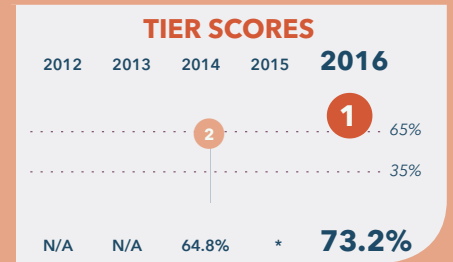
76.1%



E.L. Haynes PCS - Elementary School

4501 Kansas Avenue NW
Washington, DC 20011

202-667-4446
www.elhaynes.org



School Profile (2016–17)

Board Chair

Abigail Smith

CEO

Hilary Darilek

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.

Principal

Brittany Wagner-Friel

First School Year

2004-05

Tier Explanations

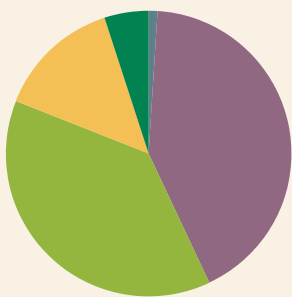
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

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%

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

(2015–16)

Grades Measured: PK3–4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.4 out of 17.5

65.1%

Growth on the state assessment in
mathematics



17.5 out of 17.5

100.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.3 out of 7.5

57.3%

College and Career Ready



2.8 out of 5.0

56.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.8 out of 7.5

64.0%

College and Career Ready



3.2 out of 5.0

64.0%

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

3rd Grade English Language Arts

College and Career Ready



3.4 out of 10.0

34.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance

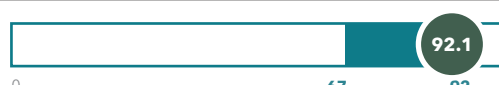


8.8 out of 9.0

97.8%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.5 out of 4.0

87.5%

Classroom Organization



2.9 out of 4.0

72.5%

Instructional Support



1.6 out of 4.0

40.0%

TOTAL SCORE

TIER 1

73.2 out of 100

73.2%

E.L. Haynes PCS - Elementary School

2016 School Quality Report

(2015–16)

Grades Measured: PK3–4



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: Fountas & Pinnell Literacy

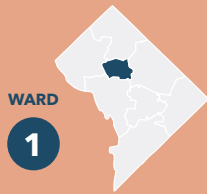
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: i-Ready

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

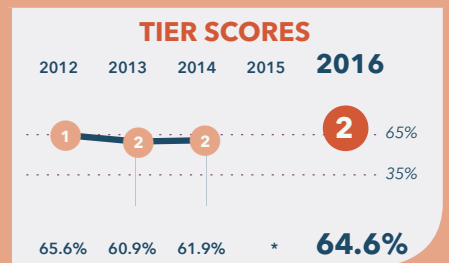




E.L. Haynes PCS - Middle School

3600 Georgia Avenue NW
Washington, DC 20010

202-667-4446
www.elhaynes.org



School Profile (2016–17)

Board Chair

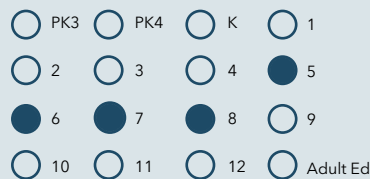
Abigail Smith

CEO

Hilary Darilek

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Myron Long

First School Year

2007-08

Tier Explanations

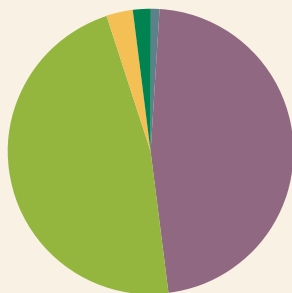
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

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

(2015–16)

Grades Measured: 5–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.9 out of 20.0

59.5%

Growth on the state assessment in
mathematics



16.2 out of 20.0

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



4.8 out of 9.0

53.3%

College and Career Ready



2.9 out of 6.0

48.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.3 out of 9.0

58.9%

College and Career Ready



2.3 out of 6.0

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



0.0 out of 0.0

N/A

8th Grade Mathematics

College and Career Ready



3.5 out of 10.0

35.0%

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

Attendance

In-seat attendance



8.4 out of 10.0

84.0%

Re-enrollment

Percent of students eligible to re-enroll



9.3 out of 10.0

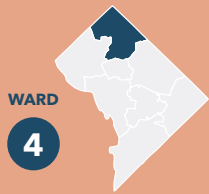
93.0%

TOTAL SCORE

TIER 2

64.6 out of 100

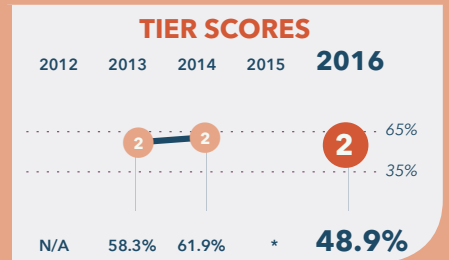
64.6%



E.L. Haynes PCS - High School

4501 Kansas Avenue NW
Washington, DC 20011

202-667-4446
www.elhaynes.org



School Profile (2016–17)

Board Chair

Abigail Smith

CEO

Hilary Darilek

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.

Principal

Phyllis Hedlund

First School Year

2011-12

Tier Explanations

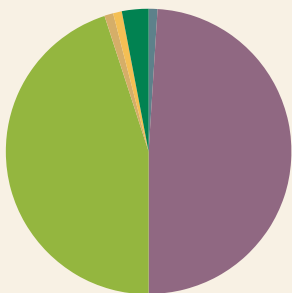
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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* 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
435



Asian	0.9%
Black Non-Hispanic	50.3%
Hispanic / Latino	45.3%
Native American / Alaska Native	0.5%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	2.5%

English Language Learner
15.2%

Economically Disadvantaged
65.5%

Special Education
23.9%

At-Risk Population
57.0%

A Note from the School

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E.L. Haynes PCS - High School

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



2.6 out of 7.5

34.7%

College and Career Ready



0.9 out of 5.0

18.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.2 out of 7.5

29.3%

College and Career Ready



1.2 out of 5.0

24.0%

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

Graduation Rate

Four-Year Graduation Rate



0.4 out of 3.0

13.3%

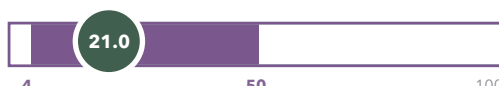
Five-Year Graduation Rate



1.6 out of 4.5

35.6%

PSAT Performance (11th grade)



2.8 out of 7.5

37.3%

SAT/ACT Performance (12th grade)



3.8 out of 7.5

50.7%

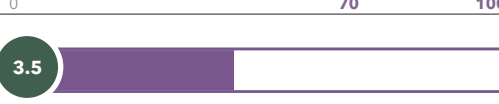
College Acceptance Rate



4.1 out of 7.5

54.7%

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



0.4 out of 5.0

8.0%

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

E.L. Haynes PCS - High School

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.8 out of 10.0

88.0%

Re-enrollment

Percent of students eligible to re-enroll



9.1 out of 10.0

91.0%

9th Grade on Track to Graduate



3.7 out of 5.0

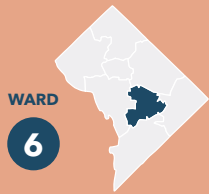
74.0%

TOTAL SCORE

TIER 2

41.6 out of 85.0

48.9%



Eagle Academy PCS - Capitol Riverfront

1017 New Jersey Avenue SE
Washington, DC 20003

202-459-6825
www.eagleacademypcs.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	76.4%

School Profile (2016–17)

Board Chair

Kerry Lewis, M.D.

Interim Executive Director

Joe M. Smith

Principal

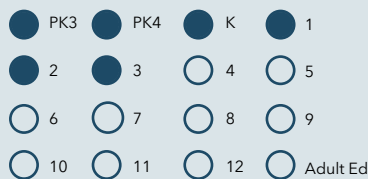
Sabrina O'Gilvie

First School Year

2012-13

Grades Served

Current Grades Future Grades



Is part of a PK-3 network.

Tier Explanations

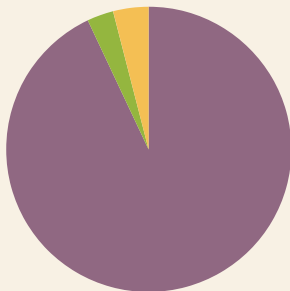
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

Student Demographics (2015–16)

Total Enrollment
141



Asian	0.0%
Black Non-Hispanic	93.6%
Hispanic / Latino	2.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	3.5%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

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.

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

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



21.4 out of 22.5

95.1%

Growth on the school's NWEA MAP
assessment in mathematics



22.5 out of 22.5

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



1.9 out of 4.5

42.2%

College and Career Ready



1.8 out of 3.0

60.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.0 out of 4.5

66.7%

College and Career Ready



1.2 out of 3.0

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



5.2 out of 10.0

52.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



6.0 out of 9.0

66.7%

Re-enrollment

Percent of students eligible to re-enroll



3.2 out of 9.0

35.6%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.7 out of 4.0

92.5%

Classroom Organization



3.5 out of 4.0

87.5%

Instructional Support



3.0 out of 4.0

75.0%

TOTAL SCORE

TIER 1

76.4 out of 100

76.4%

Eagle Academy PCS - Capitol Riverfront

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3

KEY



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



PK Social Emotional Learning: Teaching Strategies GOLD

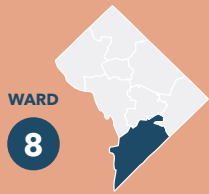
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)

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





Eagle Academy PCS - Congress Heights

3400 Wheeler Road SE
Washington, DC 20032

202-544-2646
www.eagleacademypcs.org

TIER SCORES

2012	2013	2014	2015	2016
				2
				65%
				35%
N/A	N/A	N/A	N/A	60.0%

School Profile (2016–17)

Board Chair

Kerry Lewis, M.D.

Interim Executive Director

Joe M. Smith

Principal

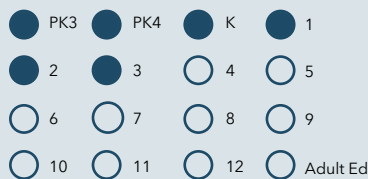
Melanie Leonard (PK-K)
Royston Lyttle (1st-3rd)

First School Year

2003-04

Grades Served

Current Grades Future Grades



Is part of a PK-3 network.

Tier Explanations

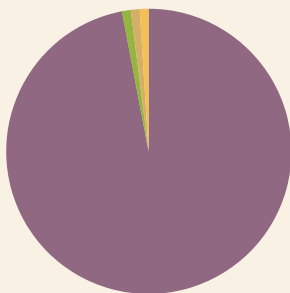
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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Student 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

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Eagle Academy PCS - Congress Heights

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



12.4 out of 22.5

55.1%

Growth on the school's NWEA MAP
assessment in mathematics



18.0 out of 22.5

80.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



2.1 out of 4.5

46.7%

College and Career Ready



1.4 out of 3.0

46.7%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.4 out of 4.5

53.3%

College and Career Ready



1.4 out of 3.0

46.7%

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

3rd Grade English Language Arts

College and Career Ready



4.1 out of 10.0

41.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



3.6 out of 9.0

40.0%

Re-enrollment

Percent of students eligible to re-enroll



5.0 out of 9.0

55.6%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



2.4 out of 4.0

60.0%

TOTAL SCORE

TIER 2

60.0 out of 100

60.0%

Eagle Academy PCS - Congress Heights

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3

KEY



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



PK Social Emotional Learning: Teaching Strategies GOLD

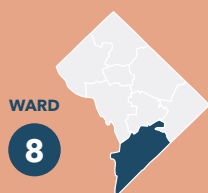
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)

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





Early Childhood Academy PCS

4025 9th Street SE
Washington, DC 20032

202-373-0035
www.ecapcs.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	79.3%

School Profile (2016–17)

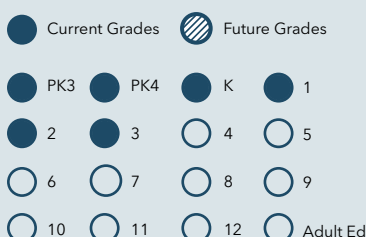
Board Chair

Dennis Sawyers

Executive Director

Wendy Edwards

Grades Served



Principal

Thann Ingraham

First School Year

2005-06

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 Demographics (2015–16)

Total Enrollment
262



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
10.4%

At-Risk Population
74.4%

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

A Note from the School

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

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



20.8 out of 22.5

92.4%

Growth on the school's NWEA MAP
assessment in mathematics



22.5 out of 22.5

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



2.7 out of 4.5

60.0%

College and Career Ready



1.5 out of 3.0

50.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.7 out of 4.5

82.2%

College and Career Ready



2.3 out of 3.0

76.7%

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

3rd Grade English Language Arts

College and Career Ready



3.4 out of 10.0

34.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



7.5 out of 9.0

83.3%

Re-enrollment

Percent of students eligible to re-enroll



3.9 out of 9.0

43.3%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



3.0 out of 4.0

75.0%

TOTAL SCORE

TIER 1

79.3 out of 100

79.3%

Early Childhood Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3

KEY



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)

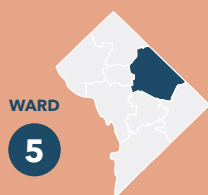
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



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

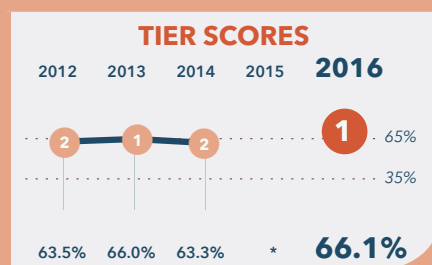




Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace NE
Washington, DC 20017

202-265-7237
www.ewstokes.org



School Profile (2016–17)

Board Chair

Erica McGrady

Executive Director

Erika Bryant

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 DCI network.

Director of Teaching and Learning

Maura Varley-Gutierrez,
Ph.D.

First School Year

1998-99

Tier Explanations

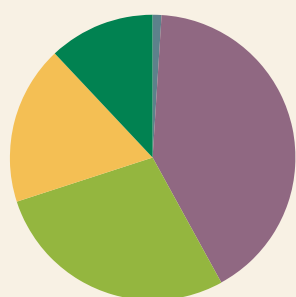
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
350



Asian	0.3%
Black Non-Hispanic	41.4%
Hispanic / Latino	27.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	18.6%
Multiracial	12.0%

English Language Learner
17.4%

Economically Disadvantaged
52.9%

Special Education
9.4%

At-Risk Population
16.0%

A Note from the School

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.

Elsie Whitlow Stokes Community Freedom PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



12.4 out of 17.5

70.9%

Growth on the state assessment in
mathematics



5.1 out of 17.5

29.1%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.6 out of 7.5

74.7%

College and Career Ready



4.0 out of 5.0

80.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 7.5

66.7%

College and Career Ready



2.2 out of 5.0

44.0%

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

3rd Grade English Language Arts

College and Career Ready



3.7 out of 10.0

37.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



9.0 out of 9.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.7 out of 4.0

92.5%

Instructional Support



2.4 out of 4.0

60.0%

TOTAL SCORE

TIER 1

66.1 out of 100

66.1%

Elsie Whitlow Stokes Community Freedom PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–5

KEY



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)

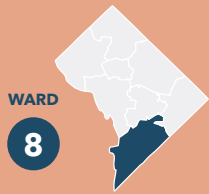
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

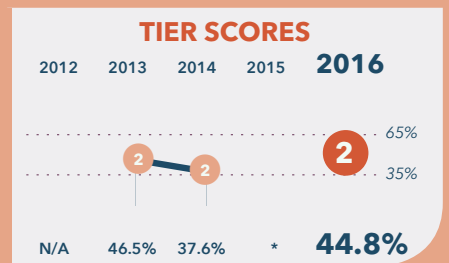




Excel Academy PCS

2501 Martin Luther King Jr. Ave SE
Washington, DC 20020

202-373-0097
www.excelpubliccharterschool.org



School Profile (2016–17)

Board Chair

Pamela Montgomery

CEO

Deborah Lockhart

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Dana Bogle

First School Year

2008-09

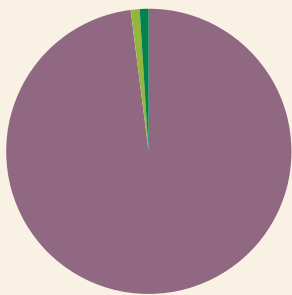
Tier Explanations

- 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
731



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.

Excel Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–7



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



10.1 out of 17.5

57.7%

Growth on the state assessment in
mathematics



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 and Above



4.0 out of 7.5

53.3%

College and Career Ready



2.2 out of 5.0

44.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.0 out of 7.5

40.0%

College and Career Ready



1.2 out of 5.0

24.0%

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

3rd Grade English Language Arts

College and Career Ready



5.1 out of 10.0

51.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



4.8 out of 9.0

53.3%

Re-enrollment

Percent of students eligible to re-enroll



1.8 out of 9.0

20.0%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



2.7 out of 4.0

67.5%

Classroom Organization



2.7 out of 4.0

67.5%

Instructional Support



0.8 out of 4.0

20.0%

TOTAL SCORE

TIER 2

44.8 out of 100

44.8%

(2015–16)

Grades Measured: PK3–7

KEY



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



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



K-2 Reading: NWEA Measures of Academic Progress (MAP)

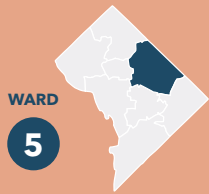
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance





Friendship PCS - Armstrong

1400 1st Street NW
Washington, DC 20001

202-572-1070
www.friendshipschools.org

TOTAL SCORE

52.4%

* 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.

School Profile (2016-17)

Board Chair

Donald Hense

CEO

Patricia Brantley

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.

Principal

Jeff Scanlon

First School Year

2015-16

Tier Explanations

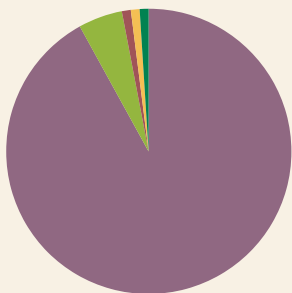
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
432



Asian	0.0%
Black Non-Hispanic	94.2%
Hispanic / Latino	5.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	0.2%
Multiracial	0.2%

English Language Learner
8.6%

Economically Disadvantaged
>60%*

Special Education
10.9%

At-Risk Population
54.2%

* 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. 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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



7.2 out of 17.5

41.1%

Growth on the state assessment in
mathematics



10.3 out of 17.5

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



3.3 out of 7.5

44.0%

College and Career Ready



1.6 out of 5.0

32.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.2 out of 7.5

42.7%

College and Career Ready



1.7 out of 5.0

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



3.3 out of 10.0

33.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

School Environment (21 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



6.7 out of 9.0

74.4%

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



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



2.4 out of 4.0

60.0%

TOTAL SCORE

47.7 out of 91

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

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)

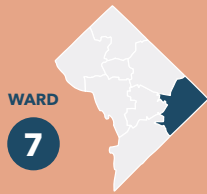
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance





Friendship PCS - Blow Pierce Elementary

725 19th Street NE
Washington, DC 20002

202-572-1070

www.friendshipschools.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	75.8%

School Profile (2016–17)

Board Chair

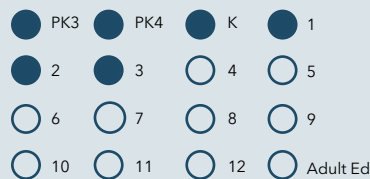
Donald Hense

CEO

Patricia Brantley

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000

Tier Explanations

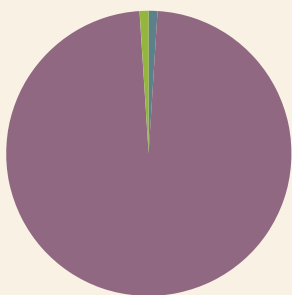
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



18.9 out of 22.5

84.0%

Growth on the school's NWEA MAP
assessment in mathematics



22.5 out of 22.5

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



2.3 out of 4.5

51.1%

College and Career Ready



1.3 out of 3.0

43.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.2 out of 4.5

71.1%

College and Career Ready



1.6 out of 3.0

53.3%

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

3rd Grade English Language Arts

College and Career Ready



3.3 out of 10.0

33.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



6.4 out of 9.0

71.1%

Re-enrollment

Percent of students eligible to re-enroll



5.9 out of 9.0

65.6%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



2.4 out of 4.0

60.0%

TOTAL SCORE

TIER 1

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

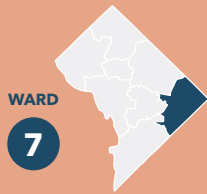
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

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

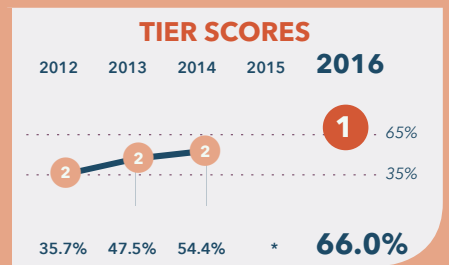




Friendship PCS - Blow Pierce Middle

725 19th Street NE
Washington, DC 20002

202-572-1070
www.friendshipschools.org



School Profile (2016–17)

Board Chair

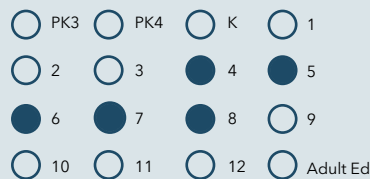
Donald Hense

CEO

Patricia Brantley

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000

Tier Explanations

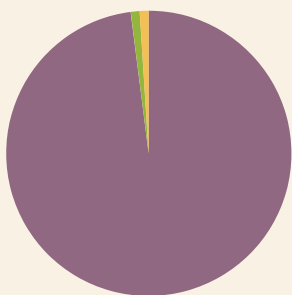
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



15.6 out of 20.0

78.0%

Growth on the state assessment in
mathematics



14.1 out of 20.0

70.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.6 out of 9.0

62.2%

College and Career Ready



2.9 out of 6.0

48.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.8 out of 9.0

53.3%

College and Career Ready



2.3 out of 6.0

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



0.0 out of 0.0

N/A

8th Grade Mathematics

College and Career Ready



4.0 out of 10.0

40.0%

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

Attendance

In-seat attendance



8.1 out of 10.0

81.0%

Re-enrollment

Percent of students eligible to re-enroll



8.6 out of 10.0

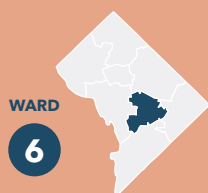
86.0%

TOTAL SCORE

TIER 1

66.0 out of 100

66.0%



Friendship PCS - Chamberlain Elementary

1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	77.2%

School Profile (2016–17)

Board Chair

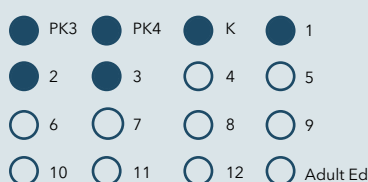
Donald Hense

CEO

Patricia Brantley

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Morris Harbour

First School Year

1998-99

Tier Explanations

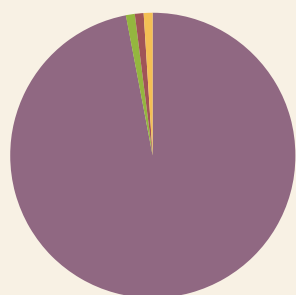
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
376



Asian	0.0%
Black Non-Hispanic	99.2%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.3%
White Non-Hispanic	0.3%
Multiracial	0.0%

English Language Learner
0.5%

Economically Disadvantaged
>60%*

Special Education
8.0%

At-Risk Population
63.3%

* 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. 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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



17.1 out of 22.5

76.0%

Growth on the school's NWEA MAP
assessment in mathematics



22.5 out of 22.5

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



2.2 out of 4.5

48.9%

College and Career Ready



1.2 out of 3.0

40.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.1 out of 4.5

68.9%

College and Career Ready



1.8 out of 3.0

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



3.7 out of 10.0

37.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.3 out of 9.0

92.2%

Re-enrollment

Percent of students eligible to re-enroll



7.0 out of 9.0

77.8%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.7 out of 4.0

92.5%

Instructional Support



2.6 out of 4.0

65.0%

TOTAL SCORE

TIER 1

77.2 out of 100

77.2%

Friendship PCS - Chamberlain Elementary

2016 School Quality Report

(2015–16)

Grades Measured: PK3–3

KEY



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

PK Pre-Literacy: Teaching Strategies GOLD

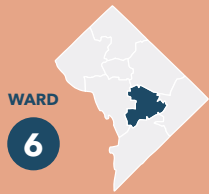
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

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

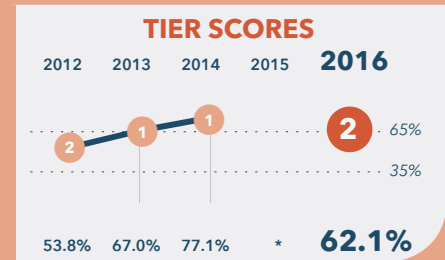




Friendship PCS - Chamberlain Middle

1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org



School Profile (2016–17)

Board Chair

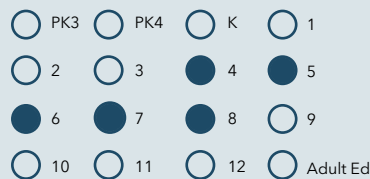
Donald Hense

CEO

Patricia Brantley

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Morris Harbour

First School Year

1998-99

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
334



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
17.1%

At-Risk Population
60.2%

* 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. 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

(2015–16)

Grades Measured: 4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.5 out of 20.0

42.5%

Growth on the state assessment in
mathematics



15.5 out of 20.0

77.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.7 out of 9.0

52.2%

College and Career Ready



2.4 out of 6.0

40.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.8 out of 9.0

64.4%

College and Career Ready



2.7 out of 6.0

45.0%

Gateway (10 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



4.7 out of 10.0

47.0%

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

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



7.8 out of 10.0

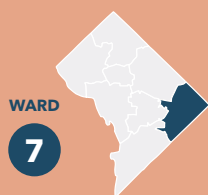
78.0%

TOTAL SCORE

TIER 2

62.1 out of 100

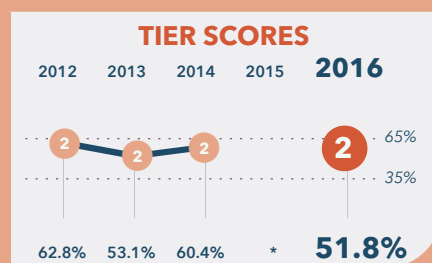
62.1%



Friendship PCS - Collegiate Academy

4095 Minnesota Avenue NE
Washington, DC 20019

202-396-5500
www.friendshipschools.org



School Profile (2016–17)

Board Chair

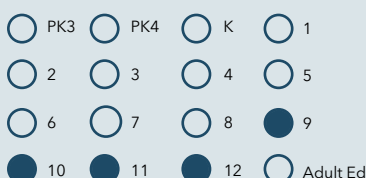
Donald Hense

CEO

Patricia Brantley

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Acting Principal

Mary Dunnock

First School Year

2000-01

Tier Explanations

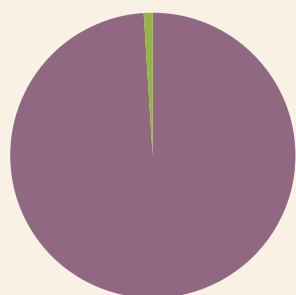
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
810



Asian	0.0%
Black Non-Hispanic	99.9%
Hispanic / Latino	0.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.2%

Economically Disadvantaged
>60%*

Special Education
21.5%

At-Risk Population
61.7%

* 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. 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

(2015-16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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%

College and Career Ready



0.7 out of 5.0

14.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



1.3 out of 7.5

17.3%

College and Career Ready



0.4 out of 5.0

8.0%

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%

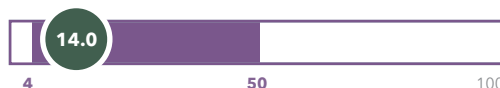
Five-Year Graduation Rate



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



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



7.4 out of 10.0

74.0%

9th Grade on Track to Graduate



2.3 out of 5.0

46.0%

TOTAL SCORE

TIER 2

44.0 out of 85.0

51.8%



Friendship PCS - Online Academy

1351 Nicholson Street NW
Washington, DC 20011

202-281-1700
www.friendshipschools.org

TOTAL SCORE

62.8%

* 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.

School Profile (2016-17)

Board Chair

Donald Hense

CEO

Patricia Brantley

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.

Head of School

John Sloane

First School Year

2015-16

Tier Explanations

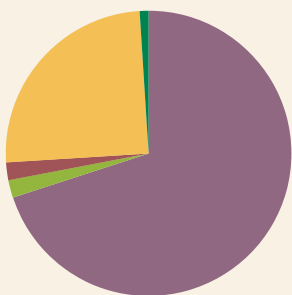
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
132



Asian	0.0%
Black Non-Hispanic	70.5%
Hispanic / Latino	1.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	2.3%
White Non-Hispanic	25.0%
Multiracial	0.8%

English Language Learner
1.5%

Economically Disadvantaged
>60%*

Special Education
15.9%

At-Risk Population
43.2%

* 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. 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

(2015–16)

Grades Measured: K-8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.0 out of 20.0

55.0%

Growth on the state assessment in
mathematics



13.5 out of 20.0

67.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



6.4 out of 9.0

71.1%

College and Career Ready



3.9 out of 6.0

65.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.8 out of 9.0

53.3%

College and Career Ready



2.3 out of 6.0

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



0.0 out of 0.0

N/A

8th Grade Mathematics

College and Career Ready



4.6 out of 10.0

46.0%

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

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



0.0 out of 0.0

N/A

TOTAL SCORE

56.5 out of 90

62.8%

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

K-2 Reading: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance

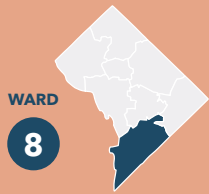


K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance



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

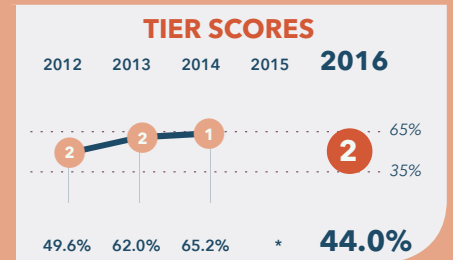


Friendship PCS - Southeast Academy

645 Milwaukee Place SE
Washington, DC 20032

202-562-1980

www.friendshipschools.org



School Profile (2016–17)

Board Chair

Donald Hense

CEO

Patricia Brantley

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.

Principal

David Lawery

First School Year

2005-06

Tier Explanations

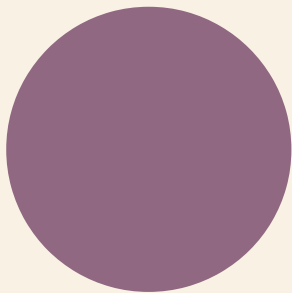
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



2.1 out of 17.5

12.0%

Growth on the state assessment in
mathematics



7.9 out of 17.5

45.1%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



2.0 out of 7.5

26.7%

College and Career Ready



0.5 out of 5.0

10.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.0 out of 7.5

40.0%

College and Career Ready



1.2 out of 5.0

24.0%

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

3rd Grade English Language Arts

College and Career Ready



1.1 out of 10.0

11.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



7.1 out of 9.0

78.9%

Re-enrollment

Percent of students eligible to re-enroll



7.9 out of 9.0

87.8%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



3.2 out of 4.0

80.0%

TOTAL SCORE

TIER 2

44.0 out of 100

44.0%

Friendship PCS - Southeast Academy

2016 School Quality Report

(2015–16)

Grades Measured: PK3-5

KEY



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)

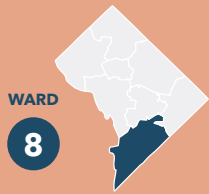
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance

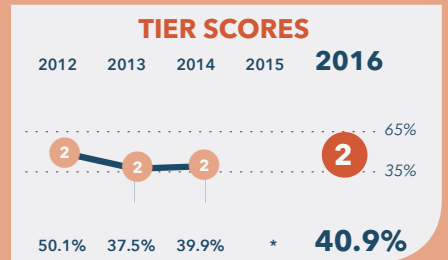




Friendship PCS - Technology Preparatory Academy Middle

2705 Martin Luther King Jr. Ave SE
Washington, DC 20032

202-552-5700
www.friendshipschools.org



School Profile (2016–17)

Board Chair

Donald Hense

CEO

Patricia Brantley

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.

Head of School

Peggy Jones

First School Year

2008-09

Tier Explanations

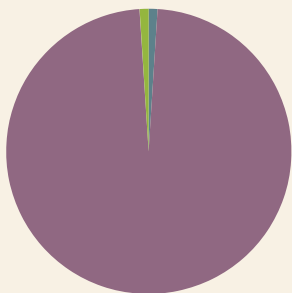
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
308



Asian	0.3%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.3%

Economically Disadvantaged
>60%*

Special Education
21.1%

At-Risk Population
71.1%

* 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. 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.

Friendship PCS - Technology Preparatory Academy Middle

2016 School Quality Report

(2015–16)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.1 out of 20.0

40.5%

Growth on the state assessment in
mathematics



5.9 out of 20.0

29.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.5 out of 9.0

38.9%

College and Career Ready



1.6 out of 6.0

26.7%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.4 out of 9.0

26.7%

College and Career Ready



0.8 out of 6.0

13.3%

Gateway (10 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



1.9 out of 10.0

19.0%

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

Attendance

In-seat attendance



7.5 out of 10.0

75.0%

Re-enrollment

Percent of students eligible to re-enroll



9.2 out of 10.0

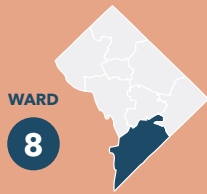
92.0%

TOTAL SCORE

TIER 2

40.9 out of 100

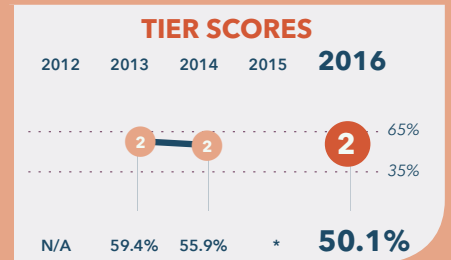
40.9%



Friendship PCS - Technology Preparatory Academy High

2705 Martin Luther King Jr. Ave SE
Washington, DC 20032

202-552-5700
www.friendshipschools.org



School Profile (2016–17)

Board Chair

Donald Hense

CEO

Patricia Brantley

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.

Head of School

Peggy Jones

First School Year

2008-09

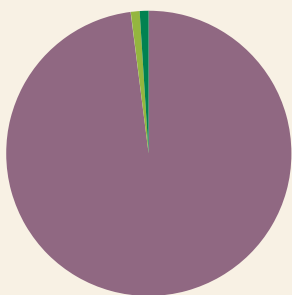
Tier Explanations

- 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
235



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

English Language Learner
0.9%

Economically Disadvantaged
>60%*

Special Education
23.4%

At-Risk Population
71.9%

* 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. 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

(2015-16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



2.8 out of 7.5

37.3%

College and Career Ready



0.8 out of 5.0

16.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



0.8 out of 7.5

10.7%

College and Career Ready



0.0 out of 5.0

0.0%

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

Graduation Rate

Four-Year Graduation Rate



2.4 out of 3.0

80.0%

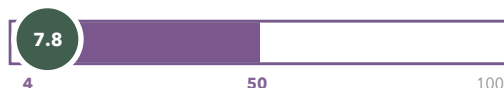
Five-Year Graduation Rate



3.3 out of 4.5

73.3%

PSAT Performance (11th grade)



0.6 out of 7.5

8.0%

SAT/ACT Performance (12th grade)



1.3 out of 7.5

17.3%

College Acceptance Rate



7.5 out of 7.5

100.0%

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



1.1 out of 5.0

22.0%

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 - Technology Preparatory Academy High

2016 School Quality Report

(2015–16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.9 out of 10.0

89.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

100.0%

9th Grade on Track to Graduate



3.1 out of 5.0

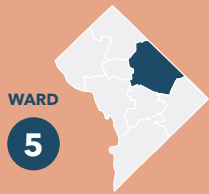
62.0%

TOTAL SCORE

TIER 2

42.6 out of 85.0

50.1%



Friendship PCS - Woodridge Elementary

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org

TIER SCORES

2012	2013	2014	2015	2016
				2
				65%
				35%
N/A	N/A	N/A	N/A	63.6%

School Profile (2016–17)

Board Chair

Donald Hense

CEO

Patricia Brantley

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.

Principal

Felicia Owo

First School Year

1998-99

Tier Explanations

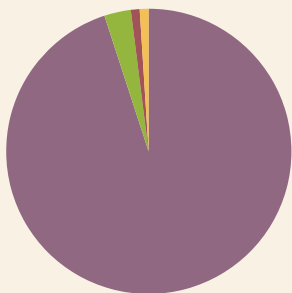
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

Student Demographics (2015–16)

Total Enrollment
281



Asian	0.0%
Black Non-Hispanic	96.1%
Hispanic / Latino	3.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.4%
White Non-Hispanic	0.4%
Multiracial	0.0%

English Language Learner
3.9%

Economically Disadvantaged
>60%*

Special Education
7.8%

At-Risk Population
39.9%

* 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. 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

(2015–16)

Grades Measured: PK3–3



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



16.3 out of 22.5

72.4%

Growth on the school's NWEA MAP
assessment in mathematics



12.4 out of 22.5

55.1%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



1.7 out of 4.5

37.8%

College and Career Ready



0.7 out of 3.0

23.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.0 out of 4.5

44.4%

College and Career Ready



0.7 out of 3.0

23.3%

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

3rd Grade English Language Arts

College and Career Ready



2.3 out of 10.0

23.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



7.7 out of 9.0

85.6%

Re-enrollment

Percent of students eligible to re-enroll



8.6 out of 9.0

95.6%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



3.2 out of 4.0

80.0%

TOTAL SCORE

TIER 2

63.6 out of 100

63.6%

Friendship PCS - Woodridge 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

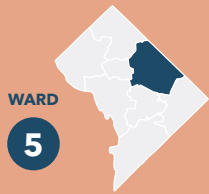
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

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

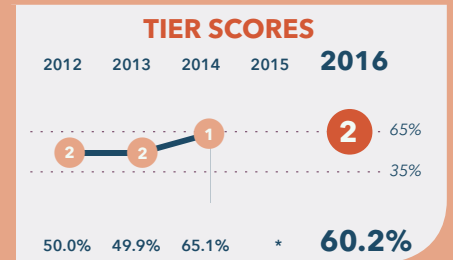




Friendship PCS - Woodridge Middle

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org



School Profile (2016–17)

Board Chair

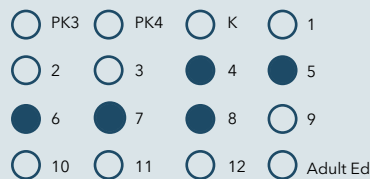
Donald Hense

CEO

Patricia Brantley

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

Principal

Felicia Owo

First School Year

1998-99

Tier Explanations

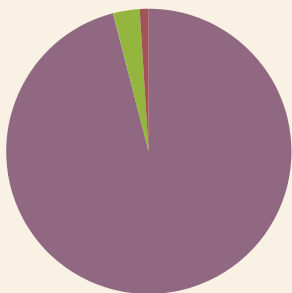
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
179



Asian	0.0%
Black Non-Hispanic	96.6%
Hispanic / Latino	2.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.6%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.6%

Economically Disadvantaged
>60%*

Special Education
20.1%

At-Risk Population
39.1%

* 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. 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

(2015–16)

Grades Measured: 4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.1 out of 20.0

45.5%

Growth on the state assessment in
mathematics



12.5 out of 20.0

62.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.7 out of 9.0

52.2%

College and Career Ready



2.9 out of 6.0

48.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 9.0

55.6%

College and Career Ready



2.3 out of 6.0

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



0.0 out of 0.0

N/A

8th Grade Mathematics

College and Career Ready



4.2 out of 10.0

42.0%

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

Attendance

In-seat attendance



9.5 out of 10.0

95.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

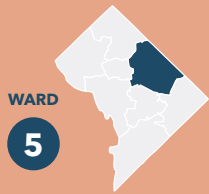
100.0%

TOTAL SCORE

TIER 2

60.2 out of 100

60.2%



Harmony DC PCS - School of Excellence

62 T Street NE
Washington, DC 20002

202-529-7500

www.harmonydcpcs.org

TIER SCORES

2012	2013	2014	2015	2016
				65%
				35%
N/A	N/A	N/A	N/A	38.5%

School Profile (2016–17)

Board Chair

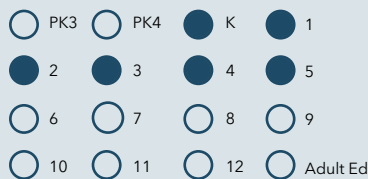
Soner Tarim

CEO/Head of School

Emin Cavusoglu

Grades Served

Current Grades Future Grades



First School Year

2014-15

Tier Explanations

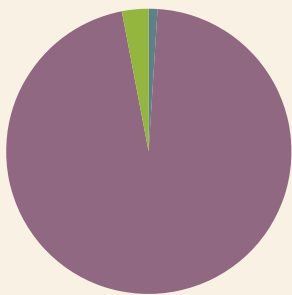
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades 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
105



Asian	1.0%
Black Non-Hispanic	96.2%
Hispanic / Latino	2.9%
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
23.8%

At-Risk Population
47.6%

* 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 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

(2015–16)

Grades Measured: K-5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.6 out of 20.0

58.0%

Growth on the state assessment in
mathematics



0.0 out of 20.0

0.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.6 out of 9.0

51.1%

College and Career Ready



2.2 out of 6.0

36.7%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.0 out of 9.0

44.4%

College and Career Ready



2.5 out of 6.0

41.7%

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

3rd Grade English Language Arts

College and Career Ready



6.6 out of 10.0

66.0%

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



7.0 out of 10.0

70.0%

Re-enrollment

Percent of students eligible to re-enroll



0.0 out of 10.0

0.0%

TOTAL SCORE

TIER 2

38.5 out of 100

38.5%

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

K-2 Reading: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance

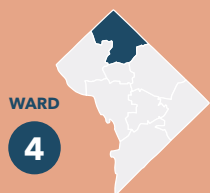


K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance



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



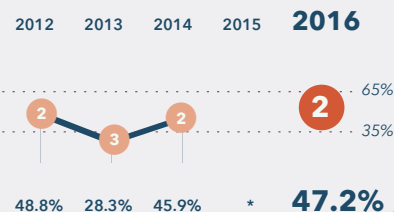
Hope Community PCS - Lamond

6200 Kansas Avenue NE
Washington, DC 20011

202-722-4421

www.hopcommunitycs.org

TIER SCORES



School Profile (2016–17)

Board Chair

Roxane Rucker

Regional Director

Chloe Marshall, Ed.D.

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.

Principal

Diana Tharpe

First School Year

2008-09

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

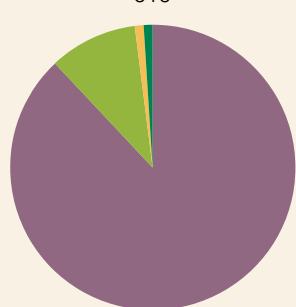
(0.0% - 34.9%)

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Student Demographics (2015–16)

Total Enrollment
316



Asian	0.0%
Black Non-Hispanic	88.9%
Hispanic / Latino	10.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.3%
Multiracial	0.3%

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.

Hope Community PCS - Lamond

2016 School Quality Report

(2015–16)

Grades Measured: PK3–5

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



5.2 out of 17.5

29.7%

Growth on the state assessment in
mathematics



7.0 out of 17.5

40.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.6 out of 7.5

61.3%

College and Career Ready



2.3 out of 5.0

46.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.4 out of 7.5

58.7%

College and Career Ready



1.9 out of 5.0

38.0%

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

3rd Grade English Language Arts

College and Career Ready



4.4 out of 10.0

44.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.6 out of 9.0

95.6%

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



4.0 out of 4.0

100.0%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



1.6 out of 4.0

40.0%

TOTAL SCORE

TIER 2

47.2 out of 100

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

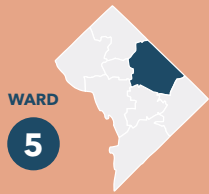
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





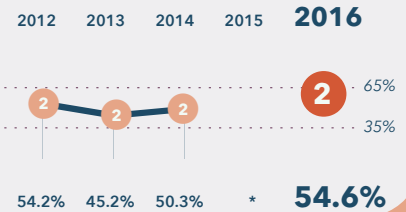
Hope Community PCS - Tolson

2917 8th Street NE
Washington, DC 20017

202-832-7370

www.hopcommunitycs.org

TIER SCORES



School Profile (2016–17)

Board Chair

Roxane Rucker

Regional Director

Chloe Marshall, Ed.D.

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.

Principal

Camille Darden

First School Year

2005-06

Tier Explanations

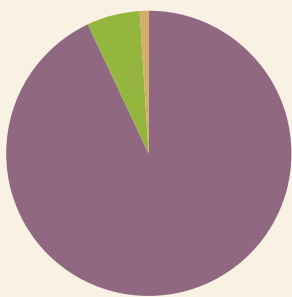
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
520



Asian	0.0%
Black Non-Hispanic	94.0%
Hispanic / Latino	5.8%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
11.3%

Economically Disadvantaged
80.6%

Special Education
10.4%

At-Risk Population
47.7%

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.

Hope Community PCS - Tolson

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



7.6 out of 17.5

43.4%

Growth on the state assessment in
mathematics



7.4 out of 17.5

42.3%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.5 out of 7.5

60.0%

College and Career Ready



2.2 out of 5.0

44.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.9 out of 7.5

52.0%

College and Career Ready



1.7 out of 5.0

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



3.7 out of 5.0

74.0%

8th Grade Mathematics

College and Career Ready



0.6 out of 5.0

12.0%

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

Attendance

In-seat attendance



9.0 out of 9.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



7.1 out of 9.0

78.9%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.2 out of 4.0

80.0%

Classroom Organization



2.7 out of 4.0

67.5%

Instructional Support



1.0 out of 4.0

25.0%

TOTAL SCORE

TIER 2

54.6 out of 100

54.6%

Hope Community PCS - Tolson

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8



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

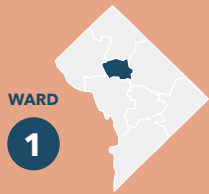
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



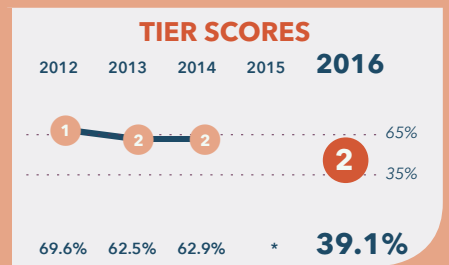


WARD
1

Howard University Middle School of Mathematics and Science PCS

405 Howard Place NW
Washington, DC 20059

202-806-7725
www.hu-ms2.org



School Profile (2016–17)

Board Chair

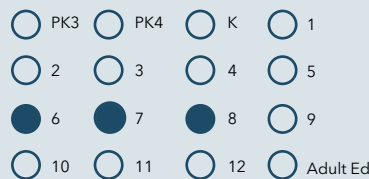
Wendell Johns

Head of School

Kathryn Procopé

Grades Served

Current Grades Future Grades



First School Year

2005-06

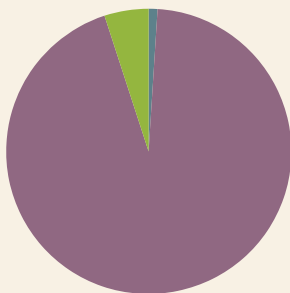
Tier Explanations

- 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
266



Asian	0.4%
Black Non-Hispanic	94.7%
Hispanic / Latino	4.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
3.0%

Economically Disadvantaged
77.1%

Special Education
9.4%

At-Risk Population
47.7%

A Note from the School

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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



4.9 out of 20.0

24.5%

Growth on the state assessment in
mathematics



10.0 out of 20.0

50.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.1 out of 9.0

56.7%

College and Career Ready



2.7 out of 6.0

45.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.3 out of 9.0

47.8%

College and Career Ready



1.7 out of 6.0

28.3%

Gateway (10 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



4.2 out of 10.0

42.0%

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

Attendance

In-seat attendance



6.2 out of 10.0

62.0%

Re-enrollment

Percent of students eligible to re-enroll



0.0 out of 10.0

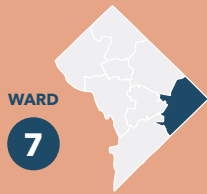
0.0%

TOTAL SCORE

TIER 2

39.1 out of 100

39.1%

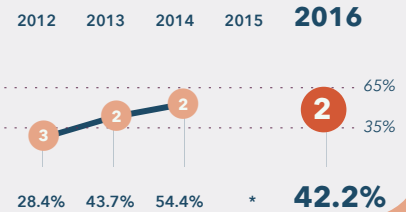


IDEA PCS

1027 45th Street NE
Washington, DC 20019

202-399-4750
www.idealpcs.org

TIER SCORES



School Profile (2016–17)

Board Chair

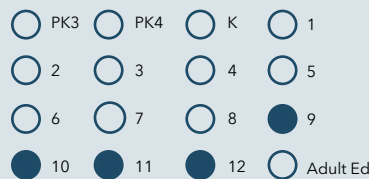
Joanne Doddy Fort

Executive Director

Justin Rydstrom

Grades Served

Current Grades Future Grades



Principal

Lanette Bacchus

First School Year

1998-99

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
281



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%

English Language Learner
1.8%

Economically Disadvantaged
>60%*

Special Education
23.5%

At-Risk Population
70.5%

* 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 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.

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



3.1 out of 7.5

41.3%

College and Career Ready



1.3 out of 5.0

26.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



3.6 out of 7.5

48.0%

College and Career Ready



0.9 out of 5.0

18.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



0.0 out of 3.0

0.0%

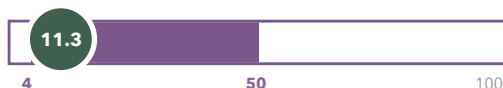
Five-Year Graduation Rate



0.0 out of 4.5

0.0%

PSAT Performance (11th grade)



1.2 out of 7.5

16.0%

SAT/ACT Performance (12th grade)



2.7 out of 7.5

36.0%

College Acceptance Rate



7.5 out of 7.5

100.0%

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



2.2 out of 5.0

44.0%

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

IDEA PCS

2016 School Quality Report

(2015–16)

Grades Measured: 9-12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.1 out of 10.0

81.0%

Re-enrollment

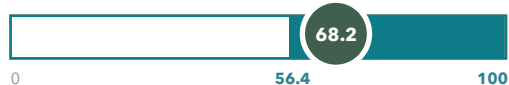
Percent of students eligible to re-enroll



3.9 out of 10.0

39.0%

9th Grade on Track to Graduate



1.4 out of 5.0

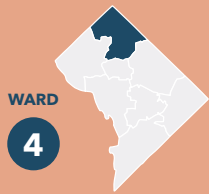
28.0%

TOTAL SCORE

TIER 2

35.9 out of 85.0

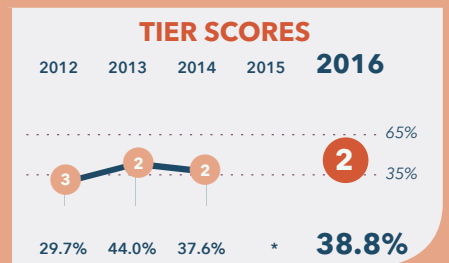
42.2%



Ideal Academy PCS

6130 North Capitol Street NW
Washington, DC 20011

202-729-6660
www.iapcs.com



School Profile (2016–17)

Board Chair

Percy Wilson

Principal

George H. Rutherford
II, Ph.D.

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

1999-2000

Tier Explanations

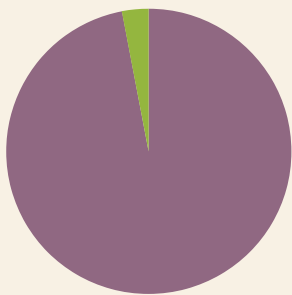
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
296



Asian	0.0%
Black Non-Hispanic	97.0%
Hispanic / Latino	3.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
2.0%

Economically Disadvantaged
>60%*

Special Education
9.4%

At-Risk Population
60.1%

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

A Note from the School

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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



6.2 out of 17.5

35.4%

Growth on the state assessment in
mathematics



7.8 out of 17.5

44.6%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.4 out of 7.5

45.3%

College and Career Ready



0.6 out of 5.0

12.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.2 out of 7.5

42.7%

College and Career Ready



1.1 out of 5.0

22.0%

Gateway (10 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 5.0

0.0%

8th Grade Mathematics

College and Career Ready



2.3 out of 5.0

N/A

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

Attendance

In-seat attendance



6.8 out of 9.0

75.6%

Re-enrollment

Percent of students eligible to re-enroll



1.1 out of 9.0

12.2%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.2 out of 4.0

80.0%

Classroom Organization



1.9 out of 4.0

47.5%

Instructional Support



1.2 out of 4.0

30.0%

TOTAL SCORE

TIER 2

38.8 out of 100

38.8%

(2015–16)

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



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



K-2 Reading: Discovery Education Assessment

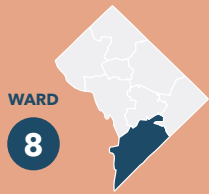
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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





Ingenuity Prep PCS

4600 Livingston Road SE
Washington, DC 20032

202-562-0391
www.ingenuityprep.org

TIER SCORES

2012	2013	2014	2015	2016
				2
				65%
				35%
N/A	N/A	N/A	N/A	63.7%

School Profile (2016–17)

Board Chair

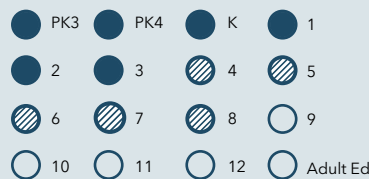
Peter Winik

Head of School

Aaron Cuny

Grades Served

Current Grades Future Grades



First School Year

2013-14

Tier Explanations

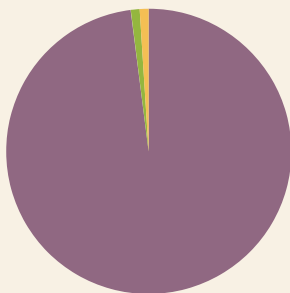
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP assessment in reading



7.8 out of 25.0

31.2%

Growth on the school's NWEA MAP assessment in mathematics



15.6 out of 25.0

62.4%

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

Attendance

In-seat attendance



4.2 out of 10.0

42.0%

Re-enrollment

Percent of students eligible to re-enroll



7.1 out of 10.0

71.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



10.0 out of 10.0

100.0%

Classroom Organization



10.0 out of 10.0

100.0%

Instructional Support



9.0 out of 10.0

90.0%

TOTAL SCORE

TIER 2

63.7 out of 100

63.7%

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

PK Pre-Literacy: Every Child Ready (ECR)

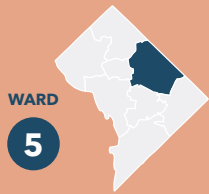
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



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

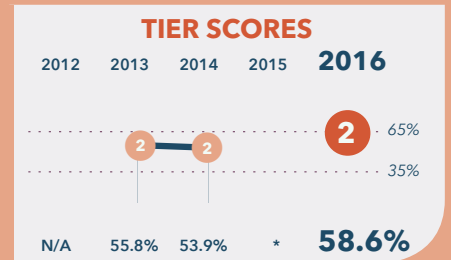




Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org



School Profile (2016–17)

Board Chair

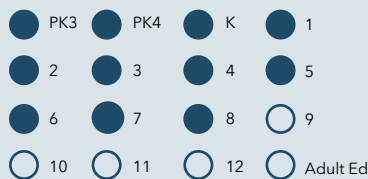
Marc Fisher

Head of School

Deborah Dantzler
Williams

Grades Served

● Current Grades ● Future Grades



Principal

Latisha Coleman (MS)
Suriya Douglas (ES)

First School Year

2011-12

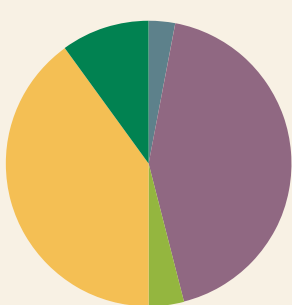
Tier Explanations

- 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
368



Asian	3.3%
Black Non-Hispanic	42.7%
Hispanic / Latino	4.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	40.2%
Multiracial	9.8%

English Language Learner
3.3%

Economically 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

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



7.4 out of 17.5

42.3%

Growth on the state assessment in
mathematics



5.3 out of 17.5

30.3%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.6 out of 7.5

61.3%

College and Career Ready



3.2 out of 5.0

64.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.4 out of 7.5

58.7%

College and Career Ready



2.6 out of 5.0

52.0%

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

3rd Grade English Language Arts

College and Career Ready



5.5 out of 10.0

55.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.8 out of 9.0

97.8%

Re-enrollment

Percent of students eligible to re-enroll



7.5 out of 9.0

83.3%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.5 out of 4.0

87.5%

Instructional Support



1.8 out of 4.0

45.0%

TOTAL SCORE

TIER 2

58.6 out of 100

58.6%

Inspired Teaching Demonstration PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–7



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: Developmental Reading Assessment (DRA) & i-Ready

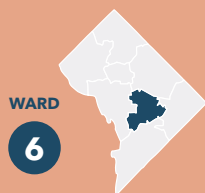
Percent of students who met or exceeded the publisher's achievement expectations by the end of the year



K-2 Math: enVisionMATH

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





Kingsman Academy PCS

1375 E Street NE
Washington, DC 20002

202-547-1028
www.kingsmanacademy.org

School Profile (2016–17)

Board Chair

Steve Messner

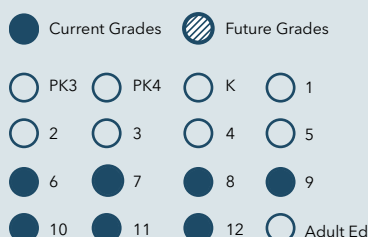
Co-Founder & Executive Director

Shannon Hodge

First School Year

2015-16

Grades Served

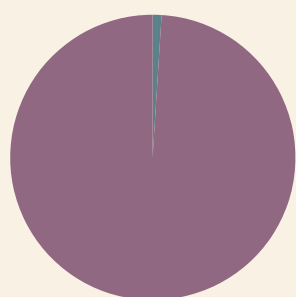


Alternative Accountability

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.

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%*

Special Education
57.9%

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.

Kingsman Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 6-12

KEY



Student Progress

Growth on the state assessment in English Language Arts

Levels 1 and 2 special education students



Levels 3 and 4 special education students



General education students



Growth on the state assessment in Mathematics

Levels 1 and 2 special education students



Levels 3 and 4 special education students



General education students



Student Achievement

PARCC: English Language Arts

*Approaching College and Career Ready and above
for Levels 1 and 2 special education students*



*Approaching College and Career Ready and above
for Levels 3 and 4 special education students*



*Approaching College and Career Ready and
above for general education students*



PARCC: Mathematics

*Approaching College and Career Ready and above
for Levels 1 and 2 special education students*



*Approaching College and Career Ready and above
for Levels 3 and 4 special education students*



*Approaching College and Career Ready and
above for general education students*



Kingsman Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 6–12

KEY



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

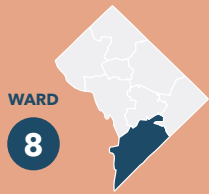


Social-Emotional Learning

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



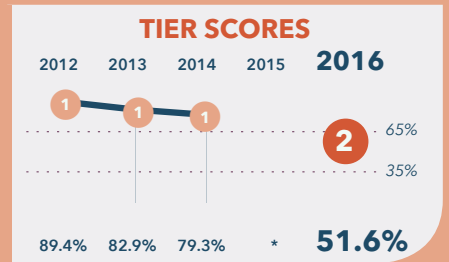
N/A* Results with less than 10 students are not displayed



KIPP DC - AIM Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-5477
www.kippdc.org



School Profile (2016–17)

Board Chair

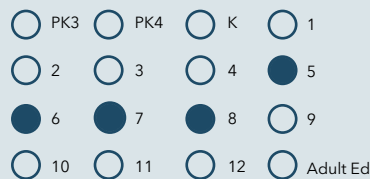
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Kimberly Neal

First School Year

2005-06

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
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

(2015–16)

Grades Measured: 5–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.5 out of 20.0

57.5%

Growth on the state assessment in
mathematics



8.8 out of 20.0

44.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.7 out of 9.0

52.2%

College and Career Ready



2.5 out of 6.0

41.7%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.5 out of 9.0

50.0%

College and Career Ready



1.9 out of 6.0

31.7%

Gateway (10 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



2.5 out of 10.0

25.0%

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

Attendance

In-seat attendance



7.1 out of 10.0

71.0%

Re-enrollment

Percent of students eligible to re-enroll



8.1 out of 10.0

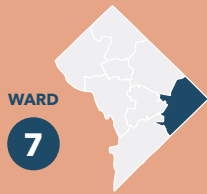
81.0%

TOTAL SCORE

TIER 2

51.6 out of 100

51.6%



KIPP DC - Arts and Technology Academy PCS

5300 Blaine Street NE
Washington, DC 20019

202-398-6811
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	85.4%

School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

School Leader

Allison Artis

First School Year

2014-15

Tier Explanations

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

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

Student Demographics (2015–16)

Total Enrollment
229



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
0.4%

Economically 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.

A Note from the School

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KIPP DC - Arts and Technology Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3-K



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



25.0 out of 25.0

100.0%

Growth on the school's NWEA MAP
assessment in mathematics



25.0 out of 25.0

100.0%

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

Attendance

In-seat attendance



6.4 out of 10.0

64.0%

Re-enrollment

Percent of students eligible to re-enroll



7.5 out of 10.0

75.0%

Teacher Interaction Observations: Classroom
Assessment Scoring System (CLASS)

Emotional Support



10.0 out of 10.0

100.0%

Classroom Organization



8.0 out of 10.0

80.0%

Instructional Support



3.5 out of 10.0

35.0%

TOTAL SCORE

TIER 1

85.4 out of 100

85.4%

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

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

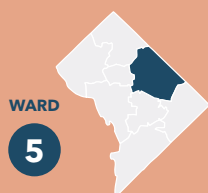
Percent of students who met or exceeded the publisher's
expectations for achievement at the end of the year



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

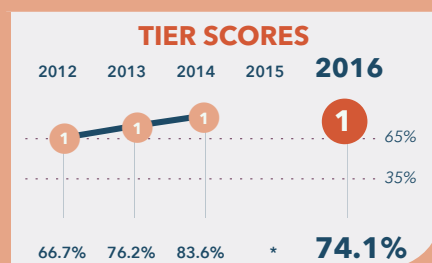




KIPP DC - College Preparatory PCS

1405 Brentwood Parkway NE
Washington, DC 20002

202-678-2527
www.kippdc.org



School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

School Leader

Jessica Cunningham

First School Year

2009-10

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
505



Asian	0.0%
Black Non-Hispanic	99.8%
Hispanic / Latino	0.2%
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
19.0%

At-Risk Population
53.1%

* 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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KIPP DC - College Preparatory PCS

2016 School Quality Report

(2015-16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



4.9 out of 7.5

65.3%

College and Career Ready



2.4 out of 5.0

48.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



4.2 out of 7.5

56.0%

College and Career Ready



2.5 out of 5.0

50.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.8 out of 3.0

60.0%

Five-Year Graduation Rate



3.6 out of 4.5

80.0%

PSAT Performance (11th grade)



5.5 out of 7.5

73.3%

SAT/ACT Performance (12th grade)



7.5 out of 7.5

100.0%

College Acceptance Rate



7.2 out of 7.5

96.0%

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



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

KIPP DC - College Preparatory PCS

2016 School Quality Report

(2015–16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



9.9 out of 10.0

99.0%

Re-enrollment

Percent of students eligible to re-enroll



6.5 out of 10.0

65.0%

9th Grade on Track to Graduate



2.0 out of 5.0

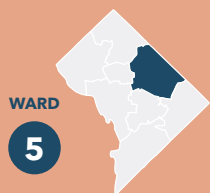
40.0%

TOTAL SCORE

TIER 1

63.0 out of 85.0

74.1%



KIPP DC - Connect Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002

202-396-5477
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	91.9%

School Profile (2016–17)

Board Chair

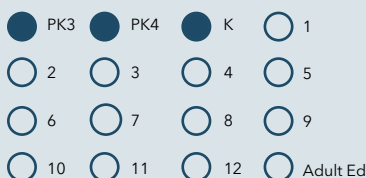
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Donny Tiengtum

First School Year

2013-14

Tier Explanations

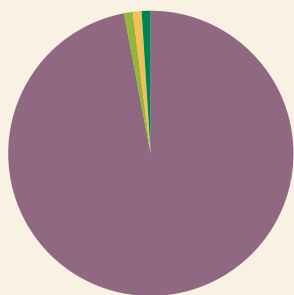
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
315



Asian	0.0%
Black Non-Hispanic	98.4%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.0%
Multiracial	0.3%

English Language Learner
2.5%

Economically Disadvantaged
>60%*

Special Education
8.9%

At-Risk Population
57.5%

* 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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KIPP DC - Connect Academy PCS

2016 School Quality Report

(2015–16)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-K

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



25.0 out of 25.0

100.0%

Growth on the school's NWEA MAP
assessment in mathematics



25.0 out of 25.0

100.0%

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

Attendance

In-seat attendance



7.4 out of 10.0

74.0%

Re-enrollment

Percent of students eligible to re-enroll



9.3 out of 10.0

93.0%

Teacher Interaction Observations: Classroom
Assessment Scoring System (CLASS)

Emotional Support



10.0 out of 10.0

100.0%

Classroom Organization



8.7 out of 10.0

87.0%

Instructional Support



6.5 out of 10.0

65.0%

TOTAL SCORE

TIER 1

91.9 out of 100

91.9%

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

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

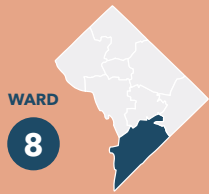
Percent of students who met or exceeded the publisher's
expectations for achievement at the end of the year



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





KIPP DC - Discover Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-7735
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	89.2%

School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

Principal

Philonda Johnson

First School Year

2009-10

Tier Explanations

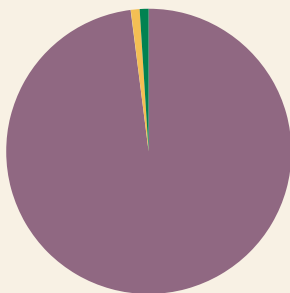
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

Student Demographics (2015–16)

Total Enrollment
346



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.3%
Multiracial	0.3%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
7.8%

At-Risk Population
67.3%

* 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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KIPP DC - Discover Academy PCS

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-K

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP assessment in reading



24.7 out of 25.0

98.8%

Growth on the school's NWEA MAP assessment in mathematics



25.0 out of 25.0

100.0%

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

Attendance

In-seat attendance



7.1 out of 10.0

71.0%

Re-enrollment

Percent of students eligible to re-enroll



8.4 out of 10.0

84.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



10.0 out of 10.0

100.0%

Classroom Organization



10.0 out of 10.0

100.0%

Instructional Support



4.0 out of 10.0

40.0%

TOTAL SCORE

TIER 1

89.2 out of 100

89.2%

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

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

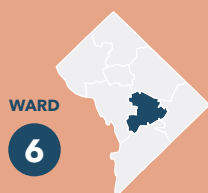
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





KIPP DC - Grow Academy PCS

421 P Street NW
Washington, DC 20001

202-986-4769
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	75.8%

School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

School Leader

Lauren Ellis

First School Year

2010-11

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

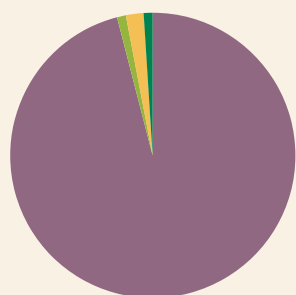
(0.0% - 34.9%)

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
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.

A Note from the School

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KIPP DC - Grow Academy PCS

2016 School Quality Report

(2015–16)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-K

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



16.9 out of 25.0

67.6%

Growth on the school's NWEA MAP
assessment in mathematics



25.0 out of 25.0

100.0%

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

Attendance

In-seat attendance



6.9 out of 10.0

69.0%

Re-enrollment

Percent of students eligible to re-enroll



8.7 out of 10.0

87.0%

Teacher Interaction Observations: Classroom
Assessment Scoring System (CLASS)

Emotional Support



8.0 out of 10.0

80.0%

Classroom Organization



7.3 out of 10.0

73.0%

Instructional Support



3.0 out of 10.0

30.0%

TOTAL SCORE

TIER 1

75.8 out of 100

75.8%

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

PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

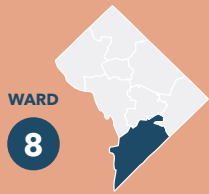
Percent of students who met or exceeded the publisher's
expectations for achievement at the end of the year



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



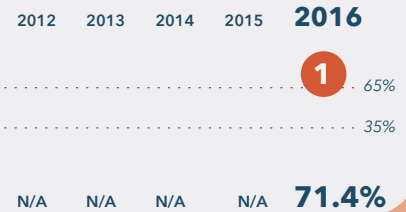


KIPP DC - Heights Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-610-5323
www.kippdc.org

TIER SCORES



School Profile (2016–17)

Board Chair

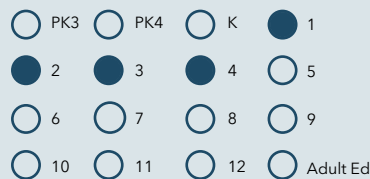
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

● Current Grades ● Future Grades



Is part of a PK-12 network.

School Leader

Gaelan Gallagher

First School Year

2011-12

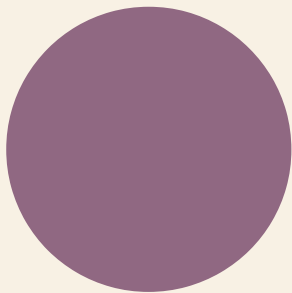
Tier Explanations

- 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
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%

A Note from the School

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KIPP DC - Heights Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 1–4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.5 out of 20.0

47.5%

Growth on the state assessment in
mathematics



15.8 out of 20.0

79.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.6 out of 9.0

62.2%

College and Career Ready



3.1 out of 6.0

51.7%

PARCC: Mathematics

Approaching College and
Career Ready and Above



7.6 out of 9.0

84.4%

College and Career Ready



6.0 out of 6.0

100.0%

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

3rd Grade English Language Arts

College and Career Ready



5.5 out of 10.0

55.0%

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



8.3 out of 10.0

83.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

100.0%

TOTAL SCORE

TIER 1

71.4 out of 100

71.4%

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

Grades 1-2 Reading: NWEA Measures of Academic Progress (MAP)

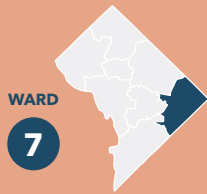
Median percentile of student growth compared
to national student performance



Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance

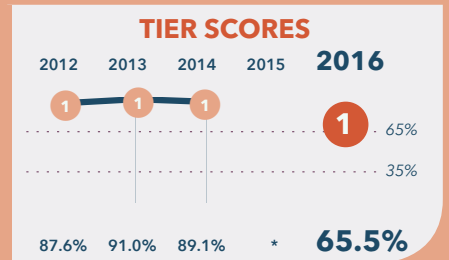




KIPP DC - KEY Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5477
www.kippdc.org



School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

School Leader

David Ayala

First School Year

2001-02

Tier Explanations

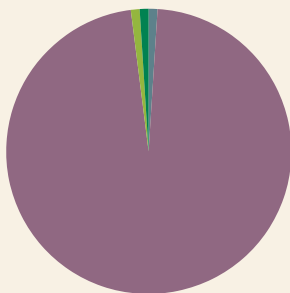
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
341



Asian	0.3%
Black Non-Hispanic	98.8%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.6%

English Language Learner
0.3%

Economically Disadvantaged
>60%*

Special Education
15.0%

At-Risk Population
47.5%

* 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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KIPP DC - KEY Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 5–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



9.8 out of 20.0

49.0%

Growth on the state assessment in
mathematics



10.7 out of 20.0

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



6.1 out of 9.0

67.8%

College and Career Ready



3.5 out of 6.0

58.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



6.6 out of 9.0

73.3%

College and Career Ready



4.1 out of 6.0

68.3%

Gateway (10 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



7.0 out of 10.0

70.0%

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

Attendance

In-seat attendance



8.9 out of 10.0

89.0%

Re-enrollment

Percent of students eligible to re-enroll



8.8 out of 10.0

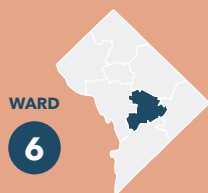
88.0%

TOTAL SCORE

TIER 1

65.5 out of 100

65.5%



KIPP DC - Lead Academy PCS

421 P Street NW
Washington, DC 20001

202-223-4505
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				2 65%
				35%
N/A	N/A	N/A	N/A	60.9%

School Profile (2016–17)

Board Chair

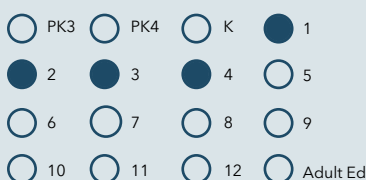
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Mekia Love

First School Year

2012-13

Tier Explanations

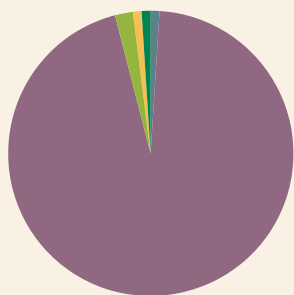
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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Student Demographics (2015–16)

Total Enrollment
421



Asian	0.5%
Black Non-Hispanic	96.4%
Hispanic / Latino	1.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.0%
Multiracial	0.2%

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.

A Note from the School

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KIPP DC - Lead Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 1–4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



10.0 out of 20.0

50.0%

Growth on the state assessment in
mathematics



1.0 out of 20.0

5.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



6.2 out of 9.0

68.9%

College and Career Ready



4.4 out of 6.0

73.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



7.6 out of 9.0

84.4%

College and Career Ready



6.0 out of 6.0

100.0%

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

3rd Grade English Language Arts

College and Career Ready



6.6 out of 10.0

66.0%

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



9.1 out of 10.0

91.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

100.0%

TOTAL SCORE

TIER 2

60.9 out of 100

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

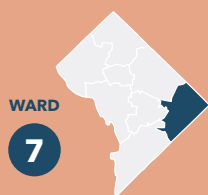


Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance



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



KIPP DC - LEAP Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5327
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a
				65%
				35%
N/A	N/A	N/A	N/A	76.1%

School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Abraham Clayman

First School Year

2007-08

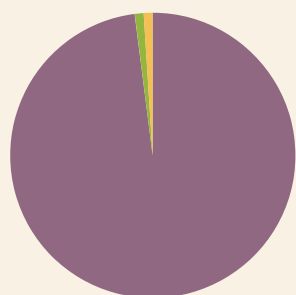
Pre-kindergarten Programs

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
213



Asian	0.0%
Black Non-Hispanic	99.1%
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
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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KIPP DC - LEAP Academy PCS

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3-PK4

Student Outcomes (45 points): Early Childhood 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



15.5 out of 22.5

68.9%

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



10.8 out of 22.5

48.0%

PK Social Emotional Learning: Not Applicable



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



15.0 out of 15.0

100.0%

Classroom Organization



15.0 out of 15.0

100.0%

Instructional Support



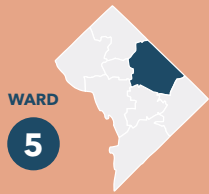
9.8 out of 15.0

65.3%

TOTAL SCORE

76.1 out of 100

76.1%



KIPP DC - Northeast Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002

202-398-5477
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	74.7%

School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

School Leader

John Barnhardt

First School Year

2014-15

Tier Explanations

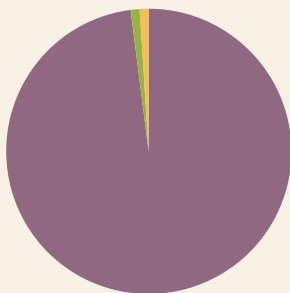
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades 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
238



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%

English Language Learner
0.8%

Economically Disadvantaged
>60%*

Special Education
21.0%

At-Risk Population
58.8%

* 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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KIPP DC - Northeast Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 5–7



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



20.0 out of 20.0

100.0%

Growth on the state assessment in
mathematics



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



6.4 out of 9.0

71.1%

College and Career Ready



4.7 out of 6.0

78.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.2 out of 9.0

46.7%

College and Career Ready



1.8 out of 6.0

30.0%

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



8.3 out of 10.0

83.0%

Re-enrollment

Percent of students eligible to re-enroll



6.4 out of 10.0

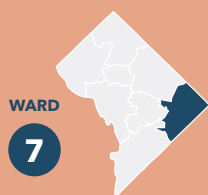
64.0%

TOTAL SCORE

TIER 1

67.2 out of 90

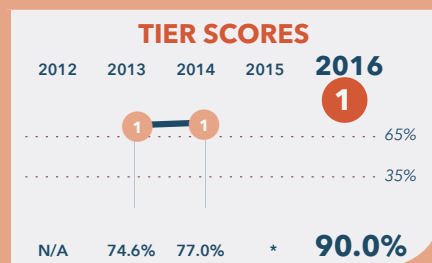
74.7%



KIPP DC - Promise Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-1390
www.kippdc.org



School Profile (2016–17)

Board Chair

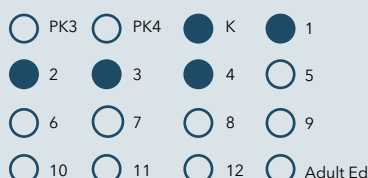
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Andhra Lutz

First School Year

2009-10

Tier Explanations

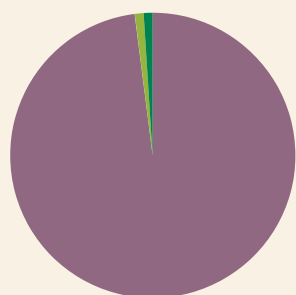
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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.

A Note from the School

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KIPP DC - Promise Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 1–4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



20.0 out of 20.0

100.0%

Growth on the state assessment in
mathematics



20.0 out of 20.0

100.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



6.1 out of 9.0

67.8%

College and Career Ready



5.0 out of 6.0

83.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



7.7 out of 9.0

85.6%

College and Career Ready



6.0 out of 6.0

100.0%

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

3rd Grade English Language Arts

College and Career Ready



6.9 out of 10.0

69.0%

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



8.3 out of 10.0

83.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

100.0%

TOTAL SCORE

TIER 1

90.0 out of 100

90.0%

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

Grades 1-2 Reading: NWEA Measures of Academic Progress (MAP)

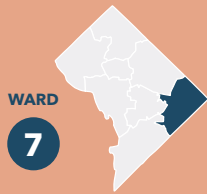
Median percentile of student growth compared
to national student performance



Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance





KIPP DC - Quest Academy PCS

5300 Blaine Street NE
Washington, DC 20019

202-398-6811
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	71.2%

School Profile (2016–17)

Board Chair

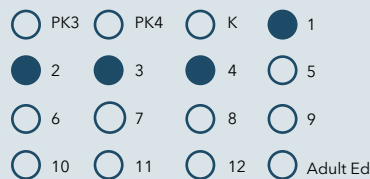
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

John Petersen

First School Year

2014-15

Tier Explanations

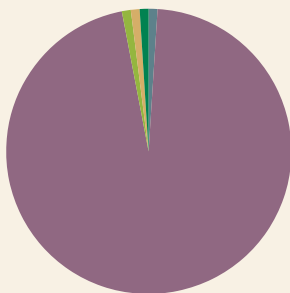
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

For schools serving grades 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
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.

A Note from the School

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KIPP DC - Quest Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 1–5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



17.8 out of 20.0

89.0%

Growth on the state assessment in
mathematics



14.2 out of 20.0

71.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.0 out of 9.0

55.6%

College and Career Ready



3.0 out of 6.0

50.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



6.0 out of 9.0

66.7%

College and Career Ready



4.7 out of 6.0

78.3%

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

3rd Grade English Language Arts

College and Career Ready



5.7 out of 10.0

57.0%

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



7.2 out of 10.0

72.0%

Re-enrollment

Percent of students eligible to re-enroll



7.6 out of 10.0

76.0%

TOTAL SCORE

TIER 1

71.2 out of 100

71.2%

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

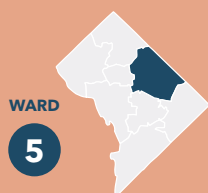


Grades 1-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared
to national student performance



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



KIPP DC - Spring Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002

202-397-5477
www.kippdc.org

TIER SCORES

2012	2013	2014	2015	2016
				2
				65%
				35%
N/A	N/A	N/A	N/A	55.8%

School Profile (2016–17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

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.

School Leader

Lindsey Hoy

First School Year

2013-14

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;

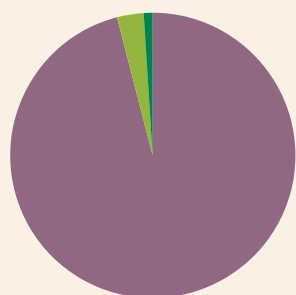
Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and

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.

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.

A Note from the School

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KIPP DC - Spring Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 1–2



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (80 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



9.0 out of 40.0

22.5%

Growth on the school's NWEA MAP
assessment in mathematics



29.0 out of 40.0

72.5%

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

Attendance

In-seat attendance



7.8 out of 10.0

78.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

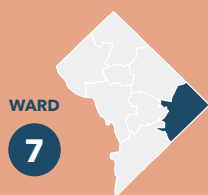
100.0%

TOTAL SCORE

TIER 2

55.8 out of 100

55.8%



KIPP DC - Valor Academy PCS

5300 Blaine Street NE
Washington, DC 20019

202-397-5477
www.kippdc.org

TOTAL SCORE

46.3%

* 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.

School Profile (2016-17)

Board Chair

Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Gillian Conner

First School Year

2015-16

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
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

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KIPP DC - Valor Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 5–6



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.0 out of 20.0

40.0%

Growth on the state assessment in
mathematics



11.5 out of 20.0

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



3.6 out of 9.0

40.0%

College and Career Ready



0.9 out of 6.0

15.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.6 out of 9.0

40.0%

College and Career Ready



1.6 out of 6.0

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



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

Attendance

In-seat attendance



7.8 out of 10.0

78.0%

Re-enrollment

Percent of students eligible to re-enroll



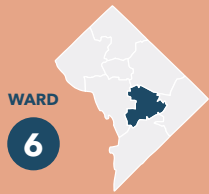
0.0 out of 0.0

N/A

TOTAL SCORE

37.0 out of 80

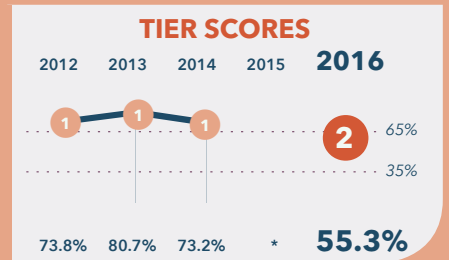
46.3%



KIPP DC - WILL Academy PCS

421 P Street NW
Washington, DC 20001

202-328-9455
www.kippdc.org



School Profile (2016–17)

Board Chair

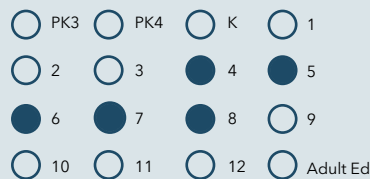
Terry Golden

Founder/CEO

Susan Schaeffler

Grades Served

Current Grades Future Grades



Is part of a PK-12 network.

School Leader

Tiffanie Williams

First School Year

2006-07

Tier Explanations

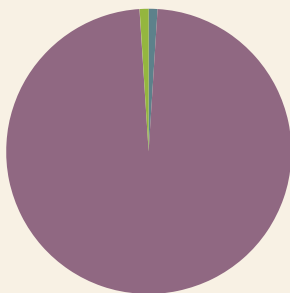
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
303



Asian	0.7%
Black Non-Hispanic	98.7%
Hispanic / Latino	0.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
1.0%

Economically Disadvantaged
>60%*

Special Education
23.4%

At-Risk Population
41.9%

* 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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KIPP DC - WILL Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 4–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



10.2 out of 20.0

51.0%

Growth on the state assessment in
mathematics



9.2 out of 20.0

46.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.0 out of 9.0

55.6%

College and Career Ready



2.9 out of 6.0

48.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



4.8 out of 9.0

53.3%

College and Career Ready



2.5 out of 6.0

41.7%

Gateway (10 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



4.5 out of 10.0

45.0%

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

Attendance

In-seat attendance



7.6 out of 10.0

76.0%

Re-enrollment

Percent of students eligible to re-enroll



8.6 out of 10.0

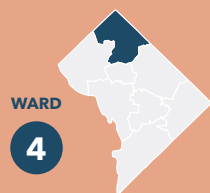
86.0%

TOTAL SCORE

TIER 2

55.3 out of 100

55.3%

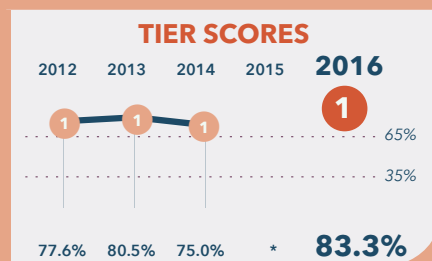


WARD
4

1800 Perry Street NE
1375 Missouri Avenue NW
Washington, DC 20018

Latin American Montessori Bilingual PCS

202-525-5105
202-726-6200
www.lambpcs.org



School Profile (2016–17)

Board Chair

Barrie Lynn Tapia

Executive Director

Diane Cottman

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.

Principal

Cristina Encinas

First School Year

2003-04

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

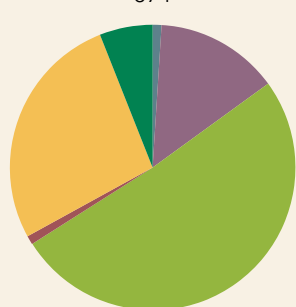
(0.0% - 34.9%)

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

Student Demographics (2015–16)

Total Enrollment
374



Asian	0.3%
Black Non-Hispanic	14.2%
Hispanic / Latino	51.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.5%
White Non-Hispanic	27.5%
Multiracial	5.6%

English Language Learner
37.4%

Economically Disadvantaged
27.8%

Special Education
12.0%

At-Risk Population
8.0%

A Note from the School

Latin American Montessori Bilingual (LAMB) 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

(2015–16)

Grades Measured: PK3–5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



17.5 out of 17.5

100.0%

Growth on the state assessment in
mathematics



15.1 out of 17.5

86.3%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.7 out of 7.5

76.0%

College and Career Ready



5.0 out of 5.0

100.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 7.5

66.7%

College and Career Ready



3.8 out of 5.0

76.0%

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

3rd Grade English Language Arts

College and Career Ready



6.9 out of 10.0

69.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



7.7 out of 9.0

85.6%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



0.4 out of 4.0

10.0%

TOTAL SCORE

TIER 1

83.3 out of 100

83.3%

Latin American Montessori Bilingual PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–5

KEY



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

PK Pre-Literacy: Bracken School Readiness Assessment

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



PK Math: Bracken School Readiness Assessment

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



K-2 Reading: Indicadores Dinámicos del Éxito en la Lectura (IDEL)

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

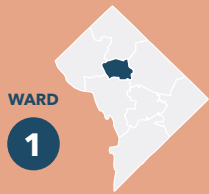


K-2 Math: Easy Curriculum-Based Measures (easyCBM)

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.



WARD
1

LAYC Career Academy PCS

3047 15th Street NW
Washington, DC 20009

202-319-2228
www.laycca.org

TIER
2016 **2**
2015 **3**

School Profile (2016–17)

Board Chair

Elizabeth Burrell

Executive Director

Nicole Hanrahan

Programs Offered

Day classes

- Dual Enrollment
- Medical Assistant
- Computer Skills

Principal

Angela Stepanic

First School Year

2012-13

Ages Served

Serves ages 16 to 24

Diplomas Offered

- English GED

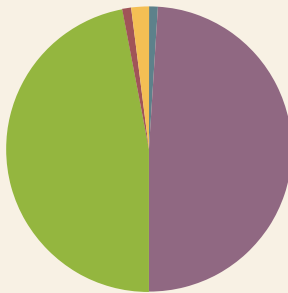
Adult Education Tier Explanations

- 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



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

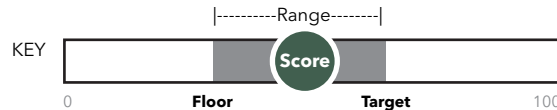
The LAYC Career Academy PCS provides a bridge between high school and college or careers for young adults ages 16 to 24 in the District of Columbia. LAYC Career Academy PCS provides students with college credits, Advanced Placement-style classes, a rigorous and self-paced GED program, a college preparatory 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.

LAYC Career Academy PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

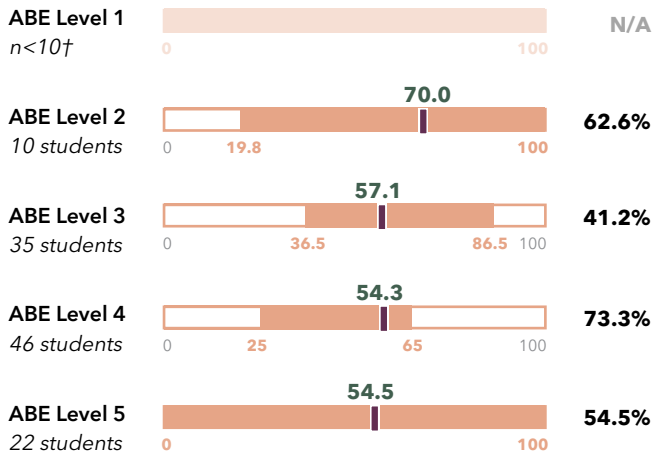
Student Progress: Improvement of One or More NRS* Levels

46.2%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 59.5%

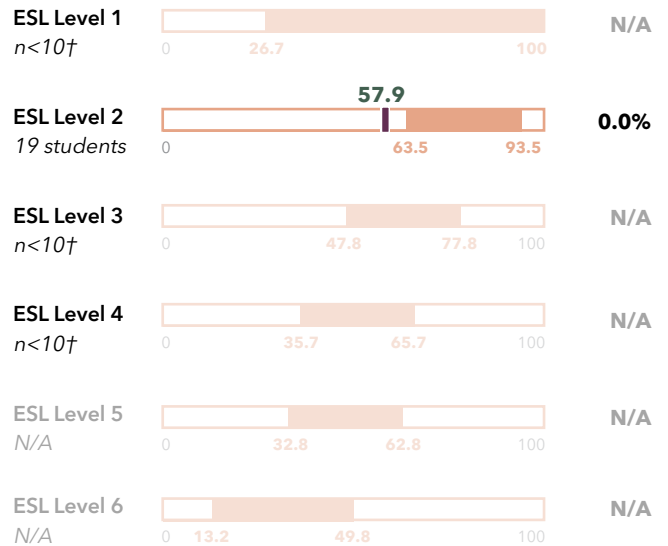
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: 16.7%

Percent of Range



* 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 **

72.2%

Obtained Secondary Credential

18 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

78.1%

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

54.4%

Attendance

In-seat attendance



Retention

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



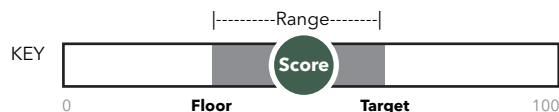
TIER 2

LAYC Career Academy PCS

2016 School Quality Report

(2015–16)

Adult Education



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

MOS Word Certification

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



OSHA 10 Certification

Percentage of exiting students enrolled in the OSHA-10 certification course who earn the OSHA-10 certification



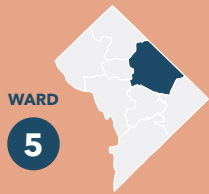
CompTIA A+ Certification

Percentage of exiting students enrolled in A+ course for 120+ hours who earn an A+ certification



**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

3015 4th Street NE
Washington, DC 20017

202-779-9740
www.leemontessori.org

TIER SCORES

2012	2013	2014	2015	2016
				n/a* 65%
				35%
N/A	N/A	N/A	N/A	67.1%

School Profile (2016–17)

Board Chair

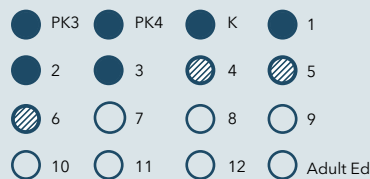
Dominique Fortune

Head of School

Chris Pencikowski

Grades Served

Current Grades Future Grades



Principal

Megan Hubbard

First School Year

2014-15

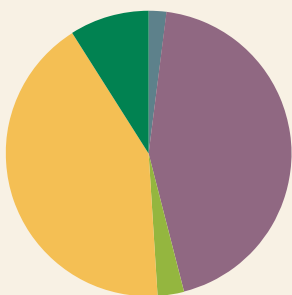
Tier Explanations

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

For schools serving grades 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.

Student Demographics (2015–16)

Total Enrollment
104



Asian	1.9%
Black Non-Hispanic	44.2%
Hispanic / Latino	2.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	42.3%
Multiracial	8.7%

English Language Learner
0.0%

Economically Disadvantaged
36.5%

Special Education
18.3%

At-Risk Population
15.4%

A Note from 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.

Lee Montessori PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–2



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (0 points): Academic Improvement Over Time

Growth on the school's assessment in reading



0.0 out of 0.0

N/A

Growth on the school's assessment in mathematics



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



14.4 out of 20.0

72.0%

Re-enrollment

Percent of students eligible to re-enroll



6.7 out of 20.0

33.5%

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



20.0 out of 20.0

100.0%

Classroom Organization



20.0 out of 20.0

100.0%

Instructional Support



6.0 out of 20.0

30.0%

TOTAL SCORE

67.1 out of 100

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



PK Math: Teaching Strategies GOLD

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



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



K-2 Reading: AIMSweb

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

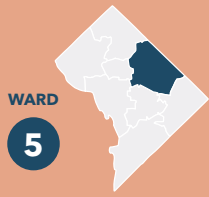


K-2 Math: AIMSweb

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



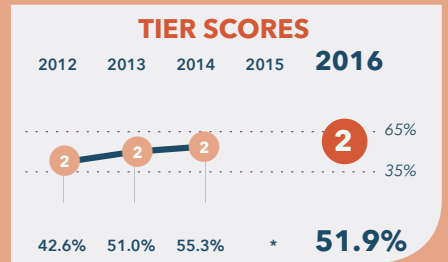
For a more detailed explanation of the categories, see our technical guide.



WARD
5
1404 Jackson Street NE
5413 16th Street NW
Washington, DC 20017

Mary McLeod Bethune Day Academy PCS

202-459-4710 x600
www.mmbethune.org



School Profile (2016–17)

Board Chair

Valerie Smith

Executive Director

Linda McKay

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Jubria Lewis

First School Year

2004-05

Tier Explanations

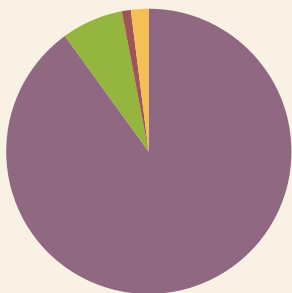
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
420



Asian	0.0%
Black Non-Hispanic	90.0%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.5%
White Non-Hispanic	2.4%
Multiracial	0.0%

English Language Learner
2.4%

Economically Disadvantaged
>60%*

Special Education
7.5%

At-Risk Population
57.1%

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

A Note from the School

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

(2015–16)

Grades Measured: PK3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.5 out of 17.5

65.7%

Growth on the state assessment in
mathematics



8.7 out of 17.5

49.7%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.0 out of 7.5

53.3%

College and Career Ready



1.8 out of 5.0

36.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.7 out of 7.5

36.0%

College and Career Ready



0.9 out of 5.0

18.0%

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

3rd Grade English Language Arts

College and Career Ready



0.6 out of 5.0

12.0%

8th Grade Mathematics

College and Career Ready



0.4 out of 5.0

8.0%

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

Attendance

In-seat attendance



5.9 out of 9.0

65.6%

Re-enrollment

Percent of students eligible to re-enroll



5.3 out of 9.0

58.9%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.7 out of 4.0

92.5%

Instructional Support



2.4 out of 4.0

60.0%

TOTAL SCORE

TIER 2

51.9 out of 100

51.9%

Mary McLeod Bethune Day Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8

KEY



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



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



K-2 Reading: Discovery Education Assessment

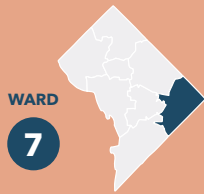
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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





Maya Angelou PCS - High School

5600 East Capitol Street NE
Washington, DC 20019

202-379-4335
www.seeforever.org

School Profile (2016–17)

Board Chair

Julie Johnson, Ed.D.

CEO

Heather Wathington,
Ph.D.

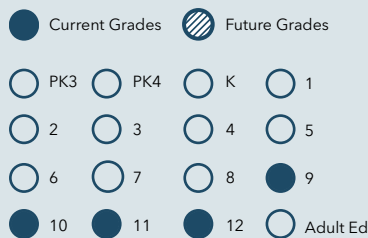
Principal

Tameika Freeman

First School Year

1998-99

Grades Served

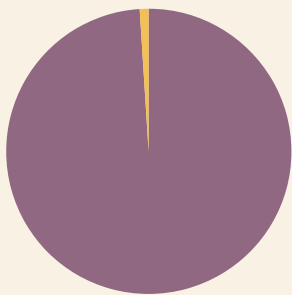


Alternative Accountability

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.

Student Demographics (2015–16)

Total Enrollment
225



Asian	0.0%
Black Non-Hispanic	99.6%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.4%
Multiracial	0.0%

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

(2015–16)

Grades Measured: 9-12

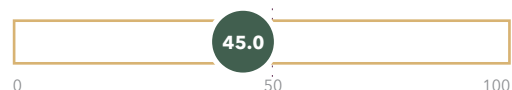


Student Progress

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

Six-year 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

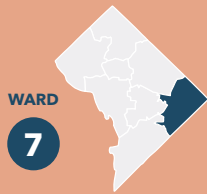


*Scantron Performance Series never published this assessment and the school did not administer a writing assessment with a growth component.

**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

5600 East Capitol Street NE
Washington, DC 20019

202-289-8898
www.seeforever.org

	TIER
2016	3
2015	3

School Profile (2016–17)

Board Chair

Julie Johnson, Ed.D.

CEO

Heather Wathington, Ph.D.

Programs Offered

Day classes

- Construction
- Telecommunications

Director

Sean Yisrael, Ed.D.

First School Year

2012-13

Ages Served

Serves ages 17 to 24

Diplomas Offered

- English GED

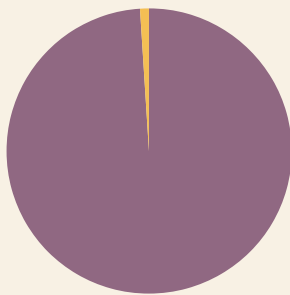
Adult Education Tier Explanations

- 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)

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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

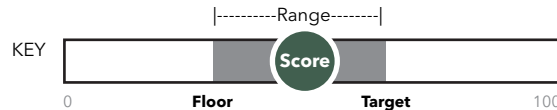
Our mission is to create learning communities in lower income urban areas where all students can grow academically and socially. At Maya Angelou PCS, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change. At the Maya Angelou Schools, 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.

Maya Angelou PCS - Young Adult Learning Center

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

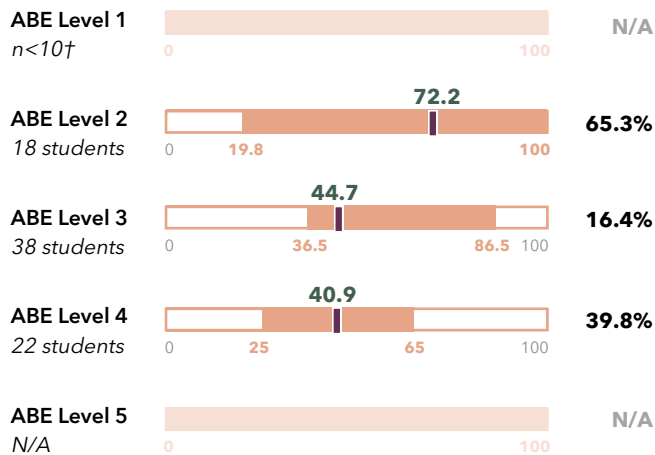
Student Progress: Improvement of One or More NRS* Levels

25.9%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 36.0%

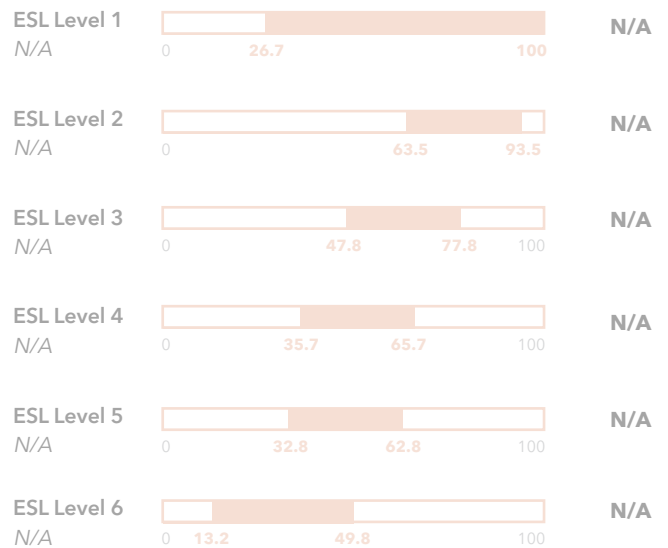
Percent of Range



English as a Second Language (ESL) Performance

Weighted ESL Score: N/A

Percent of Range



* 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 **

71.4%

Obtained Secondary Credential

14 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

39.1%

Entered Employment or Entered Postsecondary

75 students responded to the survey, Survey Response Rate: 75.8%†



Retained Employment or Entered Postsecondary

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

56.9%

Attendance

In-seat attendance



Retention

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



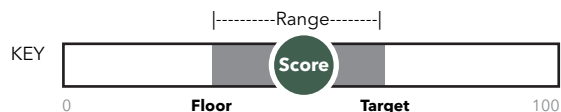
TIER 3

Maya Angelou PCS - Young Adult Learning Center

2016 School Quality Report

(2015–16)

Adult Education



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

OSHA 10 Certification

Percentage of students enrolled in the OSHA-10 certification course attending at least five days who earn the OSHA-10 certification



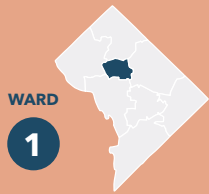
HBI PACT Certification

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



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

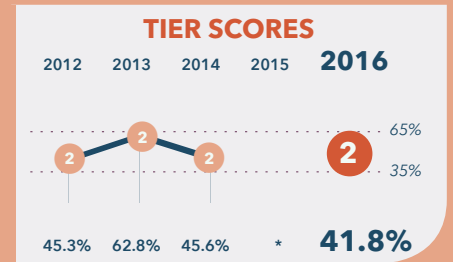
‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.



Meridian PCS

2120 13th Street NW
Washington, DC 20009

202-387-9830
www.meridian-dc.org



School Profile (2016–17)

Board Chair

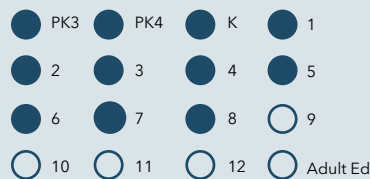
John Broullire

Principal

Josh Bork (MS) Ebony Crawford (ES)

Grades Served

Current Grades Future Grades



First School Year

1999–2000

Tier Explanations

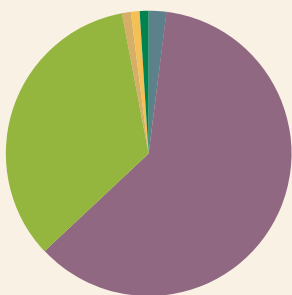
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
724



Asian	1.8%
Black Non-Hispanic	61.7%
Hispanic / Latino	35.1%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.7%
Multiracial	0.4%

English Language Learner
26.9%

Economically Disadvantaged
>60%*

Special Education
10.4%

At-Risk Population
47.3%

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

A Note from 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



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.0 out of 17.5

45.7%

Growth on the state assessment in
mathematics



5.8 out of 17.5

33.1%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.3 out of 7.5

44.0%

College and Career Ready



1.5 out of 5.0

30.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.7 out of 7.5

36.0%

College and Career Ready



1.0 out of 5.0

20.0%

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

3rd Grade English Language Arts

College and Career Ready



1.1 out of 5.0

22.0%

8th Grade Mathematics

College and Career Ready



0.3 out of 5.0

6.0%

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

Attendance

In-seat attendance



5.3 out of 9.0

58.9%

Re-enrollment

Percent of students eligible to re-enroll



4.3 out of 9.0

47.8%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.7 out of 4.0

92.5%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



1.6 out of 4.0

40.0%

TOTAL SCORE

TIER 2

41.8 out of 100

41.8%

(2015–16)

Grades Measured: PK3–8



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: Stanford Achievement Test (SAT 10)

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



K-2 Math: Stanford Achievement Test (SAT 10)

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





Monument Academy PCS

500 19th Street NE
Washington, DC 20002

202-545-3180
www.monumentacademy.org

School Profile (2016–17)

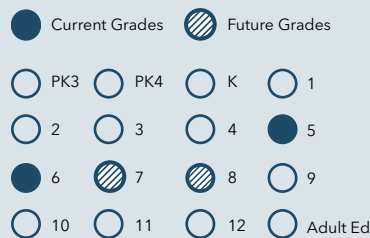
Board Chair

Tycely Williams

CEO and Co-Founder

Emily Bloomfield

Grades Served



Principal

Marline Magrino

First School Year

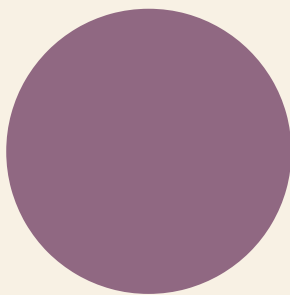
2015-16

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.

Student Demographics (2015–16)

Total Enrollment
40



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
55.0%

At-Risk Population
87.5%

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

A Note from the School

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

KEY



Student Progress

Growth on the school's NWEA MAP assessment in ELA



Growth on the school's NWEA MAP assessment in mathematics



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



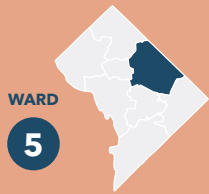
Discipline

Out of school suspension rate



* 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.



Mundo Verde Bilingual PCS

30 P Street NW
Washington, DC 20001

202-750-7060
www.mundoverdepcs.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	72.5%

School Profile (2016–17)

Board Chair

Lynsey Wood Jeffries

Executive Director

Kristin Scotchmer

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.

Principal

Dahlia Aguilar

First School Year

2011-12

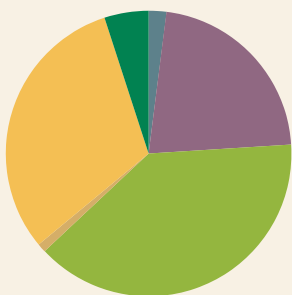
Tier Explanations

- 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
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%

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.

Mundo Verde Bilingual PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.4 out of 17.5

65.1%

Growth on the state assessment in
mathematics



13.6 out of 17.5

77.7%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.8 out of 7.5

64.0%

College and Career Ready



3.3 out of 5.0

66.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.2 out of 7.5

69.3%

College and Career Ready



3.4 out of 5.0

68.0%

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

3rd Grade English Language Arts

College and Career Ready



5.1 out of 10.0

51.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



8.1 out of 9.0

90.0%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



3.2 out of 4.0

80.0%

Instructional Support



1.4 out of 4.0

35.0%

TOTAL SCORE

TIER 1

72.5 out of 100

72.5%

Mundo Verde Bilingual PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–4

KEY



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



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



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



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

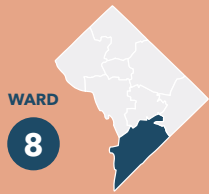


Education for Sustainability Audit

Percent of points earned across the 15 domains of the Education for Sustainability assessment tool



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



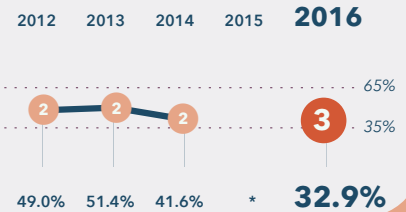
National Collegiate Preparatory PCHS

4600 Livingston Road SE
Washington, DC 20032

202-832-7737

www.nationalprepdcc.org

TIER SCORES



School Profile (2016–17)

Board Chair

Ty Johnson

Founder & Executive Director

Jennifer Ross, MSW,
LCSW

Principal

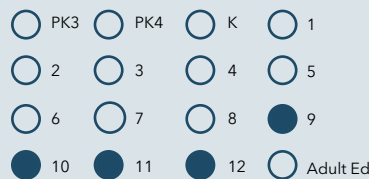
Cordelia Postell

First School Year

2009-10

Grades Served

Current Grades Future Grades



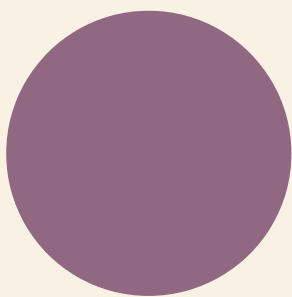
Tier Explanations

- 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
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.

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

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



3.8 out of 7.5

50.7%

College and Career Ready



1.8 out of 5.0

36.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.3 out of 7.5

30.7%

College and Career Ready



0.0 out of 5.0

0.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.1 out of 3.0

36.7%

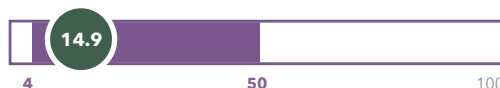
Five-Year Graduation Rate



1.5 out of 4.5

33.3%

PSAT Performance (11th grade)



1.8 out of 7.5

24.0%

SAT/ACT Performance (12th grade)



0.5 out of 7.5

6.7%

College Acceptance Rate



7.1 out of 7.5

94.7%

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



1.2 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

National Collegiate Preparatory PCHS

2016 School Quality Report

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



3.4 out of 10.0

34.0%

Re-enrollment

Percent of students eligible to re-enroll



1.2 out of 10.0

12.0%

9th Grade on Track to Graduate



2.3 out of 5.0

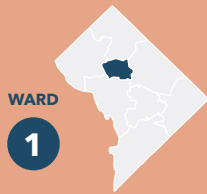
46.0%

TOTAL SCORE

TIER 3

28.0 out of 85.0

32.9%



The Next Step/El Próximo Paso PCS

3047 15th Street NW
Washington, DC 20009

202-319-2249
www.nextsteppcs.org

	TIER
2016	2
2015	2

School Profile (2016–17)

Board Chair

Rachel Sussman

Executive Director

Julie Meyer

Programs Offered

Day and Evening classes

Day School Principal

Arturo Martinez

First School Year

1998–99

- ABE, English/Spanish
- GED, English/Spanish
- ESL

Ages Served

Serves ages 16 to 24

Diplomas Offered

- English GED
- Spanish GED

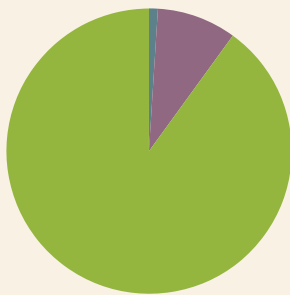
Adult Education Tier Explanations

- 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
393



Asian	1.0%
Black Non-Hispanic	8.7%
Hispanic / Latino	90.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

A Note from the School

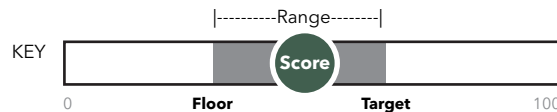
The mission of The Next Step/El Próximo Paso PCS is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education. The Next Step/El Próximo Paso is a bilingual, adult basic education, General Education Development (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.

The Next Step/El Próximo Paso PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

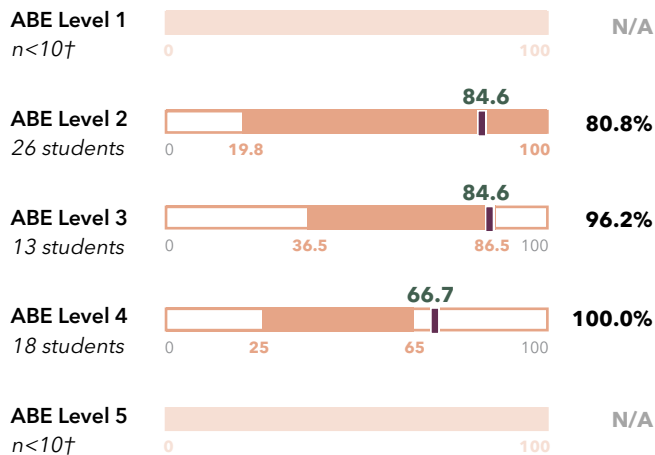
Student Progress: Improvement of One or More NRS* Levels

57.4%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 86.8%

Percent of Range



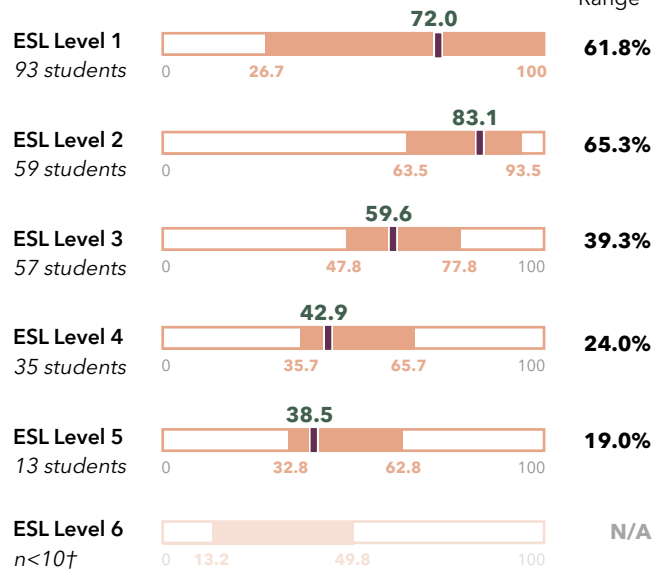
* National Reporting System

† 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: 50.1%

Percent of Range



Student Achievement: GED or NEDP Attainment **

80.0%

Obtained Secondary Credential

50 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

52 students responded to the survey, Survey Response Rate: 65.0%†



Retained Employment or Entered Postsecondary

69 students responded to the survey, Survey Response Rate: 68.3%†



Entered Postsecondary (Prior Program Year)

N/A

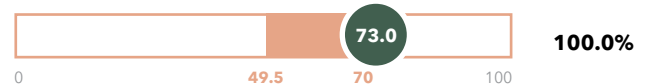


Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance

In-seat attendance



Retention

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



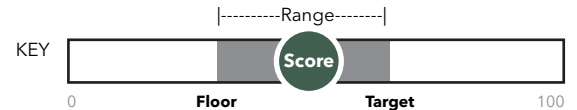
TIER 2

The Next Step/El Próximo Paso PCS

2016 School Quality Report

(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



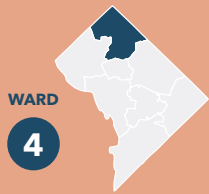
TABE Espanol – Math

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).

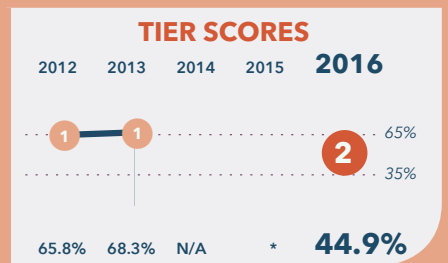
‡ Percent of students successfully contacted via Career and College Readiness Surveys by the school.



Paul PCS - Middle School

5800 8th Street NW
Washington, DC 20011

202-291-7499
www.paulcharter.org



School Profile (2016–17)

Board Chair

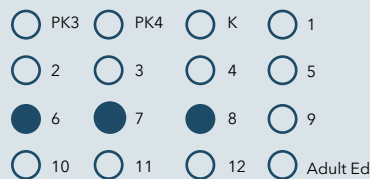
Roberta Colton

CEO

Jami Dunham

Grades Served

Current Grades Future Grades



Is part of a 6-12 network.

Principal

Danielle Singh

First School Year

2000-01

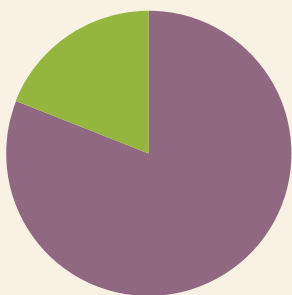
Tier Explanations

- 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
232



Asian	0.0%
Black Non-Hispanic	81.0%
Hispanic / Latino	19.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
7.3%

Economically Disadvantaged
60.8%

Special Education
13.8%

At-Risk Population
41.8%

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

(2015–16)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



8.6 out of 20.0

43.0%

Growth on the state assessment in
mathematics



10.2 out of 20.0

51.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



4.6 out of 9.0

51.1%

College and Career Ready



2.4 out of 6.0

40.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.6 out of 9.0

40.0%

College and Career Ready



1.3 out of 6.0

21.7%

Gateway (10 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



2.5 out of 10.0

25.0%

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

Attendance

In-seat attendance



7.0 out of 10.0

70.0%

Re-enrollment

Percent of students eligible to re-enroll



4.7 out of 10.0

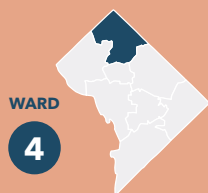
47.0%

TOTAL SCORE

TIER 2

44.9 out of 100

44.9%



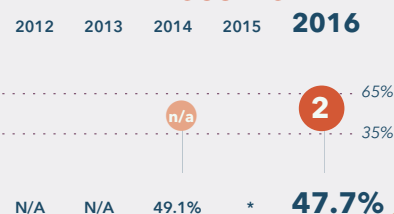
WARD
4

Paul PCS - International High School

5800 8th Street NW
Washington, DC 20011

202-291-7499
www.paulcharter.org

TIER SCORES



School Profile (2016–17)

Board Chair

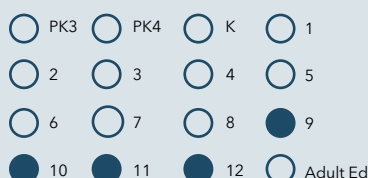
Roberta Colton

CEO

Jami Dunham

Grades Served

Current Grades Future Grades



Is part of a 6-12 network.

HS Principal

Deberry Goodwin

First School Year

2013-14

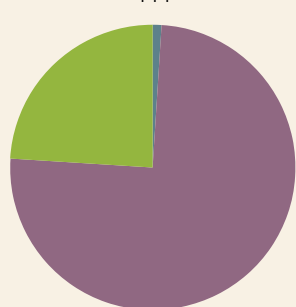
Tier Explanations

- 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

(2015-16)



Points Earned
out of
Points Possible

Percent of
Possible
Points

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

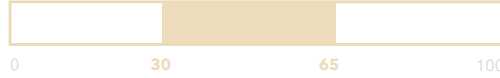


0.0 out of 0.0

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



2.7 out of 7.5

36.0%

College and Career Ready



1.0 out of 5.0

20.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.1 out of 7.5

28.0%

College and Career Ready



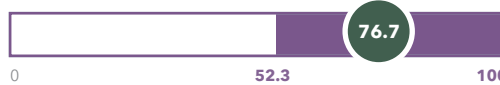
0.7 out of 5.0

14.0%

Gateway (30.5 points): Outcomes Aligned to College and Career Readiness

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.5 out of 3.0

50.0%

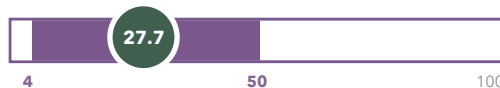
Five-Year Graduation Rate



0.0 out of 0.0

N/A

PSAT Performance (11th grade)



3.9 out of 7.5

52.0%

SAT/ACT Performance (12th grade)



4.3 out of 7.5

57.3%

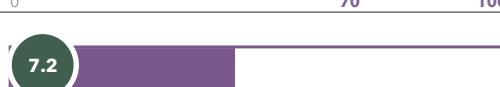
College Acceptance Rate



5.3 out of 7.5

70.7%

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



0.8 out of 5.0

16.0%

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

Paul PCS - International High School

2016 School Quality Report

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



9.1 out of 10.0

91.0%

Re-enrollment

Percent of students eligible to re-enroll



7.0 out of 10.0

70.0%

9th Grade on Track to Graduate



0.0 out of 5.0

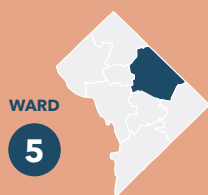
0.0%

TOTAL SCORE

TIER 2

38.4 out of 80.5

47.7%

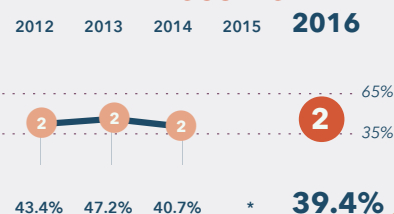


Perry Street Preparatory PCS

1800 Perry Street NE
Washington, DC 20018

202-529-4400
www.pspdc.org

TIER SCORES



School Profile (2016–17)

Board Chair

Cynthia G. Brown

Principal

Rachel Crouch

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

1998-99

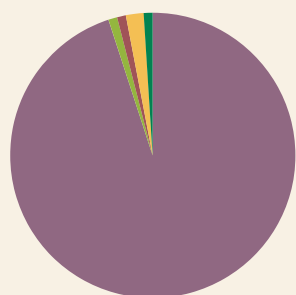
Tier Explanations

- 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
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

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



5.3 out of 17.5

30.3%

Growth on the state assessment in
mathematics



6.5 out of 17.5

37.1%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.2 out of 7.5

42.7%

College and Career Ready



1.8 out of 5.0

36.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



3.0 out of 7.5

40.0%

College and Career Ready



1.2 out of 5.0

24.0%

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

3rd Grade English Language Arts

College and Career Ready



3.3 out of 5.0

66.0%

8th Grade Mathematics

College and Career Ready



1.3 out of 5.0

26.0%

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

Attendance

In-seat attendance



5.4 out of 9.0

60.0%

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



2.7 out of 4.0

67.5%

Instructional Support



2.0 out of 4.0

50.0%

TOTAL SCORE

TIER 2

39.4 out of 100

39.4%

Perry Street Preparatory PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8



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: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

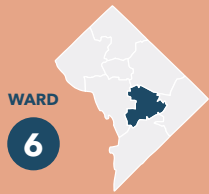
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: TerraNova

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

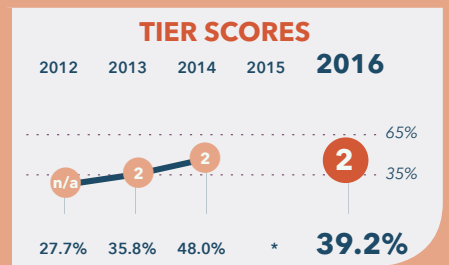




Richard Wright PCS for Journalism and Media Arts

770 M Street SE
Washington, DC 20003

202-388-1011
www.richardwrightpcs.org



School Profile (2016–17)

Board Chair

Gregory Adams

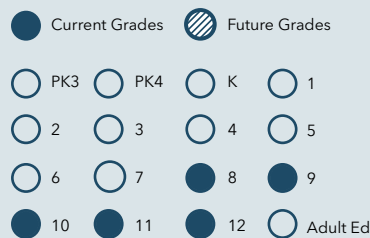
Head of School & CEO

Marco Clark, Ph.D.

First School Year

2011-12

Grades Served



Tier Explanations

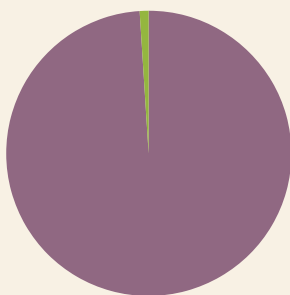
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

* 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 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

(2015–16)

Grades Measured: 8–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



2.7 out of 7.5

36.0%

College and Career Ready



1.2 out of 5.0

24.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.7 out of 7.5

36.0%

College and Career Ready



0.9 out of 5.0

18.0%

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

Graduation Rate

Four-Year Graduation Rate



0.5 out of 3.0

16.7%

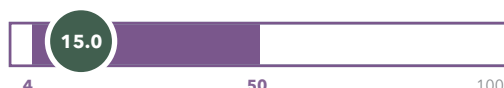
Five-Year Graduation Rate



0.2 out of 4.5

4.4%

PSAT Performance (11th grade)



1.8 out of 7.5

24.0%

SAT/ACT Performance (12th grade)



2.5 out of 7.5

33.3%

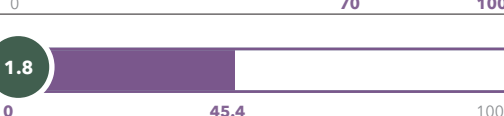
College Acceptance Rate



7.5 out of 7.5

100.0%

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



0.2 out of 5.0

4.0%

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

Richard Wright PCS for Journalism and Media Arts

2016 School Quality Report

(2015–16)

Grades Measured: 8–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



7.6 out of 10.0

76.0%

Re-enrollment

Percent of students eligible to re-enroll



2.9 out of 10.0

29.0%

9th Grade on Track to Graduate



2.6 out of 5.0

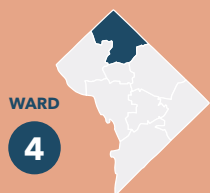
52.0%

TOTAL SCORE

TIER 2

33.3 out of 85.0

39.2%

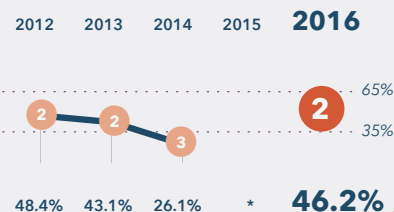


Roots PCS

15 Kennedy Street NW
Washington, DC 20011

202-882-8073
www.rootspcs.org

TIER SCORES



School Profile (2016–17)

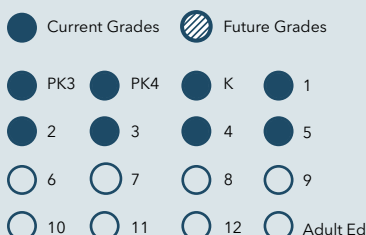
Board Chair

Gilda Sherrod-Ali

Founding Principal

Bernida Thompson,
Ed.D.

Grades Served



First School Year

1999-2000

Tier Explanations

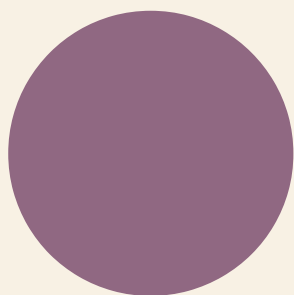
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
109



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
95.4%

Special Education
3.9%

At-Risk Population
41.3%

A Note from the School

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.

(2015–16)

Grades Measured: PK3–5



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



3.2 out of 17.5

18.3%

Growth on the state assessment in
mathematics



7.8 out of 17.5

44.6%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.0 out of 7.5

66.7%

College and Career Ready



3.0 out of 5.0

60.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.0 out of 7.5

66.7%

College and Career Ready



2.6 out of 5.0

52.0%

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

Attendance

In-seat attendance



7.0 out of 9.0

77.8%

Re-enrollment

Percent of students eligible to re-enroll



1.4 out of 9.0

15.6%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.5 out of 4.0

87.5%

Classroom Organization



1.9 out of 4.0

47.5%

Instructional Support



1.2 out of 4.0

30.0%

TOTAL SCORE

TIER 2

41.6 out of 90

46.2%

(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: Scholastic Reading Assessment (SRA)

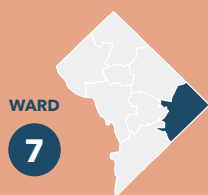
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: McGraw-Hill My Math

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





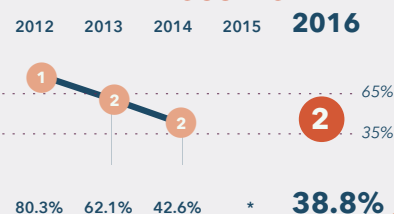
SEED PCS of Washington, DC (Middle School)

4300 C Street SE
Washington, DC 20019

202-248-7773

www.seedschooldc.org

TIER SCORES



School Profile (2016–17)

Board Chair

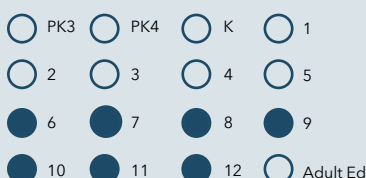
Vasco Fernandes

Head of School

Adrian Manuel, Ed.D.

Grades Served

Current Grades Future Grades



First School Year

1998-99

Tier Explanations

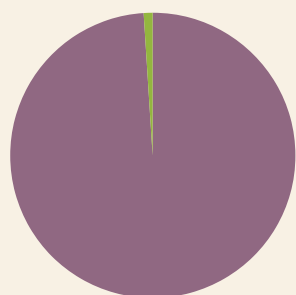
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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.

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.

SEED PCS of Washington, DC (Middle School)

2016 School Quality Report

(2015–16)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



6.1 out of 20.0

30.5%

Growth on the state assessment in
mathematics



8.4 out of 20.0

42.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



2.5 out of 9.0

27.8%

College and Career Ready



0.8 out of 6.0

13.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.3 out of 9.0

25.6%

College and Career Ready



0.6 out of 6.0

10.0%

Gateway (10 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



0.5 out of 10.0

5.0%

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

Attendance

In-seat attendance



9.8 out of 10.0

98.0%

Re-enrollment

Percent of students eligible to re-enroll



7.8 out of 10.0

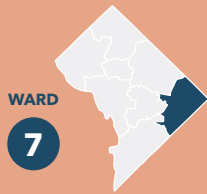
78.0%

TOTAL SCORE

TIER 2

38.8 out of 100

38.8%



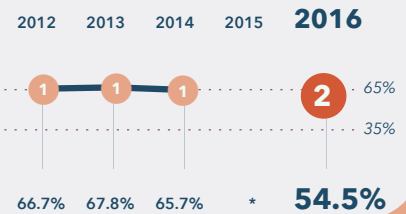
SEED PCS of Washington, DC (High School)

4300 C Street SE
Washington, DC 20019

202-248-7773

www.seedschooldc.org

TIER SCORES



School Profile (2016–17)

Board Chair

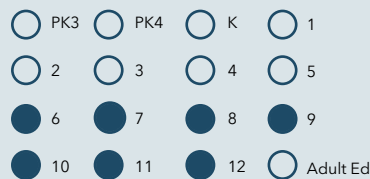
Vasco Fernandes

Head of School

Adrian Manuel, Ed.D.

Grades Served

Current Grades Future Grades



First School Year

1998-99

Tier Explanations

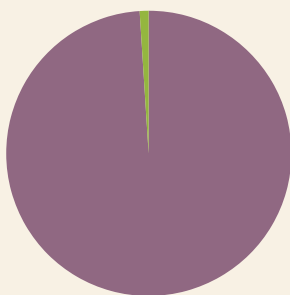
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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.

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.

SEED PCS of Washington, DC (High School)

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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 (25.0 points): Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: English Language Arts

Approaching College and Career Ready and Above



3.3 out of 7.5

44.0%

College and Career Ready



1.9 out of 5.0

38.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.1 out of 7.5

28.0%

College and Career Ready



0.0 out of 5.0

0.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



0.0 out of 3.0

0.0%

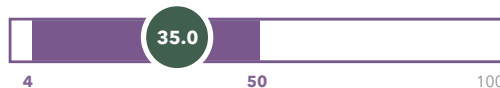
Five-Year Graduation Rate



0.0 out of 4.5

0.0%

PSAT Performance (11th grade)



5.1 out of 7.5

68.0%

SAT/ACT Performance (12th grade)



6.2 out of 7.5

82.7%

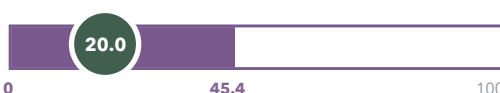
College Acceptance Rate



5.4 out of 7.5

72.0%

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



2.2 out of 5.0

44.0%

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

SEED PCS of Washington, DC (High School)

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 9-12

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

100.0%

9th Grade on Track to Graduate



0.1 out of 5.0

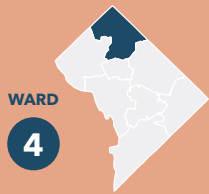
2.0%

TOTAL SCORE

TIER 2

46.3 out of 85.0

54.5%



Sela PCS

6015 Chillum Place NE
Washington, DC 20011

202-670-7352
www.selapcs.org

TIER SCORES

2012	2013	2014	2015	2016
				1
				65%
				35%
N/A	N/A	N/A	N/A	75.6%

School Profile (2016–17)

Board Chair

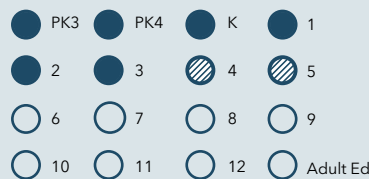
Joy King-Pike

Head of School

Natalie Smith, Ph.D.

Grades Served

● Current Grades ● Future Grades



First School Year

2013-14

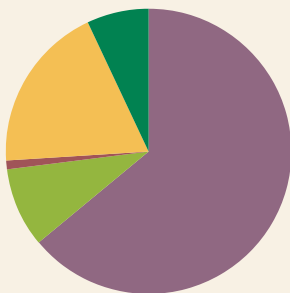
Tier Explanations

- 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
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%

English Language Learner
15.7%

Economically Disadvantaged
64.2%

Special Education
9.7%

At-Risk Population
29.1%

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

(2015–16)

Grades Measured: PK3–2



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



25.0 out of 25.0

100.0%

Growth on the school's NWEA MAP
assessment in mathematics



25.0 out of 25.0

100.0%

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

Attendance

In-seat attendance



7.2 out of 10.0

72.0%

Re-enrollment

Percent of students eligible to re-enroll



3.6 out of 10.0

36.0%

Teacher Interaction Observations: Classroom
Assessment Scoring System (CLASS)

Emotional Support



7.3 out of 10.0

73.0%

Classroom Organization



6.0 out of 10.0

60.0%

Instructional Support



1.5 out of 10.0

15.0%

TOTAL SCORE

TIER 1

75.6 out of 100

75.6%

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

PK Pre-Literacy: Teaching Strategies GOLD

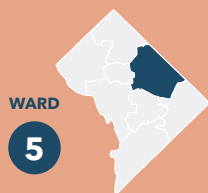
Percent of students who met or exceeded the publisher's
expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

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





Shining Stars Montessori Academy PCS

1240 Randolph Street NE
Washington, DC 20017

202-723-1467
www.shiningstarspcs.org

TIER SCORES

2012	2013	2014	2015	2016
				2
				65%
				35%
N/A	N/A	N/A	N/A	60.4%

School Profile (2016–17)

Board Chair

Berika Broomfield

Executive Director

Regina Rodriguez

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

2011-12

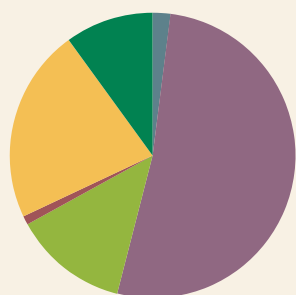
Tier Explanations

- 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
160



Asian	1.9%
Black Non-Hispanic	52.5%
Hispanic / Latino	12.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.6%
White Non-Hispanic	22.5%
Multiracial	10.0%

English Language Learner
12.5%

Economically Disadvantaged
50.0%

Special Education
11.3%

At-Risk Population
26.9%

A Note from the School

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

(2015–16)

Grades Measured: PK3–4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (0 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



0.0 out of 0.0

N/A

Growth on the state assessment in
mathematics



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



4.3 out of 7.5

57.3%

College and Career Ready



1.7 out of 5.0

34.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.5 out of 7.5

33.3%

College and Career Ready



1.1 out of 5.0

22.0%

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

Attendance

In-seat attendance



8.2 out of 9.0

91.1%

Re-enrollment

Percent of students eligible to re-enroll



4.8 out of 9.0

53.3%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



4.0 out of 4.0

100.0%

Classroom Organization



4.0 out of 4.0

100.0%

Instructional Support



2.6 out of 4.0

65.0%

TOTAL SCORE

TIER 2

33.2 out of 55

60.4%

Shining Stars Montessori Academy PCS

2016 School Quality Report

(2015–16)

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

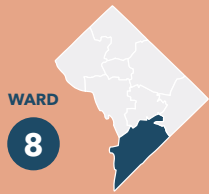
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



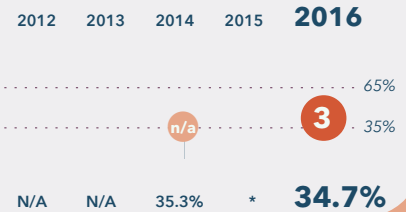


Somerset Preparatory Academy PCS (Middle School)

3301 Wheeler Road SE
Washington, DC 20032

202-562-9170
www.somersetdc.com

TIER SCORES



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

Tier Explanations

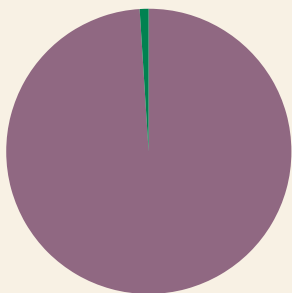
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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

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.

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

(2015–16)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



12.7 out of 20.0

63.5%

Growth on the state assessment in
mathematics



8.1 out of 20.0

40.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.2 out of 9.0

35.6%

College and Career Ready



0.8 out of 6.0

13.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.1 out of 9.0

23.3%

College and Career Ready



0.3 out of 6.0

5.0%

Gateway (10 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



0.9 out of 10.0

9.0%

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

Attendance

In-seat attendance



6.6 out of 10.0

66.0%

Re-enrollment

Percent of students eligible to re-enroll



0.0 out of 10.0

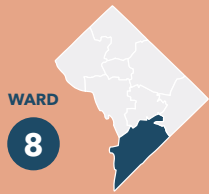
0.0%

TOTAL SCORE

TIER 3

34.7 out of 100

34.7%

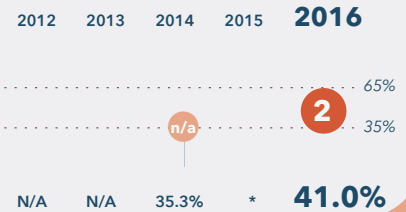


Somerset Preparatory Academy PCS (High School)

3301 Wheeler Road SE
Washington, DC 20032

202-562-9170
www.somersetdc.com

TIER SCORES



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

Tier Explanations

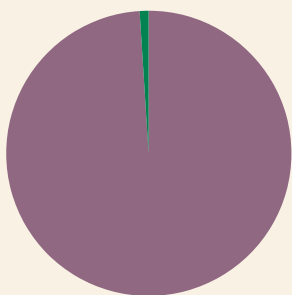
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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* 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
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.

A Note from the School

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Somerset Preparatory Academy PCS (High School)

2016 School Quality Report

(2015–16)

Grades Measured: 9–10



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



5.2 out of 7.5

69.3%

College and Career Ready



1.9 out of 5.0

38.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.0 out of 7.5

26.7%

College and Career Ready



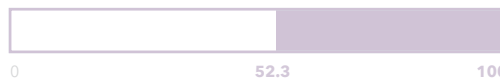
0.0 out of 5.0

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

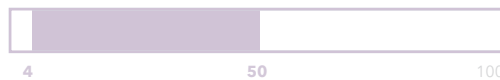
Five-Year Graduation Rate



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

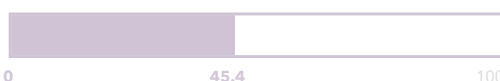
College Acceptance Rate



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

(2015–16)

Grades Measured: 9–10



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



8.5 out of 10.0

85.0%

Re-enrollment

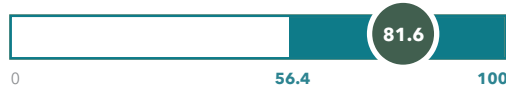
Percent of students eligible to re-enroll



0.0 out of 10.0

0.0%

9th Grade on Track to Graduate



2.9 out of 5.0

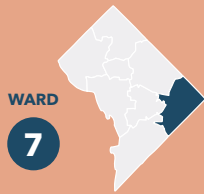
58.0%

TOTAL SCORE

TIER 2

20.5 out of 50.0

41.0%



St. Coletta Special Education PCS

1901 Independence Avenue SE
Washington, DC 20003

202-350-8680
www.stcoletta.org

School Profile (2016–17)

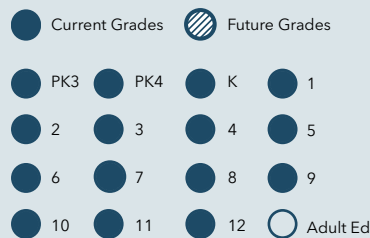
Board Chair

Peggy O'Brien

CEO

Sharon Raimo

Grades Served



Principal

Janice Corazza

First School Year

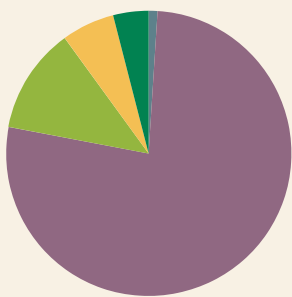
2006-07

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.

Student Demographics (2015–16)

Total Enrollment
251



Asian	0.4%
Black Non-Hispanic	77.7%
Hispanic / Latino	12.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	6.4%
Multiracial	3.6%

English Language Learner
10.5%

Economically Disadvantaged
79.3%

Special Education
100.0%

At-Risk Population
61.0%

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



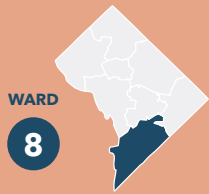
Family Involvement

Parent training participation rate



* Individualized Education Plan

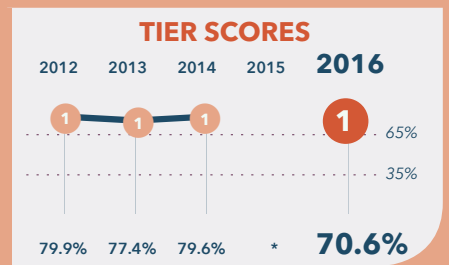
** The student groupings in the Career Based Training measures are formed using individual student baseline performance on the job task.



Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Ave SE
Washington, DC 20020

202-563-6862
www.thurgoodmarshallacademy.org



School Profile (2016–17)

Board Chair

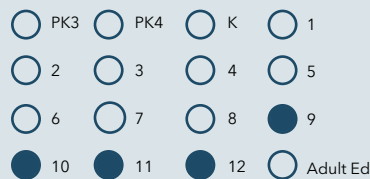
Kannon Shanmugam

Executive Director

Richard Pohlman

Grades Served

Current Grades Future Grades



Head of School

Melanie Sala

First School Year

2001-02

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
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.

Thurgood Marshall Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (0 points): Academic Improvement Over Time

Growth on the state assessment in English Language Arts

Data not available for 2015–16

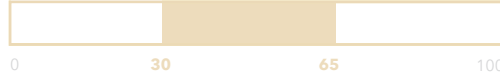


0.0 out of 0.0

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



5.5 out of 7.5

73.3%

College and Career Ready



3.3 out of 5.0

66.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



6.1 out of 7.5

81.3%

College and Career Ready



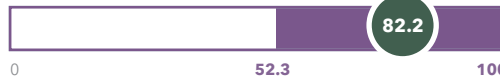
3.3 out of 5.0

66.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.9 out of 3.0

63.3%

Five-Year Graduation Rate



2.7 out of 4.5

60.0%

PSAT Performance (11th grade)



7.5 out of 7.5

100.0%

SAT/ACT Performance (12th grade)



6.3 out of 7.5

84.0%

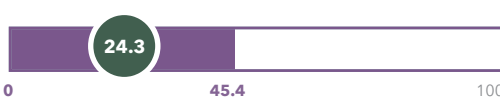
College Acceptance Rate



7.5 out of 7.5

100.0%

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

Thurgood Marshall Academy PCS

2016 School Quality Report

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



1.1 out of 10.0

11.0%

9th Grade on Track to Graduate



2.1 out of 5.0

42.0%

TOTAL SCORE

TIER 1

60.0 out of 85.0

70.6%

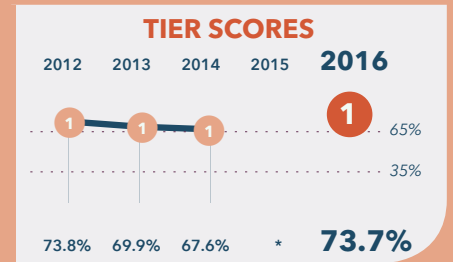


WARD
6

Two Rivers PCS - 4th Street

MS: 1234 4th Street NE
ES: 1227 4th Street NE
Washington, DC 20002

MS: 202-543-8477
ES: 202-546-4477
www.tworiverspcs.org



School Profile (2016–17)

Board Chair

Pam Jackson

Executive Director

Jessica Wodatch

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Jennifer McCormick
(MS)

Caroline Mwendwa-
Baker (ES)

First School Year

2004-05

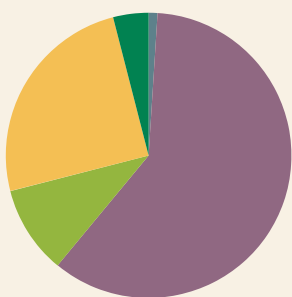
Tier Explanations

- 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
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%

English Language Learner
3.6%

Economically Disadvantaged
50.8%

Special Education
22.4%

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.

Two Rivers PCS - 4th Street

2016 School Quality Report

(2015–16)

Grades Measured: PK3–8

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



11.2 out of 17.5

64.0%

Growth on the state assessment in
mathematics



14.0 out of 17.5

80.0%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



5.3 out of 7.5

70.7%

College and Career Ready



3.9 out of 5.0

78.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



5.4 out of 7.5

72.0%

College and Career Ready



3.1 out of 5.0

62.0%

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

3rd Grade English Language Arts

College and Career Ready



4.6 out of 5.0

92.0%

8th Grade Mathematics

College and Career Ready



2.1 out of 5.0

42.0%

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

Attendance

In-seat attendance



7.7 out of 9.0

85.6%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment
Scoring System (CLASS)

Emotional Support



3.5 out of 4.0

87.5%

Classroom Organization



2.9 out of 4.0

72.5%

Instructional Support



1.0 out of 4.0

25.0%

TOTAL SCORE

TIER 1

73.7 out of 100

73.7%

Two Rivers PCS - 4th Street

2016 School Quality Report

(2015–16)

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



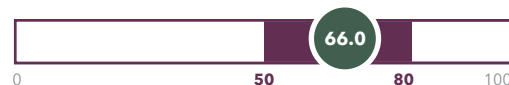
PK Math: Brigance Developmental Assessment (IED III)

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

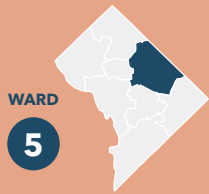
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP) and mCLASS

Median percentile of student growth compared to national student performance





Two Rivers PCS - Young

820 26th Street NE
Washington, DC 20002

202-388-1360

www.tworiverspcs.org

TOTAL SCORE

42.7%

* 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.

School Profile (2016-17)

Board Chair

Pam Jackson

Executive Director

Jessica Wodatch

Grades Served

Current Grades Future Grades

PK3 PK4 K 1

2 3 4 5

6 7 8 9

10 11 12 Adult Ed

Principal

Guye Turner

First School Year

2015-16

Tier Explanations

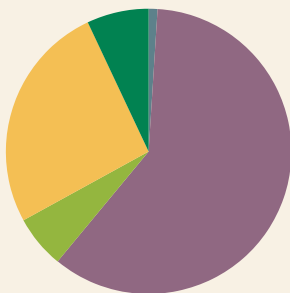
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
169



Asian	0.6%
Black Non-Hispanic	60.9%
Hispanic / Latino	5.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	26.0%
Multiracial	6.5%

English Language Learner
1.2%

Economically Disadvantaged
49.7%

Special Education
15.4%

At-Risk Population
23.1%

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.

Two Rivers PCS - Young

2016 School Quality Report

(2015–16)

Grades Measured: PK3–1



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (50 points): Academic Improvement Over Time

Growth on the school's NWEA MAP
assessment in reading



4.7 out of 25.0

18.8%

Growth on the school's NWEA MAP
assessment in mathematics



3.8 out of 25.0

15.2%

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

Attendance

In-seat attendance



7.5 out of 10.0

75.0%

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



10.0 out of 10.0

100.0%

Classroom Organization



10.0 out of 10.0

100.0%

Instructional Support



6.5 out of 10.0

65.0%

TOTAL SCORE

42.5 out of 90

47.2%

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

PK Pre-Literacy: 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 Reading: mCLASS

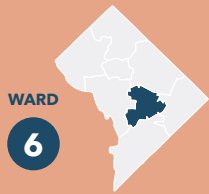
Median percentile of student growth compared
to national student performance



K Math: mCLASS

Median percentile of student growth compared
to national student performance





WARD
6

Washington Global PCS

525 School Street SW
Washington, DC 20024

202-796-2415
www.washingtonglobal.org

TOTAL SCORE

35.0%

* 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.

School Profile (2016–17)

Board Chair

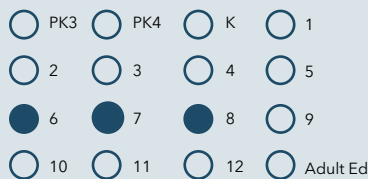
Teresa Curristine, Ph.D.

CEO and Co-Founder

Elizabeth Torres, Ed.D.

Grades Served

● Current Grades ● Future Grades



First School Year

2015-16

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
101



Asian	0.0%
Black Non-Hispanic	98.0%
Hispanic / Latino	2.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
1.0%

Economically Disadvantaged
>60%*

Special Education
25.7%

At-Risk Population
61.4%

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

A Note from the School

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.

Washington Global PCS

2016 School Quality Report

(2015–16)

Grades Measured: 6–7



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



3.5 out of 20.0

17.5%

Growth on the state assessment in
mathematics



7.5 out of 20.0

37.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



3.3 out of 9.0

36.7%

College and Career Ready



1.1 out of 6.0

18.3%

PARCC: Mathematics

Approaching College and
Career Ready and Above



2.5 out of 9.0

27.8%

College and Career Ready



0.7 out of 6.0

11.7%

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

Attendance

In-seat attendance



9.4 out of 10.0

94.0%

Re-enrollment

Percent of students eligible to re-enroll



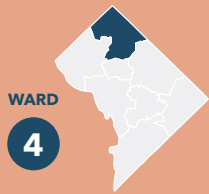
0.0 out of 0.0

N/A

TOTAL SCORE

28.0 out of 80

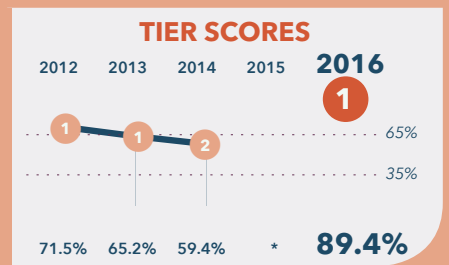
35.0%



Washington Latin PCS - Middle School

5200 2nd Street NW
Washington, DC 20011

202-223-1111
www.latinpcs.org



School Profile (2016–17)

Board Chair

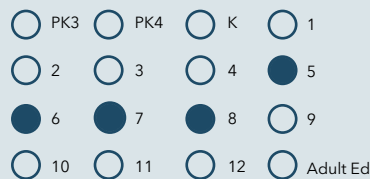
John Davis

Head of School

Peter Anderson

Grades Served

● Current Grades ● Future Grades



Is part of a 5-12 network.

Principal

Diana Smith

First School Year

2006-07

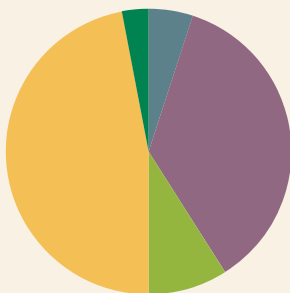
Tier Explanations

- 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
362



Asian	4.7%
Black Non-Hispanic	36.5%
Hispanic / Latino	8.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	47.0%
Multiracial	3.3%

English Language Learner
1.4%

Economically Disadvantaged
16.0%

Special Education
8.3%

At-Risk Population
4.1%

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 - Middle School

2016 School Quality Report

(2015–16)

Grades Measured: 5–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



19.3 out of 20.0

96.5%

Growth on the state assessment in
mathematics



17.5 out of 20.0

87.5%

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

PARCC: English Language Arts

Approaching College and
Career Ready and Above



7.8 out of 9.0

86.7%

College and Career Ready



6.0 out of 6.0

100.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



6.9 out of 9.0

76.7%

College and Career Ready



5.0 out of 6.0

83.3%

Gateway (10 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



6.9 out of 10.0

69.0%

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

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

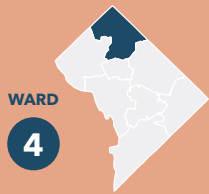
100.0%

TOTAL SCORE

TIER 1

89.4 out of 100

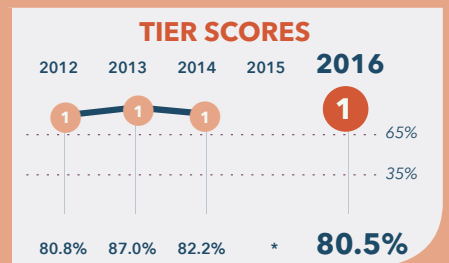
89.4%



Washington Latin PCS - Upper School

5200 2nd Street NW
Washington, DC 20011

202-223-1111
www.latinpcs.org



School Profile (2016–17)

Board Chair

John Davis

Head of School

Peter Anderson

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 5-12 network.

Principal

Diana Smith

First School Year

2006-07

Tier Explanations

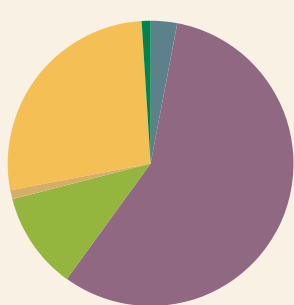
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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

(2015-16)

Grades Measured: 9-12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



5.3 out of 7.5

70.7%

College and Career Ready



3.6 out of 5.0

72.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



4.6 out of 7.5

61.3%

College and Career Ready



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)



2.2 out of 3.0

73.3%

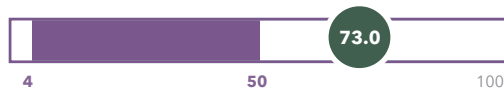
Five-Year Graduation Rate



3.2 out of 4.5

71.1%

PSAT Performance (11th grade)



7.5 out of 7.5

100.0%

SAT/ACT Performance (12th grade)



6.6 out of 7.5

88.0%

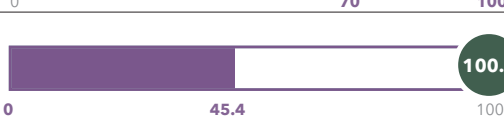
College Acceptance Rate



4.1 out of 7.5

54.7%

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



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

Washington Latin PCS - Upper School

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 9-12

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



10.0 out of 10.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



10.0 out of 10.0

100.0%

9th Grade on Track to Graduate



3.3 out of 5.0

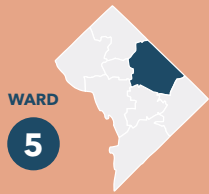
66.0%

TOTAL SCORE

TIER 1

68.4 out of 85.0

80.5%

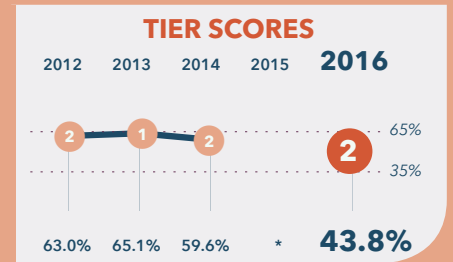


WARD
5

Washington Mathematics Science Technology PCHS

1920 Bladensburg Road NE
Washington, DC 20002

202-636-8011
www.wmstpchs.org



School Profile (2016–17)

Board Chair

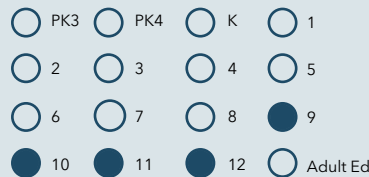
Deneen Long-White,
Ph.D.

Head of School

N'Deye Diagne, Ph.D.

Grades Served

Current Grades Future Grades



First School Year

1998-99

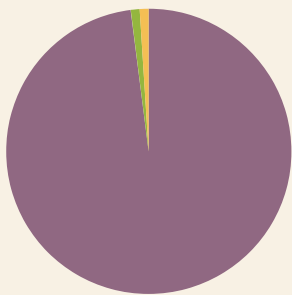
Tier Explanations

- 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
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.

Washington Mathematics Science Technology PCHS

2016 School Quality Report

(2015–16)

Grades Measured: 9–12



Points Earned
out of
Points Possible

Percent of
Possible
Points

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



1.6 out of 7.5

21.3%

College and Career Ready



0.6 out of 5.0

12.0%

PARCC: Mathematics

Approaching College and Career Ready and Above



2.2 out of 7.5

29.3%

College and Career Ready



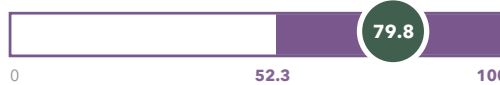
0.6 out of 5.0

12.0%

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

Graduation Rate

Four-Year Graduation Rate (Prior Year)



1.7 out of 3.0

56.7%

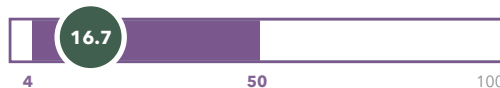
Five-Year Graduation Rate



2.9 out of 4.5

64.4%

PSAT Performance (11th grade)



2.1 out of 7.5

28.0%

SAT/ACT Performance (12th grade)



3.3 out of 7.5

44.0%

College Acceptance Rate



7.5 out of 7.5

100.0%

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



1.2 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

Washington Mathematics Science Technology PCHS

2016 School Quality Report

(2015–16)

Grades Measured: 9–12

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

School Environment (25 points): Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance



9.1 out of 10.0

91.0%

Re-enrollment

Percent of students eligible to re-enroll



0.3 out of 10.0

3.0%

9th Grade on Track to Graduate



4.1 out of 5.0

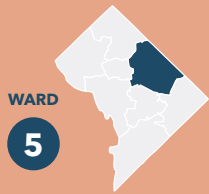
82.0%

TOTAL SCORE

TIER 2

37.2 out of 85.0

43.8%



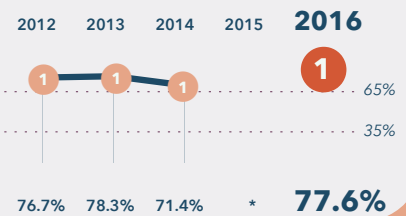
Washington Yu Ying PCS

220 Taylor Street NE
Washington, DC 20017

202-635-1950

www.washingtonyuying.org

TIER SCORES



School Profile (2016–17)

Board Chair

Ned Cabot

Head of School

Maquita Alexander

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.

First School Year

2008-09

Tier Explanations

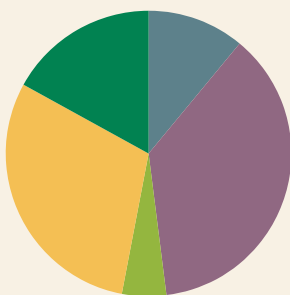
- 1 High Performing**
(65.0% - 100.0%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

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
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%

English Language Learner
6.7%

Economically Disadvantaged
11.4%

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.

Washington Yu Ying PCS

2016 School Quality Report

(2015–16)

KEY



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: PK3–5

Student Progress (35 points): Academic Improvement Over Time

Growth on the state assessment in
English Language Arts



16.9 out of 17.5

96.6%

Growth on the state assessment in
mathematics



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 and Above



5.6 out of 7.5

74.7%

College and Career Ready



4.5 out of 5.0

90.0%

PARCC: Mathematics

Approaching College and
Career Ready and Above



6.1 out of 7.5

81.3%

College and Career Ready



4.7 out of 5.0

94.0%

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

3rd Grade English Language Arts

College and Career Ready



4.8 out of 10.0

48.0%

8th Grade Mathematics

College and Career Ready



0.0 out of 0.0

N/A

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

Attendance

In-seat attendance



9.0 out of 9.0

100.0%

Re-enrollment

Percent of students eligible to re-enroll



9.0 out of 9.0

100.0%

Teacher Interaction Observations: Classroom Assessment

Scoring System (CLASS)

Emotional Support



2.9 out of 4.0

72.5%

Classroom Organization



1.1 out of 4.0

27.5%

Instructional Support



0.8 out of 4.0

20.0%

TOTAL SCORE

TIER 1

77.6 out of 100

77.6%

Washington Yu Ying PCS

2016 School Quality Report

(2015–16)

Grades Measured: PK3–5



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)

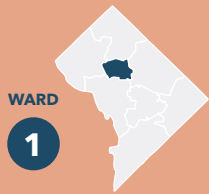
Median percentile of student growth compared to national student performance



K-2 Math: NWEA Measures of Academic Progress (MAP)

Median percentile of student growth compared to national student performance





YouthBuild PCS

3014 14th Street NW
Washington, DC 20009

202-319-0141
www.youthbuildpcs.org

	TIER
2016	2
2015	2

School Profile (2016–17)

Board Chair

Mark Jordan

Head of School

Andrew Touchette

Programs Offered

Day classes

- Dual Enrollment
- Construction Education
- Child Development Associate
- Computer Skills

Diplomas Offered

- English GED
- Spanish GED

Ages Served

Serves ages 16 to 24

First School Year

2005–06

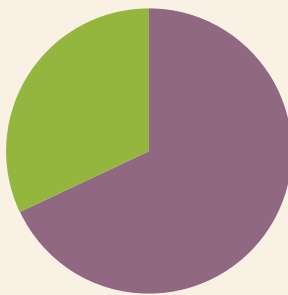
Adult Education Tier Explanations

- 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
116



Asian	0.0%
Black Non-Hispanic	68.1%
Hispanic / Latino	31.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

A Note from the School

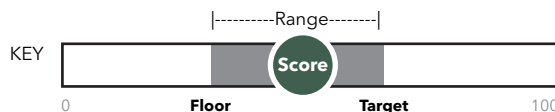
YouthBuild PCS is an alternative school for young adults ages 16–24. YouthBuild PCS seeks to transform students' lives by re-engaging them in education in a non traditional school environment. YouthBuild PCS prepares students for post-secondary education and the workplace by offering academic, vocational, 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.

YouthBuild PCS

2016 School Quality Report

(2015–16)

Adult Education



Weighted Score

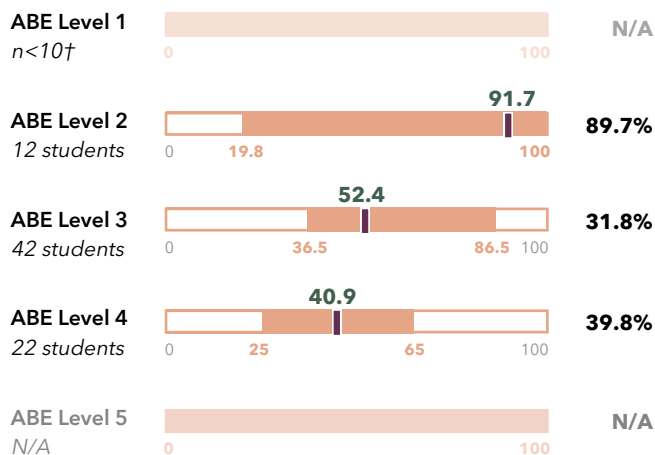
Student Progress: Improvement of One or More NRS* Levels

47.7%

Adult Basic Education (ABE) Performance

Weighted ABE Score: 44.0%

Percent of Range



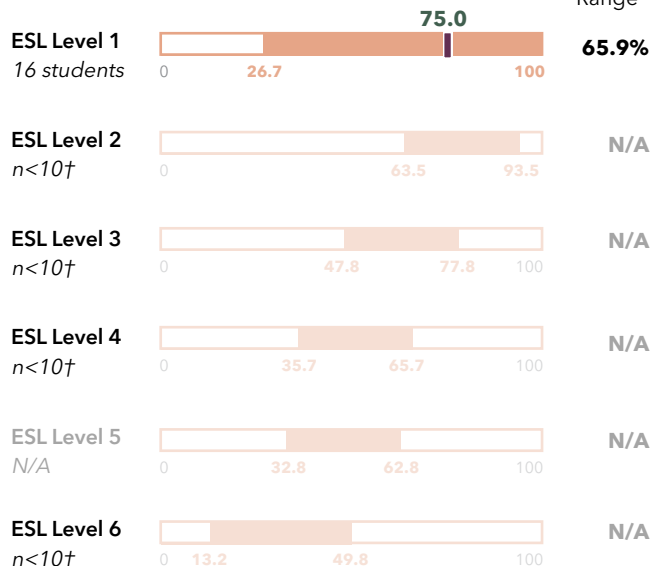
* National Reporting System

† 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: 61.4%

Percent of Range



Student Achievement: GED or NEDP Attainment **

80.0%

Obtained Secondary Credential

15 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

85.3%

Entered Employment or Entered Postsecondary

34 students responded to the survey, Survey Response Rate: 68.0%†



Retained Employment or Entered Postsecondary

25 students responded to the survey, Survey Response Rate: 67.6%†



Entered Postsecondary (Prior Program Year)

N/A

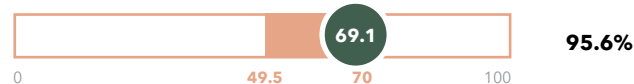


Leading Indicators: Predictors of Future Student Progress and Achievement

97.8%

Attendance

In-seat attendance



Retention

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



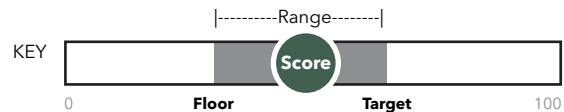
TIER 2

YouthBuild PCS

2016 School Quality Report

(2015–16)

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.

The DC Public Charter School Board would like to thank the following DC and national organizations for their support of the 2016 School Quality Reports:

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Kramer Editing Services
KSA-Plus Communications
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Office of the State Superintendent of Education

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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public charter school performance
and the DC Public Charter School Board:**



DC Public Charter School Board



Visit www.dcpsb.org



@dcpsb



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Washington, DC 20010

202-328-2660
dcpublic@dcpsb.org