New for 2015

PARCC replaced DC CAS as the State Assessment
In 2014–15, DC changed the state assessment to the Partnership for Assessment of Readiness for College and Careers (PARCC) from the previous assessment, DC Comprehensive Assessment System (DC CAS).

No Scores or Tiers for PK–12 Schools
DC PCSB did not score or tier any schools with a combination of Pre-kindergarten (PK) through grade 12 because of the change in the state assessment, the Early Childhood framework combining with the Elementary and Middle School framework, and an invalid transitional growth model for high school.

The New Early Childhood/Elementary School/Middle School PMF
In 2014–15, DC PCSB published one PMF for all schools with any grade combination within PK through grade 8 for the first time. This Early Childhood/Elementary School/Middle School (EC/ES/MS) PMF is an overview of performance for all grades at each campus.

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

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 Performance Reports?
DC PCSB produces a detailed annual performance report for each public charter school it oversees. The performance report shows a school’s results on the Performance Management Framework (PMF). The performance reports also includes an Accountability Plan for a school that has 100 percent students with disabilities.

How can families use the School Performance Reports?
Families can use the School Performance Reports to find out how a public charter school is performing and as a guide to help them select a new school.

Where did DC PCSB get the data for the School Performance Reports?
The data come from a variety of sources, including state test data from the Office of the State Superintendent of Education (OSSE), official score reports from testing agencies, and DC PCSB’s internal data systems. Data submitted by public charter schools were verified by DC PCSB staff. Public charter school leaders were given the data for their schools for fact-checking before the reports were released to the public.
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Reorganized Schools / Campuses

- Excel Academy PCS – DREAM and Excel Academy PCS – LEAD re-combined into one campus
- Friendship PCS – Technology Preparatory Academy divided its school into two campuses: Friendship PCS – Technology Preparatory Academy Middle and Friendship PCS – Technology Preparatory Academy High

The following public charter schools first opened in the 2015–16 school year and therefore do not have school performance data from the 2014–15 school year:

New Public Charter Schools

- Children’s Guild DC PCS
- Kingsman Academy PCS
- Monument Academy PCS
- Washington Global PCS

New Campuses

- DC Prep PCS – Anacostia Elementary
- Friendship PCS – Armstrong Elementary Academy
- Friendship PCS – Online Academy
- KIPP DC – Valor Academy PCS
- Two Rivers PCS – Young
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</tr>
<tr>
<td>AppleTree Early Learning PCS – Columbia Heights</td>
<td>PK3–PK4</td>
</tr>
<tr>
<td>Briya PCS</td>
<td>PK3–PK4; Adult</td>
</tr>
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<td>César Chávez PCS for Public Policy – Chávez Prep</td>
<td>6–9</td>
</tr>
<tr>
<td>District of Columbia International School</td>
<td>6–7</td>
</tr>
<tr>
<td>E.L. Haynes PCS – Middle School</td>
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</tr>
<tr>
<td>Howard University Middle School of Mathematics and Science PCS</td>
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<tr>
<td>Meridian PCS</td>
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<tr>
<td><strong>WARD 2</strong></td>
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</tr>
<tr>
<td>BASIS DC PCS</td>
<td>5–10</td>
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<tr>
<td><strong>WARD 4</strong></td>
<td></td>
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<tr>
<td>Bridges PCS</td>
<td>PK3–2</td>
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<td>Capital City PCS – Lower School</td>
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<td>Latin American Montessori Bilingual PCS</td>
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<td>Paul PCS – Middle School</td>
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<td>Roots PCS</td>
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<td>Sela PCS</td>
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## Early Childhood/Elementary/Middle Schools

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<td>DC Bilingual PCS</td>
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<tr>
<td></td>
<td>DC Prep PCS – Edgewood Elementary</td>
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</tr>
<tr>
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<td>Elsie Whitlow Stokes Community Freedom PCS</td>
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<td>Friendship PCS – Woodridge Elementary</td>
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<td>Harmony School of Excellence DC PCS</td>
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<td></td>
<td>KIPP DC – Connect Academy PCS</td>
<td>PK3–K</td>
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<td>KIPP DC – Northeast Academy PCS</td>
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<td>KIPP DC – Spring Academy PCS</td>
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<td></td>
<td>Lee Montessori PCS</td>
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</tr>
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<td>Mary McLeod Bethune Day Academy PCS</td>
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<td>Mundo Verde Bilingual PCS</td>
<td>PK3–3</td>
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<td></td>
<td>Perry Street Preparatory PCS</td>
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<td>Potomac Preparatory PCS</td>
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<tr>
<td></td>
<td>Washington Yu Ying PCS</td>
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<td>William E. Doar, Jr. PCS for the Performing Arts</td>
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<tr>
<td>Center City PCS – Shaw</td>
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<td>Eagle Academy PCS – Capitol Riverfront</td>
<td>PK3–3</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Elementary</td>
<td>PK3–3</td>
</tr>
<tr>
<td>Friendship PCS – Chamberlain Middle</td>
<td>4–8</td>
</tr>
<tr>
<td>KIPP DC – Grow Academy PCS</td>
<td>PK3–K</td>
</tr>
<tr>
<td>KIPP DC – Lead Academy PCS</td>
<td>1–4</td>
</tr>
<tr>
<td>KIPP DC – WILL Academy PCS</td>
<td>5–8</td>
</tr>
<tr>
<td>Two Rivers PCS – 4th Street</td>
<td>PK3–8</td>
</tr>
<tr>
<td><strong>WARD 7</strong></td>
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<tr>
<td>AppleTree Early Learning PCS – Oklahoma Ave</td>
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<tr>
<td>DC Prep PCS – Benning Elementary</td>
<td>PK3–3</td>
</tr>
<tr>
<td>DC Prep PCS – Benning Middle</td>
<td>4–5</td>
</tr>
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<td>DC Scholars PCS</td>
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<td>Friendship PCS – Blow Pierce Elementary</td>
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<td>Friendship PCS – Blow Pierce Middle</td>
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<td>KIPP DC – Arts &amp; Technology Academy PCS</td>
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<td>KIPP DC – KEY Academy PCS</td>
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<td>KIPP DC – LEAP Academy PCS</td>
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<td>KIPP DC – Quest Academy PCS</td>
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<tr>
<td>SEED PCS of Washington, DC</td>
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</tr>
<tr>
<td>St. Coletta Special Education PCS</td>
<td>PK3–12</td>
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## Early Childhood/Elementary/Middle Schools

**Public Charter School**

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<thead>
<tr>
<th>Ward 8</th>
<th>2014–15 Grade Levels</th>
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<tr>
<td>Achievement Prep PCS — Elementary</td>
<td>K–3</td>
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<td>AppleTree Early Learning PCS – Southeast</td>
<td>PK3–PK4</td>
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<tr>
<td>Cedar Tree Academy PCS</td>
<td>PK3–K</td>
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<tr>
<td>Center City PCS – Congress Heights</td>
<td>PK4–8</td>
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<tr>
<td>Democracy Prep Congress Heights PCS</td>
<td>PK3–6</td>
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<tr>
<td>Eagle Academy PCS – Congress Heights</td>
<td>PK3–3</td>
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<tr>
<td>Early Childhood Academy PCS</td>
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<td>Excel Academy PCS – DREAM</td>
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<td>Excel Academy PCS – LEAD</td>
<td>4–6</td>
</tr>
<tr>
<td>Friendship PCS – Southeast Elementary Academy</td>
<td>PK3–5</td>
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<td>Friendship PCS – Technology Preparatory Academy Middle</td>
<td>6–8</td>
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<tr>
<td>Ingenuity Prep PCS</td>
<td>PK3–1</td>
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<td>KIPP DC – AIM Academy PCS</td>
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<td>KIPP DC – Discover Academy PCS</td>
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<td>KIPP DC – Heights Academy PCS</td>
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<td>Somerset Preparatory Academy PCS</td>
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<tr>
<td>2</td>
<td>BASIS DC PCS</td>
<td>5–10</td>
</tr>
<tr>
<td>4</td>
<td>Capital City PCS – High School</td>
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</tr>
<tr>
<td></td>
<td>E.L. Haynes PCS – High School</td>
<td>9–12</td>
</tr>
<tr>
<td></td>
<td>Paul PCS – International High School</td>
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<td>Washington Latin PCS – Upper School</td>
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<td>5</td>
<td>KIPP DC – College Preparatory PCS</td>
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<td>Washington Mathematics Science Technology PCHS</td>
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<td>6</td>
<td>César Chávez PCS for Public Policy – Capitol Hill</td>
<td>9–12</td>
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<td>Richard Wright PCS for Journalism and Media Arts</td>
<td>8–12</td>
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<td>César Chávez PCS for Public Policy – Parkside High School</td>
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<td>Friendship PCS – Collegiate Academy</td>
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<tr>
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<td>IDEA PCS</td>
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<td>Maya Angelou PCS – High School</td>
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<td>SEED PCS of Washington, DC</td>
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<td>Friendship PCS – Technology Preparatory Academy High</td>
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<td>National Collegiate Preparatory PCHS</td>
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<td>Thurgood Marshall Academy PCS</td>
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### Adult Education Schools by Tier

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<th>(Ages Served)</th>
<th>Ward</th>
<th>Ages Served</th>
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<tr>
<td>Tier 1</td>
<td>(65.0 – 100.0%)</td>
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<tr>
<td>Briya PCS</td>
<td>1, 4</td>
<td>16 and older</td>
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<tr>
<td>Carlos Rosario International PCS</td>
<td>1, 5</td>
<td>16 and older</td>
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</tr>
<tr>
<td>Tier 2</td>
<td>(35.0 – 64.9%)</td>
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<tr>
<td>The Next Step/El Próximo Paso PCS</td>
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<td>16–24</td>
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<tr>
<td>YouthBuild PCS</td>
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<td>16–24</td>
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<tr>
<td>Tier 3</td>
<td>(0.0 – 34.9%)</td>
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<tr>
<td>Community College Preparatory Academy PCS</td>
<td>6, 8</td>
<td>18 and older</td>
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<tr>
<td>Maya Angelou PCS – Young Adult Learning Center</td>
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<td>17–24</td>
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<tr>
<td>LAYC Career Academy PCS</td>
<td>1</td>
<td>16–24</td>
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</table>

**FIRST YEAR ADULT EDUCATION SCHOOL – NO TIER**

| Academy of Hope Adult PCS* | 5, 8 | 18 and older |

*Academy of Hope Adult PCS did not receive a PMF tier this year because it opened in the 2014–15 school year, and a school in its first year of operation does not receive a PMF tier. Data have been reported on all measures, where available. Beginning in the 2015–16 school year, Academy of Hope Adult PCS will be held to the same performance framework as other adult education public charter schools.
The performance report lists a school’s (1) overall tier history. DC PCSB did not tier PK–12 schools in 2015 due to the change in the statewide assessment.

It also has (2) basic information about the school’s leadership, ages served, and (3) student demographics.

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

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

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

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

(5) A Note from the School is a school’s opportunity to describe their program and accomplishments.
How to read the PK–12 Reports

The floor determines the minimum value for which any points are awarded. Schools receive no points for values that are below the floor. The target determines the maximum value for which any points are awarded. Schools receive no additional points for values above the target.

What are the academic measures?

(6) Growth over time

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

The MGP summarizes student growth in a school. It tells us how much students in a school are progressing academically compared with similar students in other schools. For example, an MGP score of 62 means that a typical student in that school showed greater overall improvement than 62 percent of similar students in schools across the city. Thus the average MGP for a school is 50.

Due to the change in the statewide assessment High School MGP rates were not available for the 2014–15 HS PMF. DC PCSB established conditions to ensure the reliability and validity of MGP and these conditions were not met.

For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Policy and Technical Guide in the PMF section of the DC PCSB website, www.dcpsb.org.
(7) Each section is color-coded to correspond to the performance on each indicator:

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

(8) 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 and Technical Guide in the PMF section of the DC PCSB website, www.dcpcsb.org.
A Note from the School

The mission of Academy of Hope Adult Public Charter School 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
2015 School Performance Report

(2014—15)

Adult Education

Student Progress: Improvement of One or More Levels

37.0%

Adult Basic Education (ABE) Performance

<table>
<thead>
<tr>
<th>Weighted ABE Score</th>
<th>37.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td></td>
</tr>
<tr>
<td>31 students</td>
<td>77.4</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td></td>
</tr>
<tr>
<td>68 students</td>
<td>72.1</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td></td>
</tr>
<tr>
<td>100 students</td>
<td>52.0</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td></td>
</tr>
<tr>
<td>72 students</td>
<td>6.9</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td></td>
</tr>
<tr>
<td>n&lt;10*</td>
<td></td>
</tr>
</tbody>
</table>

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

**ESL Level 6 is displayed but not included in the overall score.

English as a Second Language (ESL) Performance

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

Student Achievement: GED or NEDP Attainment **

31.6%

Obtained Secondary Credential

19 students attempted a secondary diploma

College and Career Readiness: Employment and Postsecondary Outcomes

0.0%

Entered Employment or Entered Postsecondary

23 students responded to the survey; Survey Response Rate: 45.1%***

Response Rate Not Met

Retained Employment or Entered Postsecondary

N/A

 Entered Postsecondary (Prior Program Year)

N/A

Leading Indicators: Predictors of Future Student Progress and Achievement

79.9%

Attendance

64.1%

Retention

72.9%

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

---

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

The school did not identify any mission specific goals to be displayed on the PMF.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Our mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. Critical to Achievement Prep’s mission is also the idea of developing and fostering a strong character in our scholars. On a daily basis, they focus on the development and practice of Achievement Prep’s DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery). At Achievement Prep we believe that all students, regardless of race or socioeconomic status, deserve a top-quality, rigorous college-preparatory education; when provided with a highly structured, disciplined, and supportive learning environment with quality, targeted instruction, all students will achieve the highest academic standards; and literacy is the most essential academic skill upon which most future skills and knowledge acquisition are based.
Grades Measured: K-3

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Grades Measured: 4-8

Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in ELA</td>
<td></td>
<td>47.9</td>
<td>70</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td></td>
<td>53.9</td>
<td>70</td>
</tr>
</tbody>
</table>

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
<td></td>
<td>57.8</td>
<td>93.6</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td>69.5</td>
<td>100</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td>32.8</td>
<td>50.9</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>ELA</td>
<td></td>
<td>0</td>
<td>92.6</td>
</tr>
<tr>
<td>8th</td>
<td>Mathematics</td>
<td></td>
<td>84.3</td>
<td>100</td>
</tr>
</tbody>
</table>

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td>92.6</td>
<td>95</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td>79.2</td>
<td>92.9</td>
</tr>
</tbody>
</table>

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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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 displaying the results for schools that serve only PK grades in 2014–15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

A Note from the School

AppleTree Early Learning PCS’s mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS implements a research-based instructional program that supports the development of young children’s language, literacy, and behavioral skills as well as their understanding of the world around them.
### AppleTree Early Learning PCS - Columbia Heights
#### 2015 School Performance Report

#### Grades Measured: PK3-PK4

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Every Child Ready (ECR)</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td><img src="image1" alt="Graph" /> 94.7</td>
</tr>
<tr>
<td><strong>PK Math: Every Child Ready (ECR)</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td><img src="image2" alt="Graph" /> 90.8</td>
</tr>
<tr>
<td><strong>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td><img src="image3" alt="Graph" /> 89.5</td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td><img src="image4" alt="Graph" /> 5.6</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td><img src="image5" alt="Graph" /> 5.4</td>
</tr>
<tr>
<td>Instructional Support</td>
<td><img src="image6" alt="Graph" /> 2.4</td>
</tr>
<tr>
<td>Attendance</td>
<td><img src="image7" alt="Graph" /> 88.8</td>
</tr>
</tbody>
</table>

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

Updated January 16, 2016
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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 displaying the results for schools that serve only PK grades in 2014–15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

A Note from the School

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AppleTree Early Learning PCS - Lincoln Park
2015 School Performance Report

(2014–15)
Grades Measured: PK3-PK4

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Every Child Ready (ECR)</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
</tr>
<tr>
<td>Floor: 1000</td>
</tr>
<tr>
<td>Target: 100</td>
</tr>
<tr>
<td>Rate: 96.4</td>
</tr>
</tbody>
</table>

| **PK Math: Every Child Ready (ECR)** |
| Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year |
| Floor: 60 |
| Target: 100 |
| Rate: 91.1 |

| **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 |
| Floor: 60 |
| Target: 100 |
| Rate: 82.1 |

<table>
<thead>
<tr>
<th>School Environment: Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</strong></td>
</tr>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>Floor: 6</td>
</tr>
<tr>
<td>Target: 7</td>
</tr>
<tr>
<td>Rate: 6.0</td>
</tr>
</tbody>
</table>

| Classroom Organization |
| Floor: 6 |
| Target: 7 |
| Rate: 5.6 |

| Instructional Support |
| Floor: 4 |
| Target: 7 |
| Rate: 2.6 |

| Attendance |
| In-seat Attendance |
| Floor: 80.7 |
| Target: 91 |
| Rate: 92.8 |

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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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## AppleTree Early Learning PCS - Oklahoma Avenue
### 2015 School Performance Report

**School Environment: Predictors of Future Student Progress and Achievement**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Target</th>
<th>Floor</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>In-seat Attendance</td>
<td></td>
<td>0</td>
<td>80.7</td>
</tr>
<tr>
<td><strong>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</strong></td>
<td>Emotional Support</td>
<td>6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Classroom Organization</td>
<td>6</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Instructional Support</td>
<td>4</td>
<td>1</td>
<td>2.7</td>
</tr>
</tbody>
</table>

**Early Childhood Student Outcomes on School-Selected Assessments**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Publisher’s Expectations</th>
<th>Target</th>
<th>Floor</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3-PK4</td>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td></td>
<td></td>
<td></td>
<td>84.0</td>
</tr>
<tr>
<td>PK3-PK4</td>
<td>PK Math: Every Child Ready (ECR)</td>
<td></td>
<td></td>
<td></td>
<td>82.6</td>
</tr>
<tr>
<td>PK3-PK4</td>
<td>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</td>
<td></td>
<td></td>
<td></td>
<td>68.8</td>
</tr>
<tr>
<td>PK3-PK4</td>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td></td>
<td></td>
<td></td>
<td>84.0</td>
</tr>
<tr>
<td>PK3-PK4</td>
<td>PK Math: Every Child Ready (ECR)</td>
<td></td>
<td></td>
<td></td>
<td>82.6</td>
</tr>
<tr>
<td>PK3-PK4</td>
<td>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</td>
<td></td>
<td></td>
<td></td>
<td>68.8</td>
</tr>
</tbody>
</table>

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### AppleTree Early Learning PCS - Southeast

2015 School Performance Report

#### (2014–15)

**Grades Measured: PK3-PK4**

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Every Child Ready (ECR)</strong></td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
</tr>
<tr>
<td><strong>PK Math: Every Child Ready (ECR)</strong></td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
</tr>
<tr>
<td><strong>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</strong></td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

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

- **Attendance**
  - In-seat Attendance

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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 displaying the results for schools that serve only PK grades in 2014–15. 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 (2014–15)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.2%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>87.2%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>2.3%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>8.1%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Pre-kindergarten Programs

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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---

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### AppleTree Early Learning PCS - Southwest
#### 2015 School Performance Report

(2014–15)

**Grades Measured: PK3-PK4**

#### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Target (2014-15)</th>
<th>Floor</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>86.7</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>83.1</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</td>
<td>69.9</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>Classroom Organization</td>
</tr>
<tr>
<td>Instructional Support</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>In-seat Attendance</td>
</tr>
</tbody>
</table>

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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 prosper at top colleges, and enriches their lives.

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher participated in the Partnership for Assessment of Readiness for College and Careers (PARCC). * Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Grades Measured: 5-8

Student Progress: Academic Improvement Over Time
- Growth on the state assessment in ELA: 60.1%
- Growth on the state assessment in mathematics: 58.1%

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards
- PARCC: ELA
  - Approaching College and Career Ready and Above: 90.4%
  - College and Career Ready: 67.5%
- PARCC: Mathematics
  - Approaching College and Career Ready and Above: 86.4%
  - College and Career Ready: 59.2%

Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)
- 3rd Grade ELA
  - Approaching College and Career Ready and Above
- 8th Grade Mathematics
  - Approaching College and Career Ready and Above: 83.9%

School Environment: Predictors of Future Student Progress and Achievement
- Attendance
  - In-seat Attendance: 95.2%
- Re-enrollment
  - Percent of students eligible to re-enroll: 79.6%

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
**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 prosper at top colleges, and enriches their lives.
BASIS DC PCS (High School)
2015 School Performance Report

(2014–15)
Grades Measured: 9-10

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
Student Demographics (2014–15)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.8%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>40.4%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>33.8%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>20.6%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

English Language Learner: 37.5%
Economically Disadvantaged: 60.3%
Special Education: 30.9%
At-Risk Population: 36.4%

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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.
Grades Measured: PK3–2

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

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

Early Childhood Student Outcomes on School-Selected Assessments

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

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

K-2 Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

K-2 Math: Test of Early Mathematics Ability (TEMA)

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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 displaying the results for schools that serve only PK grades in 2014–15. 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.

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)

#### 2015 School Performance Report

**Grades Measured: PK3-PK4**

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Teaching Strategies GOLD™</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
<tr>
<td><strong>PK Math: Teaching Strategies GOLD™</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
<tr>
<td><strong>PK Social Emotional Learning: Teaching Strategies GOLD™</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment: Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</strong></td>
</tr>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>Classroom Organization</td>
</tr>
<tr>
<td>Instructional Support</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>In-seat Attendance</td>
</tr>
</tbody>
</table>

**Mission Specific Goals % Met**

<table>
<thead>
<tr>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>100</td>
</tr>
<tr>
<td>900</td>
<td>90</td>
</tr>
<tr>
<td>800</td>
<td>80</td>
</tr>
<tr>
<td>700</td>
<td>70</td>
</tr>
<tr>
<td>600</td>
<td>60</td>
</tr>
<tr>
<td>500</td>
<td>50</td>
</tr>
<tr>
<td>400</td>
<td>40</td>
</tr>
<tr>
<td>300</td>
<td>30</td>
</tr>
<tr>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>

*For a more detailed explanation of the indicators, see our technical guide.*
100

Student Demographics (2014–15)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.9%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>16.5%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>78.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.4%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

English Language Learner: 84.7%*
Special Education: 15.6%*

*Includes only students under the age of 22, per state funding requirements

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.
## Adult Education

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

#### Adult Basic Education (ABE) Performance

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>73.3%</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>N/A</td>
<td>n&lt;10*</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>N/A</td>
<td>n&lt;10*</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>66.7%</td>
<td>12 students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Weighted Score</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>84.2</td>
<td>19 students</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>86.7</td>
<td>30 students</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>83.3</td>
<td>90 students</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>74.5</td>
<td>106 students</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>51.7</td>
<td>58 students</td>
</tr>
<tr>
<td>ESL Level 6**</td>
<td>30.8</td>
<td>39 students</td>
</tr>
</tbody>
</table>

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

**ESL Level 6 is displayed but not included in the overall score.

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

<table>
<thead>
<tr>
<th>Credential</th>
<th>N/A</th>
</tr>
</thead>
</table>

Fewer than ten students attempted a secondary diploma

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment or Entered Postsecondary</td>
<td>77.9%</td>
</tr>
<tr>
<td>Retained Employment or Entered Postsecondary</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>70.3%</td>
</tr>
<tr>
<td>Retention</td>
<td>73.8%</td>
</tr>
</tbody>
</table>
Briya PCS (Adult Education)
2015 School Performance Report

(2014–15)

Adult Education

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

Family Reading Journal Rubric
Percent of parents enrolled for at least six months with a score of 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.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
### Capital City PCS - Lower School
#### 2015 School Performance Report

**Grades Measured: PK3–4**

#### Student Progress: Academic Improvement Over Time

- **Growth on the state assessment in ELA**
  - Key: 0-100
  - Floor Target: 0-30, 70, 100
  - Rate: 56.0%

- **Growth on the state assessment in mathematics**
  - Key: 0-100
  - Floor Target: 0-30, 70, 100
  - Rate: 52.5%

#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above
    - Key: 0-100
    - Floor Target: 0-21.8, 78.2, 100
    - Rate: 47.5%

- **College and Career Ready**
  - Key: 0-100
  - Floor Target: 0-21.8, 78.2, 100
  - Rate: 21.8%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - Key: 0-100
    - Floor Target: 0-17.8, 50.9, 100
    - Rate: 50.5%

- **College and Career Ready**
  - Key: 0-100
  - Floor Target: 0-17.8, 50.9, 100
  - Rate: 17.8%

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above
    - Key: 0-100
    - Floor Target: 0-45.2, 100
    - Rate: 45.2%

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above
    - Key: 0-100
    - Floor Target: 0-85.5, 100
    - Rate: 85.5%

#### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - Key: 0-100
  - Floor Target: 0-93.5, 98
  - Rate: 93.5%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Key: 0-100
    - Floor Target: 0-90.8, 92.9
    - Rate: 90.8%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - Key: 0-100
    - Floor Target: 0-6.0, 7
    - Rate: 6.0%

  - Classroom Organization
    - Key: 0-100
    - Floor Target: 0-5.3, 7
    - Rate: 5.3%

  - Instructional Support
    - Key: 0-100
    - Floor Target: 0-2.3, 7
    - Rate: 2.3%

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
### Capital City PCS - Lower School

#### 2015 School Performance Report

**Grades Measured: PK3-4**

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Teaching Strategies GOLD™</strong>&lt;br&gt;Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>81.4</td>
</tr>
<tr>
<td><strong>PK Math: Teaching Strategies GOLD™</strong>&lt;br&gt;Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>81.4</td>
</tr>
<tr>
<td><strong>PK Social Emotional Learning: Teaching Strategies GOLD™</strong>&lt;br&gt;Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>87.1</td>
</tr>
<tr>
<td><strong>K-2 Reading: Fountas &amp; Pinnell and Phonological Awareness Screening (PALS)</strong>&lt;br&gt;Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>60.6</td>
</tr>
<tr>
<td><strong>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</strong>&lt;br&gt;Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>44.4</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Celebrating 15 years in DC, Capital City PCS offers a rigorous, engaging academic program through the Expeditionary Learning 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 newly renovated facility with a full gym, garden, and athletic fields.
Capital City PCS - Middle School
2015 School Performance Report

(2014–15)
Grades Measured: 5–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
**School Profile (2015-16)**

**Board Chair**
Anne Wallestad

**Head of School**
Karen Dresden

**Grades Served**
Is part of a PK-12 network.

- Current Grades
- Future Grades

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

**Principal**
Belicia Reaves

**First School Year**
2008-09

**Student Demographics (2014-15)**

- **Total Enrollment**: 329
- **Asian**: 2.7%
- **Black Non-Hispanic**: 34.7%
- **Hispanic / Latino**: 59.6%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.6%
- **White Non-Hispanic**: 0.9%
- **Multiracial**: 1.5%

**English Language Learner**: 15.2%

**Economically Disadvantaged**: 83.9%

**Special Education**: 18.8%

**At-Risk Population**: 45.6%

**High School Score Explanations**

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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**A Note from the School**

Celebrating 15 years in DC, Capital City PCS offers a rigorous, engaging academic program through the Expeditionary Learning 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 newly renovated facility with a full gym, garden, and athletic fields.
Capital City PCS - High School
2015 School Performance Report

(2014–15)

Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Capital City PCS - High School
2015 School Performance Report

(2014–15)

Grades Measured: 9-12

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td>0</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0</td>
<td>71.3</td>
<td>90</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
<td>57.9</td>
<td>100</td>
</tr>
</tbody>
</table>

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

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

School Profile (2015–16)

Board Chair
Patricia Sosa

Executive Director & CEO
Allison R. Kokkoros

Principal
HollyAnn Freso-Moore
Karen Rivas

First School Year
1998–99

Grades Served
Serves ages 16 and older.

Total Enrollment
1973

Special Education
0.0%*

English Language Learner
75.8%*

Tier Explanations

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

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

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

For schools serving adult populations, DC PCSB has implemented 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 indicators, showing inadequate performance

Student Demographics (2014–15)

- **Asian** 4.2%
- **Black Non-Hispanic** 20.7%
- **Hispanic / Latino** 72.7%
- **Native American / Alaska Native** 0.1%
- **Pacific Islander / Native Hawaiian** 0.1%
- **White Non-Hispanic** 2.3%
- **Multiracial** 0.1%

Total Enrollment
1973

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

*Includes only students under the age of 22, per state funding requirements

A Note from the School

The mission of the Carlos Rosario International PCS is to provide education that prepares the diverse adult immigrant population of Washington, DC, to become invested, productive citizens and members of American society who give back to family and community. The school accomplishes this through excellence in teaching and learning in partnership with the community by fostering a safe and compassionate learning environment. Throughout its history, the Carlos Rosario School has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.
**Adult Education**

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

<table>
<thead>
<tr>
<th>Adult Basic Education (ABE) Performance</th>
<th>English as a Second Language (ESL) Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weighted ABE Score</strong> 75.3%</td>
<td><strong>Weighted ESL Score</strong> 81.5%</td>
</tr>
<tr>
<td>ABE Level 1 n&lt;10*</td>
<td>ESL Level 1 36 students</td>
</tr>
<tr>
<td>ABE Level 2 27 students</td>
<td>ESL Level 2 78 students</td>
</tr>
<tr>
<td>ABE Level 3 19 students</td>
<td>ESL Level 3 285 students</td>
</tr>
<tr>
<td>ABE Level 4 n&lt;10*</td>
<td>ESL Level 4 384 students</td>
</tr>
<tr>
<td>ABE Level 5 N/A</td>
<td>ESL Level 5 462 students</td>
</tr>
</tbody>
</table>

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

**ESL Level 6 is displayed but not included in the overall score.**

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

<table>
<thead>
<tr>
<th>Obtained Secondary Credential</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than ten students</td>
<td></td>
</tr>
<tr>
<td>attempted a secondary diploma</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Entered Employment or Entered Postsecondary</th>
<th>196 students responded to the survey, Survey Response Rate: 79.7%***</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retained Employment or Entered Postsecondary</th>
<th>525 students responded to the survey, Survey Response Rate: 52.8%***</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entered Postsecondary (Prior Program Year)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Attendance</th>
<th>74.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>79.7%</td>
</tr>
</tbody>
</table>

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

**TIER 1**
**General Education Development (GED) or National External Diploma Program (NEDP).**

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

---

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

**Certification**
Percent of students with pre and post test results gaining one grade level or better in Reading on the Supera assessment

- **Rate:** 78.9

**Certification**
Percent of exiting students enrolled in ServSafe course earning a ServSafe certificate

- **Rate:** 93.3

**School Specific Assessment**
Percent of students scoring a 70% or higher on the Carlos Rosario Technology assessment

- **Rate:** 89.7

---

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

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

---

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**Certification**
Percent of students with pre and post test results gaining one grade level or better in Reading on the Supera assessment

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**Certification**
Percent of exiting students enrolled in ServSafe course earning a ServSafe certificate

- **Rate:** 93.3

**School Specific Assessment**
Percent of students scoring a 70% or higher on the Carlos Rosario Technology assessment

- **Rate:** 89.7
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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–K

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

```
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>87.9</td>
<td></td>
</tr>
</tbody>
</table>
```

Growth on the school’s NWEA MAP® assessment in mathematics

```
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>92.3</td>
<td></td>
</tr>
</tbody>
</table>
```

School Environment: Predictors of Future Student Progress and Achievement

Attendance

```
<table>
<thead>
<tr>
<th>In-seat Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>85</td>
</tr>
<tr>
<td>95</td>
</tr>
</tbody>
</table>
```

Re-enrollment

```
<table>
<thead>
<tr>
<th>Percent of students eligible to re-enroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>64.7</td>
</tr>
<tr>
<td>92.9</td>
</tr>
</tbody>
</table>
```

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

```
<table>
<thead>
<tr>
<th>1</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.0</td>
<td></td>
</tr>
</tbody>
</table>
```

Classroom Organization

```
<table>
<thead>
<tr>
<th>1</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.6</td>
<td></td>
</tr>
</tbody>
</table>
```

Instructional Support

```
<table>
<thead>
<tr>
<th>1</th>
<th>3.1</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
```

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

Early Childhood Student Outcomes on School-Selected Assessments

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

```
<table>
<thead>
<tr>
<th>0</th>
<th>75</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.0</td>
<td></td>
</tr>
</tbody>
</table>
```

PK Math: Individual Growth & Development Indicators (myIGDI)

```
<table>
<thead>
<tr>
<th>0</th>
<th>75</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>95.3</td>
<td></td>
</tr>
</tbody>
</table>
```

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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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.

### Student Demographics (2014–15)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>39.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>49.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>7.7%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>3.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.4%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>22.2%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>&gt;60%*</td>
</tr>
<tr>
<td>Special Education</td>
<td>13.3%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>35.9%</td>
</tr>
</tbody>
</table>

* Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.
Center City PCS - Brightwood
2015 School Performance Report

(2014–15)

Grades Measured: PK4-8

Student Progress: Academic Improvement Over Time

- Growth on the state assessment in ELA
- Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: ELA
- PARCC: Mathematics

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

- 3rd Grade ELA
- 8th Grade Mathematics

School Environment: Predictors of Future Student Progress and Achievement

- Attendance
- Re-enrollment
- Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Center City PCS - Brightwood
2015 School Performance Report

(2014–15)

Grades Measured: PK4–8

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>90.9</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>100.0</td>
</tr>
<tr>
<td>K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>72.5</td>
</tr>
<tr>
<td>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>87.5</td>
</tr>
</tbody>
</table>

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Grades Measured: PK4-8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
Center City PCS - Capitol Hill
2015 School Performance Report

(2014–15)

Grades Measured: PK4–8

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target Rate</th>
<th>Floor Target</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>94.7</td>
<td>100</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>84.2</td>
<td>100</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>57.8</td>
<td>100</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>71.9</td>
<td>100</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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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
2015 School Performance Report

(2014–15)
Grades Measured: PK4–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA
0 30 70 100
Floor Rate Target

Growth on the state assessment in mathematics
0 30 70 100

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
0 15.1 78.2 100

PARCC: Mathematics
Approaching College and Career Ready and Above
0 21.2 50.9 100

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

3rd Grade ELA
Approaching College and Career Ready and Above
0 33.3 100

8th Grade Mathematics
Approaching College and Career Ready and Above
0 63.2 84.3 100

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance
0 30 65 100

Re-enrollment
Percent of students eligible to re-enroll
0 30 65 100

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
Emotional Support
1 3 6 7

Classroom Organization
1 3 6 7

Instructional Support
1 4 5 7

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
## Early Childhood Student Outcomes on School-Selected Assessments

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

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

**Rate:** 95.2%

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

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

**Rate:** 100.0%

### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
</tbody>
</table>

**Rate:** 74.1%

### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
</tbody>
</table>

**Rate:** 72.8%

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Center City PCS - Petworth
2015 School Performance Report

(2014—15)
Grades Measured: PK4-8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
## Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>100.0</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>100.0</td>
</tr>
<tr>
<td>K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>62.1</td>
</tr>
<tr>
<td>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>74.7</td>
</tr>
</tbody>
</table>
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(2014–15)

Grades Measured: PK4-8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
- Approaching College and Career Ready and Above
- College and Career Ready

PARCC: Mathematics
- Approaching College and Career Ready and Above
- College and Career Ready

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

3rd Grade ELA
- Approaching College and Career Ready and Above

8th Grade Mathematics
- Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
- In-seat Attendance

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

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

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
### 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
- Rate: 75.0%

#### 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
- Rate: 85.0%

#### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)
- Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
- Rate: 58.3%

#### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
- Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
- Rate: 69.4%
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## Center City PCS - Trinidad
### 2015 School Performance Report

(2014–15)

**Grades Measured: PK4–8**

### Student Progress: Academic Improvement Over Time

- **Growth on the state assessment in ELA**
  - Floor Target: 39.0
  - Target: 70

- **Growth on the state assessment in mathematics**
  - Floor Target: 47.9
  - Target: 70

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above
    - Floor Target: 30.2
    - Target: 93.6

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - Floor Target: 38.9
    - Target: 100

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above
    - Floor Target: 42.1
    - Target: 100

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above
    - Floor Target: 23.5
    - Target: 84.3

### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance
    - Floor Target: 100
    - Target: 91.0

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Floor Target: 83.2
    - Target: 92.9

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - **Emotional Support**
    - Floor Target: 5.1
    - Target: 6
  - **Classroom Organization**
    - Floor Target: 5.3
    - Target: 6
  - **Instructional Support**
    - Floor Target: 2.9
    - Target: 7

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
Center City PCS - Trinidad
2015 School Performance Report

(2014–15)

Grades Measured: PK4–8

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

K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
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 indicators, see our technical guide.
César Chávez PCS for Public Policy - Capitol Hill

709 12th Street SE
Washington, DC 20003

202-547-3424
www.chavezschools.org

School Profile (2015-16)

Board Chair
Kathy Bihr

CEO
Joan Massey

Principal
Beverly Donovan

First School Year
1998-99

Grades Served
Is part of a 6-12 network.

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

Student Demographics (2014-15)

Total Enrollment
358

Asian 0.0%
Black Non-Hispanic 81.3%
Hispanic / Latino 18.7%
Native American / Alaska Native 0.0%
Pacific Islander / Native Hawaiian 0.0%
White Non-Hispanic 0.0%
Multiracial 0.0%

English Language Learner 5.9%
Economically Disadvantaged >60%*
Special Education 21.6%
At-Risk Population 65.1%

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

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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A Note from the School

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César Chávez PCS for Public Policy - Capitol Hill
2015 School Performance Report

(2014–15)
Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014–15

Student growth on the state assessment in Mathematics
Data not available for 2014–15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td>0</td>
<td>82</td>
<td>92</td>
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<tr>
<td>Re-enrollment</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0</td>
<td>71.3</td>
<td>90</td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>57.9</td>
<td>100</td>
</tr>
</tbody>
</table>

César Chávez PCS for Public Policy - Capitol Hill
2015 School Performance Report

Grades Measured: 9-12

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

**School Profile (2015-16)**

**Board Chair**
Kathy Bihr

**CEO**
Joan Massey

**Principal**
Jeffery Lash

**First School Year**
2007-08

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

<table>
<thead>
<tr>
<th>Current Grades</th>
<th>Future Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK3</td>
<td>PK4</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

**Total Enrollment**
331

- **Asian**: 1.5%
- **Black Non-Hispanic**: 26.0%
- **Hispanic / Latino**: 71.9%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.6%
- **Multiracial**: 0.0%

**English Language Learner**
28.4%

**Economically Disadvantaged**
>60%

**Special Education**
16.3%

**At-Risk Population**
53.5%

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

**Score Explanations**

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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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**A Note from the School**

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.
Grades Measured: 6–9

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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César Chávez PCS for Public Policy - Parkside Middle School
2015 School Performance Report

(2014–15)
Grades Measured: 6-8

Student Progress: Academic Improvement Over Time
Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards
PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)
3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement
Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
César Chávez PCS for Public Policy - Parkside High School

School Profile (2015-16)

Board Chair
Kathy Bihr

CEO
Joan Massey

Principal
William Massey

First School Year
2004-05

Grades Served
Is part of a 6-12 network.

PK3 PK4 PK5 PK6 PK7 PK8 PK9 PK10 PK11 PK12 Adult Ed

Student Demographics (2014–15)

Total Enrollment
356

- Asian
0.0%

- Black Non-Hispanic
91.0%

- Hispanic / Latino
8.4%

- Native American / Alaska Native
0.0%

- Pacific Islander / Native Hawaiian
0.3%

- White Non-Hispanic
0.3%

- Multiracial
0.0%

English Language Learner
2.0%

Economically Disadvantaged
>60%

Special Education
13.2%

At-Risk Population
65.2%

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

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César Chávez PCS for Public Policy - Parkside High School
2015 School Performance Report

Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
Community College Preparatory Academy PCS

2405 Martin Luther King Jr. Ave SE
Washington, DC 20020

Executive Director & Head of School
C. Vannessa (Connie) Spinner

First School Year
2013–14

Grades Served
Serves ages 18 and older.

- English Language Learner: 9.8%*
- Special Education: 8.8%*

Total Enrollment
273

- 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: 0.7%
- Multiracial: 0.0%

*Includes only students under the age of 22, per state funding requirements

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 postsecondary 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
2015 School Performance Report

(2014—15)

Adult Education

Student Progress: Improvement of One or More Levels

**Adult Basic Education (ABE) Performance**

<table>
<thead>
<tr>
<th>Level</th>
<th>ABE Level 1</th>
<th>ABE Level 2</th>
<th>ABE Level 3</th>
<th>ABE Level 4</th>
<th>ABE Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>n&lt;10*</td>
<td></td>
<td>61.5</td>
<td>45.5</td>
<td>42.0</td>
<td></td>
</tr>
<tr>
<td>26 students</td>
<td>19.8</td>
<td></td>
<td>36.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88 students</td>
<td></td>
<td>86.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 students</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level</th>
<th>ESL Level 1</th>
<th>ESL Level 2</th>
<th>ESL Level 3</th>
<th>ESL Level 4</th>
<th>ESL Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td>N/A</td>
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</tr>
</tbody>
</table>

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

**ESL Level 6 is displayed but not included in the overall score.

Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential
  - Fewer than ten students attempted a secondary diploma

College and Career Readiness: Employment and Postsecondary Outcomes

- Entered Employment or Entered Postsecondary
  - 106 students responded to the survey, Survey Response Rate: 52.2%***

- Retained Employment or Entered Postsecondary
  - Fewer than ten students responded to the survey, Survey Response Rate: 11.8%***

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

Leading Indicators: Predictors of Future Student Progress and Achievement

- Attendance
  - 70.9%

- Retention
  - 72.9%

TIER 3
Community College Preparatory Academy PCS
2015 School Performance Report

(2014–15)

Adult Education

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

Certification
Percent of exiting students enrolled in A+ course for 120+ hours or more earning an A+ certificate

Certification
Percent of exiting students enrolled in Microsoft Office Suite (MOS) Word course for 75+ hours or more earning a MOS Word certificate

Certification
Percent of exiting students enrolled in Microsoft Office Suite (MOS) Excel/Access course for 120+ hours or more earning a MOS Excel/Access certificate

**General Education Development (GED) or National External Diploma Program (NEDP).
***Percent of students successfully contacted via Career and College Readiness Surveys by the school.
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Creative Minds International PCS is a tuition-free school for children located on the Armed Forces Retirement Home Campus in Northwest Washington. CMI is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society. 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
#### 2015 School Performance Report

#### Grades Measured: PK3-4

**Student Progress: Academic Improvement Over Time**

- **Growth on the state assessment in ELA**
  - Key: 0 30 70 100
  - Floor Target Rate: 30 70 52.5

- **Growth on the state assessment in mathematics**
  - Key: 0 30 70 100
  - Floor Target Rate: 30 70 75.5

**Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards**

- **PARCC: ELA**
  - Approaching College and Career Ready and Above
    - Key: 0 100
    - Floor Target Rate: 65.4 93.6
  - College and Career Ready
    - Key: 0 100
    - Floor Target Rate: 38.5 78.2

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - Key: 0 100
    - Floor Target Rate: 57.7
  - College and Career Ready
    - Key: 0 100
    - Floor Target Rate: 26.9 50.9

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above
    - Key: 0 100
    - Floor Target Rate: 60.0

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above
    - Key: 0 100
    - Floor Target Rate: 84.3

**School Environment: Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat Attendance
    - Key: 0 100
    - Floor Target Rate: 94.8

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - Key: 0 100
    - Floor Target Rate: 87.3

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - Key: 0 100
    - Floor Target Rate: 6.1
  - Classroom Organization
    - Key: 0 100
    - Floor Target Rate: 5.5
  - Instructional Support
    - Key: 0 100
    - Floor Target Rate: 2.8

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
### Grades Measured: PK3-4

#### 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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td><strong>98.5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td><strong>98.5</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td><strong>86.7</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td><strong>83.1</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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Founded in 2004, DC Bilingual provides an innovative dual immersion Spanish and English learning program for all students, regardless of their home language. Through its rigorous academic curriculum, comprehensive arts, technology, athletics programs, and its celebration of diverse cultures, DC Bilingual’s 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.
(2014-15)

Grades Measured: PK3-5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
- Approaching College and Career Ready and Above
- College and Career Ready

PARCC: Mathematics
- Approaching College and Career Ready and Above
- College and Career Ready

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

3rd Grade ELA
- Approaching College and Career Ready and Above

8th Grade Mathematics
- Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
- In-seat Attendance

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

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

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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>97.8</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>78.8</td>
</tr>
</tbody>
</table>

### K-2 Math: TerraNova®
Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>53.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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

Founded in 2003, DC Prep PCS is the highest-performing network of public charter schools in Washington (2012-15), 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 1,300+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Benning Elementary Campus has been designated a reward school by the Office of the State Superintendent of Education based on double-digit student gains in both reading and math on the 2014 DC Comprehensive Assessment System. Benning Elementary Campus 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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
### Early Childhood Student Outcomes on School-Selected Assessments

#### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)
- Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Rate:** 98.0%

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

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

**Rate:** 99.3%
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC). * Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.

A Note from the School

Founded in 2003, DC Prep PCS is the highest-performing network of public charter schools in Washington (2012–15), 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 1,300+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Benning Middle Campus opened in 2013 with 4th grade and will grow up a grade annually through 8th grade. In its inaugural school year, Benning Middle Campus scored among the top five highest-performing public charter schools citywide on the DC Comprehensive Assessment System. With a twin focus on rigorous academics and character development, Benning Middle Campus is preparing its eventual 8th grade graduates for success in top-tier high schools, college, and beyond.
Grades Measured: 4-5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
  Approaching College and Career Ready and Above

PARCC: Mathematics
  Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
  Approaching College and Career Ready and Above

8th Grade Mathematics
  Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
  In-seat Attendance

Re-enrollment
  Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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### DC Prep PCS - Edgewood Elementary
#### 2015 School Performance Report

**Grades Measured: PK3-3**

#### Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school's NWEA MAP* assessment in reading</td>
<td>40 70 100</td>
<td>47.1</td>
</tr>
<tr>
<td>Growth on the school's NWEA MAP* assessment in mathematics</td>
<td>40 70 100</td>
<td>88.7</td>
</tr>
</tbody>
</table>

#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0 93.6</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0 78.2</td>
<td></td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0 88.1</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>0 56.7</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0 86.4</td>
<td></td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>0 88.3</td>
<td></td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Environment</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td>0 94.9</td>
<td></td>
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<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0 90.4</td>
<td></td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>1 3 6 7</td>
<td></td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>1 3 6 7</td>
<td></td>
</tr>
<tr>
<td>Instructional Support</td>
<td>1 3 4 7</td>
<td></td>
</tr>
</tbody>
</table>

**Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.**
## DC Prep PCS – Edgewood Elementary
2015 School Performance Report

(2014–15)

**Grades Measured: PK3–3**

### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Detail</th>
<th>Floor Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td><strong>97.3</strong></td>
</tr>
<tr>
<td>PK Math: Test of Early Mathematics Ability (TEMA)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td><strong>98.7</strong></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Grades Measured: 4-8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above
College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in ELA</td>
<td></td>
<td></td>
<td>54.4</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td></td>
<td></td>
<td>58.1</td>
</tr>
</tbody>
</table>

#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
<td></td>
<td></td>
<td>38.6</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td>93.6</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
<td>17.0</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td></td>
<td>62.5</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
<td>28.4</td>
</tr>
<tr>
<td>3rd Grade ELA</td>
<td></td>
<td></td>
<td>33.3</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td></td>
<td></td>
<td>84.3</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
<td></td>
<td></td>
<td>33.3</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td></td>
<td></td>
<td>84.3</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td>92.7</td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
<td>75.9</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td></td>
<td></td>
<td>92.9</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td></td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td></td>
<td></td>
<td>5.4</td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
</tbody>
</table>

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
## 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
  - Floor Target: 0
  - Rate: 80.4%

**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
  - Floor Target: 0
  - Rate: 89.3%

**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
  - Floor Target: 0
  - Rate: 0.0%

**K-2 Reading: AIMSweb™**
- Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Floor Target: 30
  - Rate: 64.7%

**K-2 Math: AIMSweb™**
- Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Floor Target: 30
  - Rate: 67.3%
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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**Score Explanations**

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Democracy Prep Congress Heights PCS
2015 School Performance Report

(2014–15)
Grades Measured: PK3–6

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Democracy Prep Congress Heights PCS
2015 School Performance Report

(2014–15)

Grades Measured: PK3–6

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Methodology</th>
<th>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>79.6</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</td>
<td>79.6</td>
</tr>
<tr>
<td>K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>28.6</td>
</tr>
<tr>
<td>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>35.7</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.
(2014–15)
Grades Measured: 6-7

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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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.
Grades Measured: PK3-4

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
- Approaching College and Career Ready and Above

PARCC: Mathematics
- Approaching College and Career Ready and Above

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

3rd Grade ELA
- Approaching College and Career Ready and Above

8th Grade Mathematics
- Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
- In-seat Attendance

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

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

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Target</th>
<th>Floor</th>
<th>Rate</th>
<th>Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Individual Growth &amp; Development Indicators (myIGDI)</td>
<td></td>
<td></td>
<td>85.4</td>
<td></td>
</tr>
<tr>
<td>PK Math: Individual Growth &amp; Development Indicators (myIGDI)</td>
<td></td>
<td></td>
<td>90.7</td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: Fountas &amp; Pinnell Literacy</td>
<td></td>
<td></td>
<td>73.8</td>
<td></td>
</tr>
<tr>
<td>K-2 Math: i-Ready*</td>
<td></td>
<td></td>
<td>59.3</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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(2014–15)

Grades Measured: 5–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
  Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
  Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
  Approaching College and Career Ready and Above

8th Grade Mathematics
  Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
  In-seat Attendance

Re-enrollment
  Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
E.L. Haynes PCS - High School

School Profile (2015-16)

Board Chair
Abigail Smith

CEO
Hilary Darilek

Principal
Elizabeth Simpson

First School Year
2011-12

Grades Served
Is part of a PK-12 network.

Current Grades
Future Grades

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

Student Demographics (2014-15)

Total Enrollment
422

- Asian: 0.9%
- Black Non-Hispanic: 53.8%
- Hispanic / Latino: 42.7%
- Native American / Alaska Native: 0.5%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.5%
- Multiracial: 1.7%

English Language Learner: 15.6%
Economically Disadvantaged: 68.7%
Special Education: 22.5%
At-Risk Population: 53.8%

A Note from the School

E.L. Haynes PCS's mission is to ensure that every student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several advanced placement courses in the high school. We are DC's first year-round school with 1,000 additional hours of programming for students.
E.L. Haynes PCS - High School
2015 School Performance Report

(2014-15)
Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

A Note from the School

Eagle Academy PCS’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth by engaging children as active learners, in an inclusive learning environment. Eagle maintains a strong commitment to the Community Schools model, with wrap around services and interventions for students and families. Our Common Core-aligned curriculum is bolstered by science, technology, engineering, arts, and mathematics (STEAM), music, physical education, and aquatics programming to encourage exploration. One-to-one technology integration and blended learning initiatives develop 21st-century skills. Data support programming with actionable insights.
## Grades Measured: PK3-3

### Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP® assessment in reading</td>
<td>54.8</td>
<td>70</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP® assessment in mathematics</td>
<td>82.3</td>
<td></td>
</tr>
</tbody>
</table>

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
<td>40.0</td>
<td>93.6</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>30.0</td>
<td>78.2</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>40.0</td>
<td>80.0</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>50.9</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
<td>40.0</td>
<td>100</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Interaction Observations</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.**
## Eagle Academy PCS - Capitol Riverfront
### 2015 School Performance Report

**(2014–15)**

**Grades Measured: PK3-3**

### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Teaching Strategies GOLD™</strong></td>
<td>88.2</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
</tr>
<tr>
<td><strong>PK Math: Teaching Strategies GOLD™</strong></td>
<td>89.7</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
</tr>
<tr>
<td><strong>PK Social Emotional Learning: Teaching Strategies GOLD™</strong></td>
<td>76.5</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
</tr>
<tr>
<td><strong>K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)</strong></td>
<td>79.0</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
</tr>
</tbody>
</table>

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

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

School Profile (2015-16)

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

**Founder & Executive Director**
Cassandra S. Pinkney

**Principal**
Melanie Leonard (PK3-K)
Sharise Whitfield (1st-3rd)

**First School Year**
2003-04

**Grades Served**
Is part of a PK-3 network.

- Current Grades
- Future Grades

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

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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Student Demographics (2014-15)

- **Total Enrollment**
  - 714

- **Asian**
  - 0.0%

- **Black Non-Hispanic**
  - 98.4%

- **Hispanic / Latino**
  - 0.6%

- **Native American / Alaska Native**
  - 0.3%

- **Pacific Islander / Native Hawaiian**
  - 0.0%

- **White Non-Hispanic**
  - 0.6%

- **Multiracial**
  - 0.0%

**English Language Learner**
- 0.3%

**Economically Disadvantaged >60%**

**Special Education**
- 17.0%

**At-Risk Population**
- 62.0%

* 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 by engaging children as active learners in an inclusive learning environment. Eagle maintains a strong commitment to the Community Schools model, with wrap around services and interventions for students and families. Our Common Core-aligned curriculum is bolstered by science, technology, engineering, arts, and mathematics (STEAM), music, physical education, and aquatics programming to encourage exploration. One-to-one technology integration and blended learning initiatives develop 21st-century skills. Data support programming with actionable insights.
Eagle Academy PCS - Congress Heights
2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school's NWEA MAP* assessment in reading</td>
<td>40</td>
<td>70</td>
<td>62.9</td>
</tr>
<tr>
<td>Growth on the school's NWEA MAP* assessment in mathematics</td>
<td>40</td>
<td>70</td>
<td>72.8</td>
</tr>
</tbody>
</table>

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
<td></td>
<td></td>
<td>49.3</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td></td>
<td>56.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
<td></td>
<td></td>
<td>49.3</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td></td>
<td></td>
<td>84.3</td>
</tr>
</tbody>
</table>

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td>92.9</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
<td>79.7</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>97.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>96.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>97.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>71.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

* 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
2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
Grades Measured: PK3–3

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent of students who met or exceeded the publisher’s expectations for growth or achievement at the end of the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td>88.8</td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td>92.5</td>
</tr>
<tr>
<td>PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)</td>
<td>86.2</td>
</tr>
<tr>
<td>K-2 Reading: Developmental Reading Assessment™ (DRA)</td>
<td>76.7</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Grades Measured: PK3–5

### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Teaching Strategies GOLD™</strong></td>
<td></td>
<td>96.0</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PK Math: Teaching Strategies GOLD™</strong></td>
<td></td>
<td>92.0</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PK Social Emotional Learning: Teaching Strategies GOLD™</strong></td>
<td></td>
<td>93.3</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)</strong></td>
<td></td>
<td>64.1</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</strong></td>
<td></td>
<td>61.3</td>
</tr>
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<td></td>
</tr>
</tbody>
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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**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 – DREAM
2015 School Performance Report

(2014–15)
Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Excel Academy PCS – DREAM
2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Assessment</th>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Reading: Brigance™</td>
<td>Developmental Assessment (IED III)</td>
<td>77.5</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>PK Math: Brigance™</td>
<td>Developmental Assessment (IED III)</td>
<td>84.3</td>
<td>30</td>
<td>70</td>
</tr>
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<td>Brigance™ Developmental Assessment (IED III)</td>
<td>91.1</td>
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<td>70</td>
</tr>
</tbody>
</table>

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

Excel Academy PCS – DREAM
2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

Early Childhood Student Outcomes on School-Selected Assessments

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

Grades Measured: 4–6

Student Progress: Academic Improvement Over Time

- Growth on the state assessment in ELA
  - 65.0% of students met the target

- Growth on the state assessment in mathematics
  - 34.5% of students met the target

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- PARCC: ELA
  - Approaching College and Career Ready and Above: 57.4%
- College and Career Ready: 22.1%

- PARCC: Mathematics
  - Approaching College and Career Ready and Above: 31.4%
- College and Career Ready: 5.8%

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

- 3rd Grade ELA
  - Approaching College and Career Ready and Above: 0%
- 8th Grade Mathematics
  - Approaching College and Career Ready and Above: 84.3%

School Environment: Predictors of Future Student Progress and Achievement

- Attendance
  - In-seat Attendance
    - 89.7% met the target

- Re-enrollment
  - Percent of students eligible to re-enroll
    - 80.2% met the target

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**Student Demographics (2014–15)**

- Total Enrollment: 379
- Asian: 0.0%
- Black Non-Hispanic: 98.7%
- Hispanic / Latino: 0.5%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.8%
- Multiracial: 0.0%

**English Language Learner**: 1.6%

**Economically Disadvantaged**: >60%*

**Special Education**: 4.7%

**At-Risk Population**: 77.6%

* 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 offers rigorous instruction in English, math, social studies, and science in addition to foreign language, health and physical education, art, and music to ensure success in high school and college. Students are introduced to algebraic concepts and participate in a range of college and career exposure activities.
Friendship PCS - Blow Pierce Elementary
2015 School Performance Report

(2014–15)
Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading

Growth on the school's NWEA MAP® assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Friendship PCS - Blow Pierce Elementary
2015 School Performance Report

(2014–15)

Grades Measured: PK3-3

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD™</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD™</td>
<td></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

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 indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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 offers rigorous, standards-based curricula 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, and students apply these concepts in real-world experiences. Extracurricular and co-curricular activities include an award-winning robotics program, Junior Achievement, and choir.
Friendship PCS - Blow Pierce Middle
2015 School Performance Report

(2014–15)

Grades Measured: 4–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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 offers 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 lets students participate in a range of college and career exposure activities.
## Friendship PCS - Chamberlain Elementary

### 2015 School Performance Report

**Grades Measured:** PK3-3

### Student Progress: Academic Improvement Over Time

- **Growth on the school’s NWEA MAP® assessment in reading**
  - Floor Target Rate: 40 70 100
  - Achievement: 63.0%

- **Growth on the school’s NWEA MAP® assessment in mathematics**
  - Floor Target Rate: 40 70 100
  - Achievement: 85.9%

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above: 26.0%
  - College and Career Ready: 5.5%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above: 53.4%
  - College and Career Ready: 23.3%

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above: 28.4%

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above: 84.3%

### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance: 93.0%

- **Re-enrollment**
  - Percent of students eligible to re-enroll: 86.9%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support: 5.9%
  - Classroom Organization: 5.5%
  - Instructional Support: 3.1%

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
### Early Childhood Student Outcomes on School-Selected Assessments

#### PK Pre-Literacy: Teaching Strategies GOLD™
- Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year:
  - Score: 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:
  - Score: 100.0

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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

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. Chamberlain MS has earned Tier 1 on the PMF two years in a row, increasing its overall score by 10 points.
Friendship PCS - Chamberlain Middle
2015 School Performance Report

(2014–15)
Grades Measured: 4–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
Friendship PCS - Collegiate Academy

School Profile (2015-16)

**Chairman**
Donald L. Hense

**COO**
Patricia A. Brantley

**Principal**
Dwan Jordon

**First School Year**
2000-01

**Grades Served**
Is part of a PK-12 network.

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

**Student Demographics (2014-15)**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>883</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.8%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**English Language Learner**
0.0%

**Economically Disadvantaged**
>60%*

**Special Education**
19.6%

**At-Risk Population**
59.7%

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

**High School Score Explanations**

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**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
2015 School Performance Report

(2014–15)
Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014–15

Student growth on the state assessment in Mathematics
Data not available for 2014–15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.

### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td>91.7</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>85.0</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
</tr>
<tr>
<td>65.3</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
**Friendship PCS - Southeast Elementary Academy**

**2015 School Performance Report**

### (2014–15)

#### Grades Measured: PK3-5

<table>
<thead>
<tr>
<th>Student Progress: Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in ELA</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>College and Career Ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Environment: Predictors of Future Student Progress and Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>In-seat Attendance</td>
</tr>
<tr>
<td>Re-enrollment</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
</tr>
<tr>
<td>Emotional Support</td>
</tr>
<tr>
<td>Classroom Organization</td>
</tr>
<tr>
<td>Instructional Support</td>
</tr>
</tbody>
</table>

**Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.**
## Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Target Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>95.5</td>
</tr>
<tr>
<td>PK Math Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>95.5</td>
</tr>
<tr>
<td>K-2 Reading NWEA Measures of Academic Progress (MAP)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>75.4</td>
</tr>
<tr>
<td>K-2 Math NWEA Measures of Academic Progress (MAP)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>85.5</td>
</tr>
</tbody>
</table>
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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

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 extra curricular activities including the arts.
(2014–15)

**Grades Measured: 6-8**

**Student Progress: Academic Improvement Over Time**

- Growth on the state assessment in ELA
  - **Rate:** 46.4

- Growth on the state assessment in mathematics**
  - **Rate:** 47.0

**Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards**

- **PARCC: ELA**
  - Approaching College and Career Ready and Above
    - **Rate:** 32.7
  - College and Career Ready
    - **Rate:** 8.2

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - **Rate:** 27.3
  - College and Career Ready
    - **Rate:** 2.8

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above
    - **Rate:** 24.3

**School Environment: Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat Attendance
    - **Rate:** 93.6

- **Re-enrollment**
  - Percent of students eligible to re-enroll
    - **Rate:** 89.1

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

**This rate does not include 70 students who took Algebra I, of whom 22.9% scored Levels 3 and above and 1.4% scored Levels 4 and above.**

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Updated January 16, 2016

Friendship PCS - Technology Preparatory Academy High

2705 Martin Luther King Jr. Ave SE
Washington, DC 20032
202-552-5700
www.friendshipschools.org

School Profile (2015-16)

Chairman
Donald L. Hense

COO
Patricia A. Brantley

Principal
Doranna Tindle

First School Year
2008-09

Grades Served
Is part of a PK-12 network.

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

Student Demographics (2014-15)

Total Enrollment
499

Asian 0.2%
Black Non-Hispanic 98.6%
Hispanic / Latino 0.4%
Native American / Alaska Native 0.0%
Pacific Islander / Native Hawaiian 0.2%
White Non-Hispanic 0.4%
Multiracial 0.2%

English Language Learner 0.2%
Economically Disadvantaged >60%
Special Education 18.6%
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. 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.

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
### Friendship PCS - Technology Preparatory Academy High

#### 2015 School Performance Report

(2014–15)

**Grades Measured: 9-12**

#### Student Progress: Academic Improvement Over Time

- **Student growth on the state assessment in ELA**
  - Data not available for 2014–15

- **Student growth on the state assessment in Mathematics**
  - Data not available for 2014–15

#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above
    - Key: 25.5%
  - College and Career Ready
    - Key: 5.9%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
    - Key: 24.0%
  - College and Career Ready
    - Key: 0.0%

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

- **Graduation Rate**
  - Four-Year Graduation Rate
    - Key: 90.6%
  - Five-Year Graduation Rate

- **PSAT Performance (11th grade)**
  - Percent of students scoring 80 or above
    - Key: 15.1%

- **SAT/ACT Performance (12th grade)**
  - Percent of students scoring 800 (SAT) or 16 (ACT) or above
    - Key: 43.3%

- **College Acceptance Rate**
  - Key: 96.7%

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**
  - Key: 10.0%

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

- **CTE Certification Exam Pass Rate**
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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

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 offers 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 ES 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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
</tbody>
</table>

Growth on the school’s NWEA MAP® assessment in mathematics

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>40</td>
<td>70</td>
</tr>
</tbody>
</table>

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>51.2</td>
<td>93.6</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>29.3</td>
<td>78.2</td>
</tr>
</tbody>
</table>

PARCC: Mathematics
Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>68.3</td>
<td>100</td>
</tr>
</tbody>
</table>

College and Career Ready

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>39.0</td>
<td>50.9</td>
</tr>
</tbody>
</table>

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

3rd Grade ELA
Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>50.0</td>
<td>100</td>
</tr>
</tbody>
</table>

8th Grade Mathematics
Approaching College and Career Ready and Above

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>84.3</td>
<td>100</td>
</tr>
</tbody>
</table>

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>93.4</td>
<td>95</td>
</tr>
</tbody>
</table>

Re-enrollment
Percent of students eligible to re-enroll

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>86.4</td>
<td>92.9</td>
</tr>
</tbody>
</table>

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Classroom Organization

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Instructional Support

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.7</td>
<td>7</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Target Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>PK Pre-Literacy: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>100.0</td>
</tr>
<tr>
<td>PK</td>
<td>PK Math: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>98.6</td>
</tr>
</tbody>
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(2014-15)

Grades Measured: 4-8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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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 School of Excellence DC PCS
2015 School Performance Report

(2014–15)

Grades Measured: K-5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
- Approaching College and Career Ready and Above

PARCC: Mathematics
- Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
- Approaching College and Career Ready and Above

8th Grade Mathematics
- Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
- In-seat Attendance

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

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Early Childhood Student Outcomes on School-Selected Assessments

K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)
- Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
- Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

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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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
**Hope Community PCS - Lamond**

**2015 School Performance Report**

(2014–15)

**Grades Measured: PK3-5**

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<td><strong>PK Pre-Literacy: mCLASS®:CIRCLE™</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>PK Math: mCLASS®:CIRCLE™</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>K-2 Reading: STAR Reading™</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>K-2 Math: STAR Math™ and mCLASS®: Math</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Hope Community PCS - Tolson
2015 School Performance Report

(2014–15)
Grades Measured: PK3–8

Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in ELA</td>
<td></td>
<td>47.3</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td></td>
<td>41.3</td>
</tr>
</tbody>
</table>

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA Approaching College and Career Ready and Above</td>
<td></td>
<td>51.3</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td>14.4</td>
</tr>
<tr>
<td>PARCC: Mathematics Approaching College and Career Ready and Above</td>
<td></td>
<td>42.0</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td>11.1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA Approaching College and Career Ready and Above</td>
<td></td>
<td>48.6</td>
</tr>
<tr>
<td>8th Grade Mathematics Approaching College and Career Ready and Above</td>
<td></td>
<td>63.2</td>
</tr>
</tbody>
</table>

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance In-seat Attendance</td>
<td></td>
<td>93.8</td>
</tr>
<tr>
<td>Re-enrollment Percent of students eligible to re-enroll</td>
<td></td>
<td>86.1</td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support</td>
<td></td>
<td>5.7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td></td>
<td>5.4</td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
<td>2.2</td>
</tr>
</tbody>
</table>

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

**Grades Measured: PK3–8**

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: mCLASS®:CIRCLE™</strong></td>
<td><img src="#" alt="Graph" /> Rate 77.3</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0 60 100</td>
</tr>
<tr>
<td><strong>PK Math: mCLASS®:CIRCLE™</strong></td>
<td><img src="#" alt="Graph" /> Rate 92.6</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0 60 100</td>
</tr>
<tr>
<td><strong>K-2 Reading: STAR Reading™</strong></td>
<td><img src="#" alt="Graph" /> Rate 73.0</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0 60 100</td>
</tr>
<tr>
<td><strong>K-2 Math: STAR Math™ and mCLASS®: Math</strong></td>
<td><img src="#" alt="Graph" /> Rate 52.8</td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0 60 100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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 celebrates 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 supported in achieving high academic standards.

**School Profile (2015-16)**

**Board Chair**
Wendell Johns

**Head of School**
Kathryn Procope

**Grades Served**
- Current Grades: PK3, PK4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, Adult Ed
- Future Grades: None

**First School Year**
2005–06

---

**Student Demographics (2014–15)**

- **Total Enrollment:** 294
- **Asian:** 0.0%
- **Black Non-Hispanic:** 96.6%
- **Hispanic / Latino:** 3.1%
- **Native American / Alaska Native:** 0.0%
- **Pacific Islander / Native Hawaiian:** 0.0%
- **White Non-Hispanic:** 0.0%
- **Multiracial:** 0.3%

**English Language Learner**
3.7%

**Economically Disadvantaged**
65.6%

**Special Education**
5.1%

**At-Risk Population**
41.2%

---

**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 celebrates 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 supported in achieving high academic standards.
Grades Measured: 6-8

**Student Progress: Academic Improvement Over Time**

- Growth on the state assessment in ELA: 38.0%
- Growth on the state assessment in mathematics: 51.9%

**Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards**

**PARCC: ELA**
- Approaching College and Career Ready and Above: 41.7%
- College and Career Ready: 14.3%

**PARCC: Mathematics**
- Approaching College and Career Ready and Above: 54.8%
- College and Career Ready: 24.1%

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

**3rd Grade ELA**
- Approaching College and Career Ready and Above: 100%

**8th Grade Mathematics**
- Approaching College and Career Ready and Above: 73.3%

**School Environment: Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat Attendance: 85.8%

- **Re-enrollment**
  - Percent of students eligible to re-enroll: 77.3%

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
1027 45th Street NE
Washington, DC 20019

IDEA PCS

**School Profile (2015-16)**

**Board Chairman**
David Owens

**Executive Director**
Justin Rydstrom

**Principal**
Lanette Bacchus

**First School Year**
1998-99

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

**High School Score Explanations**

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**Student Demographics (2014-15)**

**Total Enrollment** 217

- Asian: 0.0%
- Black Non-Hispanic: 97.7%
- Hispanic / Latino: 2.3%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

**English Language Learner** 0.5%

**Economically Disadvantaged** >60%

**Special Education** 20.3%

**At-Risk Population** 76.5%

* 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.
IDEA PCS
2015 School Performance Report

(2014–15)
Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Grades Measured: 9-12

**School Environment: Predictors of Future Student Progress and Achievement**

- **Attendance**
  - In-seat Attendance
  - **Rate:** 90.9
  - **0:** 0
  - **Floor:** 82
  - **Target:** 92

- **Re-enrollment**
  - Percent of students eligible to re-enroll
  - **Rate:** 74.0
  - **0:** 0
  - **Floor:** 71.3
  - **Target:** 90
  - **100:** 100

- **9th Grade on Track to Graduate**
  - **Rate:** 69.5
  - **0:** 0
  - **Floor:** 57.9
  - **Target:** 100

*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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**

2015 School Performance Report

### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on the state assessment in ELA</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>46.8</td>
</tr>
<tr>
<td></td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on the state assessment in mathematics</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>45.7</td>
</tr>
<tr>
<td></td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARCC: ELA</strong></td>
<td>0</td>
<td>100</td>
<td>40.7</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>40.7</td>
<td>93.6</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>22.0</td>
<td>100</td>
<td>22.0</td>
</tr>
<tr>
<td><strong>PARCC: Mathematics</strong></td>
<td>0</td>
<td>100</td>
<td>38.0</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>38.0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>College and Career Ready</td>
<td>17.4</td>
<td>100</td>
<td>17.4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd Grade ELA</strong></td>
<td>0</td>
<td>100</td>
<td>47.1</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>47.1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>8th Grade Mathematics</strong></td>
<td>0</td>
<td>100</td>
<td>22.2</td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>22.2</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>0</td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td>85</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td>0</td>
<td>75.3</td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>75.3</td>
<td>92.9</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>1</td>
<td>64.7</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>1</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>2.5</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
### Ideal Academy PCS
#### 2015 School Performance Report

(2014–15)

**Grades Measured: PK3–8**

#### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percent of Students Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Core Knowledge Preschool Assessment Tool (CK PAT)</td>
<td>80.0%</td>
</tr>
<tr>
<td>PK Math: Core Knowledge Preschool Assessment Tool (CK PAT)</td>
<td>83.1%</td>
</tr>
<tr>
<td>K-2 Reading: Discovery Education™ Assessment</td>
<td>71.1%</td>
</tr>
<tr>
<td>K-2 Math: Discovery Education™ Assessment</td>
<td>76.7%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
Ingenuity Prep is preparing Washington, D.C.’s next generation of civic leaders. For each of the last two years, DC Public Charter School Board data shows the school’s early childhood program with 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 Vanderark as one of “100 Schools Worth Visiting” across the country.
Ingenuity Prep PCS
2015 School Performance Report

(2014–15)
Grades Measured: PK3–1

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

School Environment: Predictors of Future Student Progress and Achievement

Attendance

Re-enrollment

Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

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

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

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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
2015 School Performance Report

(2014—15)
Grades Measured: PK3–6

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Inspired Teaching Demonstration PCS
2015 School Performance Report

(2014–15)

Grades Measured: PK3-6

### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Description</th>
<th>Floor Target</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>0</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: Developmental Reading Assessment™ (DRA)</td>
<td>Percent of students who met or exceeded the publisher’s achievement expectations by the end of the year</td>
<td>0</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Math: enVisionMATH®</td>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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.
(2014–15)
Grades Measured: 5–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
**Student Demographics (2014–15)**

- **Total Enrollment**: 212
- **Asian**: 0.0%
- **Black Non-Hispanic**: 96.7%
- **Hispanic / Latino**: 0.9%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.0%
- **Multiracial**: 2.4%

**English Language Learner**: 0.5%
**Economically Disadvantaged >60%**:
**Special Education**: 11.8%
**At-Risk Population**: 63.7%

*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.
**Grades Measured: PK3-K**

### Student Progress: Academic Improvement Over Time

- **Growth on the school's NWEA MAP® assessment in reading**
  - Floor Target: 0, Rate: 40, Target: 70, 100
  - Score: 77.9

- **Growth on the school's NWEA MAP® assessment in mathematics**
  - Floor Target: 0, Rate: 40, Target: 70, 100
  - Score: 85.3

### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance
  - Floor Target: 0, Rate: 85, Target: 95
  - Score: 94.2

- **Re-enrollment**
  - Percent of students eligible to re-enroll
  - Floor Target: 0, Rate: 65.7, Target: 72.3
  - Score: 70

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
    - Floor Target: 1, Rate: 3, Target: 6, 7
    - Score: 5.8

  - Classroom Organization
    - Floor Target: 1, Rate: 3, Target: 6, 7
    - Score: 5.7

  - Instructional Support
    - Floor Target: 1, Rate: 2.2, Target: 4, 7
    - Score: 0

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

### 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
  - Floor Target: 0, Rate: 60, Target: 100
  - Score: 89.6

- **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
  - Floor Target: 0, Rate: 60, Target: 100
  - Score: 78.4

*For a more detailed explanation of the indicators, see our technical guide.*
KIPP DC - College Preparatory PCS

School Profile (2015-16)

Board Chair
Terry Golden

Founder & CEO
Susan Schaeffler

School Leader
Jessica Cunningham

First School Year
2009-10

Grades Served
Is part of a PK-12 network.

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

Economically Disadvantaged
78.0%

English Language Learner
0.0%

At-Risk Population
52.4%

Special Education
19.4%

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
454

- Asian: 0.0%
- Black Non-Hispanic: 99.1%
- Hispanic / Latino: 0.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.7%

A Note from the School

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# KIPP DC - College Preparatory PCS
## 2015 School Performance Report

### (2014–15)

#### Grades Measured: 9-12

<table>
<thead>
<tr>
<th>Student Progress: Academic Improvement Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student growth on the state assessment in ELA</td>
</tr>
<tr>
<td>Data not available for 2014-15</td>
</tr>
<tr>
<td>Student growth on the state assessment in Mathematics</td>
</tr>
<tr>
<td>Data not available for 2014-15</td>
</tr>
</tbody>
</table>

#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>PARCC: ELA</th>
<th>Approaching College and Career Ready and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>39.4</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Ready</th>
<th>18.3</th>
<th>97.1</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PARCC: Mathematics</th>
<th>Approaching College and Career Ready and Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.0</td>
<td>73.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College and Career Ready</th>
<th>18.8</th>
<th>66.4</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Four-Year Graduation Rate (Prior Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>85.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Five-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PSAT Performance (11th grade)</th>
<th>Percent of students scoring 80 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.3</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT/ACT Performance (12th grade)</th>
<th>Percent of students scoring 800 (SAT) or 16 (ACT) or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.8</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Acceptance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Career Readiness: Career and Technical Education (CTE) Program Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE Program of Study Completion Rate</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| CTE Certification Exam Pass Rate                                            |
|                                                                              |
|                                                                              |
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.

<table>
<thead>
<tr>
<th>Key</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>93.4</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Attendance</td>
<td>In-seat Attendance</td>
<td>92</td>
<td>82</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>Percent of students eligible to re-enroll</td>
<td>71.3</td>
<td>71.3</td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>57.9</td>
<td>57.9</td>
<td>100</td>
</tr>
</tbody>
</table>
KIPP DC – Connect Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002

202-396-5477
www.kippdc.org

School Profile (2015-16)

Board Chair
Terry Golden

Founder & CEO
Susan Schaeffler

First School Year
2013-14

School Leader
Donny Tiengtum

Grades Served
Is part of a PK-12 network.

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

Student Demographics (2014-15)

Total Enrollment
301

- Asian 0.0%
- Black Non-Hispanic 95.3%
- Hispanic / Latino 1.3%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.3%
- Multiracial 3.0%

English Language Learner
0.7%

Economically Disadvantaged
82.4%

Special Education
8.3%

At-Risk Population
57.1%

A Note from the School

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Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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KIPP DC - Connect Academy PCS
2015 School Performance Report

(2014–15)
Grades Measured: PK3-K

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

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

Early Childhood Student Outcomes on School-Selected Assessments

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

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

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2015–16)

Board Chair
Terry Golden

Founder & CEO
Susan Schaeffler

School Leader
Philonda Johnson

First School Year
2009–10

Grades Served
Is part of a PK-12 network.

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

Student Demographics (2014–15)

Total Enrollment
330

- Asian
  0.0%
- Black Non-Hispanic
  97.0%
- Hispanic / Latino
  0.6%
- Native American / Alaska Native
  0.0%
- Pacific Islander / Native Hawaiian
  0.0%
- White Non-Hispanic
  0.0%
- Multiracial
  2.4%

- English Language Learner
  0.0%
- Economically Disadvantaged
  85.5%
- Special Education
  11.2%
- At-Risk Population
  63.9%

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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**KIPP DC – Discover Academy PCS**

**2015 School Performance Report**

(2014–15)

**Grades Measured: PK3-K**

**Student Progress: Academic Improvement Over Time**

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

**School Environment: Predictors of Future Student Progress and Achievement**

Attendance

In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

**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

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

For a more detailed explanation of the indicators, see our technical guide.
KIPP DC - Grow Academy PCS

School Profile (2015-16)

Board Chair
Terry Golden

Founder & CEO
Susan Schaeffler

School Leader
Lauren Ellis

First School Year
2010-11

Grades Served
Is part of a PK-12 network.

Current Grades
Future Grades

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

Student Demographics (2014-15)

Total Enrollment
312

- Asian 1.3%
- Black Non-Hispanic 91.7%
- Hispanic / Latino 3.8%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.6%
- Multiracial 2.6%

English Language Learner 1.0%
Economically Disadvantaged 77.6%
Special Education 8.7%
At-Risk Population 48.4%

A Note from the School

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### KIPP DC - Grow Academy PCS
#### 2015 School Performance Report

**Grades Measured: PK3-K**

#### Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the school’s NWEA MAP® assessment in reading</td>
<td></td>
<td></td>
<td>88.9</td>
</tr>
<tr>
<td>Growth on the school’s NWEA MAP® assessment in mathematics</td>
<td></td>
<td></td>
<td>98.0</td>
</tr>
</tbody>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td>92.4</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>64.7</td>
<td>84.8</td>
<td></td>
</tr>
<tr>
<td>Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)</td>
<td></td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>Emotional Support</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>3</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>2.7</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

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

#### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)</td>
<td></td>
<td>83.4</td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK Math: Test of Early Mathematics Ability (TEMA)</td>
<td></td>
<td>86.8</td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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KIPP DC - Heights Academy PCS
2015 School Performance Report

(2014–15)
Grades Measured: 1–4

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Early Childhood Student Outcomes on School-Selected Assessments

Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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**Grades Measured: 5-8**

### Student Progress: Academic Improvement Over Time

**Growth on the state assessment in ELA**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>47.5</td>
<td></td>
</tr>
</tbody>
</table>

**Growth on the state assessment in mathematics**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>58.6</td>
<td></td>
</tr>
</tbody>
</table>

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

**PARCC: ELA**

- Approaching College and Career Ready and Above
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>66.0</td>
<td>93.6</td>
</tr>
</tbody>
</table>

- College and Career Ready
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>27.8</td>
<td>78.2</td>
</tr>
</tbody>
</table>

**PARCC: Mathematics**

- Approaching College and Career Ready and Above
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>73.1</td>
<td></td>
</tr>
</tbody>
</table>

- College and Career Ready
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>38.7</td>
<td>50.9</td>
</tr>
</tbody>
</table>

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

**3rd Grade ELA**

- Approaching College and Career Ready and Above
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>82.4</td>
<td></td>
</tr>
</tbody>
</table>

**8th Grade Mathematics**

- Approaching College and Career Ready and Above
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>84.3</td>
<td></td>
</tr>
</tbody>
</table>

### School Environment: Predictors of Future Student Progress and Achievement

**Attendance**

- In-seat Attendance
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>94.5</td>
<td></td>
</tr>
</tbody>
</table>

**Re-enrollment**

- Percent of students eligible to re-enroll
  
<table>
<thead>
<tr>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>89.9</td>
<td></td>
</tr>
</tbody>
</table>

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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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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 - Lead Academy PCS
2015 School Performance Report

(2014–15)
**Grades Measured: 1–3**

**Student Progress: Academic Improvement Over Time**

Growth on the school’s NWEA MAP® assessment in reading

**Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards**

PARCC: ELA
- Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
- Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
- Approaching College and Career Ready and Above

8th Grade Mathematics
- Approaching College and Career Ready and Above

**School Environment: Predictors of Future Student Progress and Achievement**

Attendance
- In-seat Attendance

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

*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*
KIPP DC - LEAP
Academy PCS

School Profile (2015-16)

Board Chair  
Terry Golden

Founder & CEO  
Susan Schaeffler

School Leader  
Abraham Clayman

First School Year  
2007-08

Grades Served
Is part of a PK-12 network.

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

Student Demographics (2014-15)

Total Enrollment  
304

- Asian 0.0%
- Black Non-Hispanic 97.7%
- Hispanic / Latino 0.7%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.0%
- Multiracial 1.6%

English Language Learner 0.0%
Economically Disadvantaged 85.2%
Special Education 9.2%
At-Risk Population 61.5%

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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A Note from the School

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(2014–15)

**Grades Measured: PK3–K**

### Student Progress: Academic Improvement Over Time

- **Growth on the school’s NWEA MAP® assessment in reading**
  - Rate: 51.1
  - Floor: 40
  - Target: 100

- **Growth on the school’s NWEA MAP® assessment in mathematics**
  - Rate: 69.1
  - Floor: 40
  - Target: 100

### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance
  - Rate: 93.4
  - Floor: 85
  - Target: 95

- **Re-enrollment**
  - Percent of students eligible to re-enroll
  - Rate: 94.1
  - Floor: 64.7
  - Target: 92.9

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
  - Rate: 5.8
  - Floor: 3
  - Target: 7

  - Classroom Organization
  - Rate: 5.6
  - Floor: 3
  - Target: 7

  - Instructional Support
  - Rate: 2.6
  - Floor: 4
  - Target: 7

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

### 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
  - Rate: 92.6
  - Floor: 60
  - Target: 100

- **PK Math: Test of Early Mathematics Ability (TEMA)**
  - Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Rate: 90.2
  - Floor: 60
  - Target: 100

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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KIPP DC - Northeast Academy PCS
2015 School Performance Report

(2014–15)
Grades Measured: 5–6

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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(2014–15)
Grades Measured: 1–4

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Early Childhood Student Outcomes on School-Selected Assessments

Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
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 indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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A Note from the School

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(2014–15)
Grades Measured: 1-5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
  Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
  Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
  Approaching College and Career Ready and Above

8th Grade Mathematics
  Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
  In-seat Attendance

Re-enrollment
  Percent of students eligible to re-enroll

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

Early Childhood Student Outcomes on School-Selected Assessments

Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)
  Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year

Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)
  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 indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DCPCSBI has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DCPCSBI has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Student Demographics (2014-15)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>102</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>95.1%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>3.9%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

English Language Learner | 0.0%
Economically Disadvantaged | 87.3%
Special Education | 9.8%
At-Risk Population | 61.8%

A Note from the School

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KIPP DC – Spring Academy PCS
2015 School Performance Report

(2014–15)
Grades Measured: 1-1

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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## Grades Measured: 4-8

### Student Progress: Academic Improvement Over Time

- **Growth on the state assessment in ELA**
  - **Rate:** 50.7%
- **Growth on the state assessment in mathematics**
  - **Rate:** 54.9%

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above: 51.6%
  - College and Career Ready: 25.9%
- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above: 57.0%
  - College and Career Ready: 26.8%

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above: 0%
- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above: 62.3%

### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance: 97.4%
- **Re-enrollment**
  - Percent of students eligible to re-enroll: 85.0%

---

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For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

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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 bi-literacy 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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
- Approach College and Career Ready and Above

PARCC: Mathematics
- Approach College and Career Ready and Above

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

3rd Grade ELA
- Approach College and Career Ready and Above

8th Grade Mathematics
- Approach College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
- In-seat Attendance

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

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

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
## Latin American Montessori Bilingual PCS

### 2015 School Performance Report

(2014–15)

**Grades Measured: PK3-5**

### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Floor</th>
<th>Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Pre-Literacy: Bracken School Readiness Assessment</strong></td>
<td>0</td>
<td>75</td>
<td><strong>97.2</strong></td>
</tr>
<tr>
<td><strong>PK Math: Bracken School Readiness Assessment</strong></td>
<td>0</td>
<td>75</td>
<td><strong>97.2</strong></td>
</tr>
<tr>
<td><strong>K-2 Reading: Indicadores Dinámicos del Éxito en la Lectura® (IDEL)</strong></td>
<td>0</td>
<td>60</td>
<td><strong>79.5</strong></td>
</tr>
<tr>
<td><strong>K-2 Math: Easy Curriculum-Based Measures (easyCBM™)</strong></td>
<td>0</td>
<td>60</td>
<td><strong>60.9</strong></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
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.
### Student Progress: Improvement of One or More Levels

Results available for 9.6% of students eligible for this indicator.

#### Adult Basic Education (ABE) Performance

<table>
<thead>
<tr>
<th>ABE Level</th>
<th>Weighted ABE Score</th>
<th>ESL Level</th>
<th>Weighted ESL Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>44.7%</td>
<td>Level 1</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 2</td>
<td>n&lt;10*</td>
<td>Level 2</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 3</td>
<td>n&lt;10*</td>
<td>Level 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 4</td>
<td>n&lt;10*</td>
<td>Level 4</td>
<td>N/A</td>
</tr>
<tr>
<td>Level 5</td>
<td>n&lt;10*</td>
<td>Level 5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

**ESL Level 6 is displayed but not included in the overall score.

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

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

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

N/A

#### Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma

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

18.1%

#### Entered Employment or Entered Postsecondary

Response Rate Not Met

70 students responded to the survey; Survey Response Rate: 45.5%***

#### Retained Employment or Entered Postsecondary

100.0

17 students responded to the survey; Survey Response Rate: 56.7%***

#### Entered Postsecondary (Prior Program Year)

N/A

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

39.4%

#### Attendance

61.5

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

#### Retention

50.0

Percent of students who are enrolled at the school who took both an academic pre-test and post-test
**Adult Education**

<table>
<thead>
<tr>
<th>Certification</th>
<th>Progress on programming unique to the school’s mission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certification</strong></td>
<td>Percent of exiting students enrolled in A+ course for 120+ hours or more earning an A+ certificate</td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td>Percent of exiting students enrolled in Microsoft Office Suite (MOS) Word or Cisco course for 75+ hours or more earning a MOS Word or Cisco certificate</td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td>Percent of students earning an Occupational Safety and Health Administration (OSHA-10) certificate</td>
</tr>
</tbody>
</table>

**Mission Specific Goals:**

1. Certification: 16.7% of exiting students enrolled in A+ course for 120+ hours or more earning an A+ certificate.
2. Certification: 57.7% of exiting students enrolled in Microsoft Office Suite (MOS) Word or Cisco course for 75+ hours or more earning a MOS Word or Cisco certificate.
3. Certification: 100.0% of students earning an Occupational Safety and Health Administration (OSHA-10) certificate.

**Key:**

- **Floor**: Minimum acceptable performance level.
- **Rate**: Current performance level.
- **Target**: Ideal performance level.

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**Notes:**

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

***Percent of students successfully contacted via Career and College Readiness Surveys by the school.**
Lee Montessori PCS is a public charter school in Northeast DC that currently serves children ages 3-7 (grades PK3-2) 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  
2015 School Performance Report

(2014—15)
Grades Measured: PK3–1

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

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

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 indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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
2015 School Performance Report

(2014–15)

Grades Measured: PK3–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Mary McLeod Bethune Day Academy PCS
2015 School Performance Report

(2014–15)

Grades Measured: PK3–8

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>92.2</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>93.3</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>PK Social Emotional Learning: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>91.1</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Reading: Discovery Education™ Assessment</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>61.6</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Math: Discovery Education™ Assessment</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>55.4</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>K-2 Social Emotional Learning: Teaching Strategies GOLD™</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>25.0</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
School Profile (2015-16)

Board Chair
Jane Dimyan-Ehrenfeld

CEO
Heather D. Wathington, Ph.D.

Principal
Tameika Ashford

First School Year
1998-99

Grades Served

- Current Grades
- Future Grades

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

Student Demographics (2014-15)

- Total Enrollment: 253
- 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: 39.7%
- At-Risk Population: N/A

Alternative Accountability

Some schools do not receive a PMF tier because they serve a markedly different population from other K-12 schools. PCSB’s board has approved an alternative accountability framework which will be implemented 2014-15.

A Note from the School

Our mission is to create learning communities in lower-income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential and prepare for college, career, and a lifetime of success. At Maya Angelou PCS, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.
Maya Angelou PCS - High School
2015 School Performance Report

(2014—15)
Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Maya Angelou PCS - High School
2015 School Performance Report

(2014–15)
Grades Measured: 9-12

School Environment: Predictors of Future Student Progress and Achievement

**Attendance**
In-seat Attendance

**Re-enrollment**
Percent of students eligible to re-enroll

**9th Grade on Track to Graduate**

---

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

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For a more detailed explanation of the indicators, see our technical guide.
Maya Angelou PCS - Young Adult Learning Center

School Profile (2015-16)

Board Chair
Jane Dimyan-Ehrenfeld

CEO
Heather D. Wathington, Ph.D.

Director
Sarah Navarro

First School Year
2012-13

Grades Served
Serves ages 17 to 24.

Current Grades
Future Grades

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

Student Demographics (2014-15)

Total Enrollment
147

- 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%*

Special Education 29.2%*

*Includes only students under the age of 22, per state funding requirements

TIER
1 High Performing
(At least 65.0% in all indicators)

2 Mid Performing
(At least 35.0% in all indicators)

3 Low Performing
(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented 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 indicators, showing inadequate performance

A Note from the School
Our mission at Maya Angelou PCS is to provide young adults with the academic support, career and technical training, and life skills necessary to achieve success and earn the credentials needed to start a successful career.
Maya Angelou PCS - Young Adult Learning Center
2015 School Performance Report

Adult Education

(2014—15)

<table>
<thead>
<tr>
<th>Weighted ABE Score</th>
<th>56.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1 n&lt;10*</td>
<td></td>
</tr>
<tr>
<td>ABE Level 2 15 students</td>
<td>60.0</td>
</tr>
<tr>
<td>ABE Level 3 45 students</td>
<td>68.9</td>
</tr>
<tr>
<td>ABE Level 4 22 students</td>
<td>40.9</td>
</tr>
<tr>
<td>ABE Level 5 N/A</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**ESL Level 6 is displayed but not included in the overall score.

Student Progress: Improvement of One or More Levels

- Adult Basic Education (ABE) Performance
- English as a Second Language (ESL) Performance

Student Achievement: GED or NEDP Attainment **

- Obtained Secondary Credential
  19 students attempted a secondary diploma

College and Career Readiness: Employment and Postsecondary Outcomes

- Entered Employment or Entered Postsecondary
  90 students responded to the survey; Survey Response Rate: 56.6%***

- Retained Employment or Entered Postsecondary
  23 students responded to the survey; Survey Response Rate: 88.5%***

- Entered Postsecondary (Prior Program Year)
  21 students responded to the survey; Survey Response Rate: 100.0%***

Leading Indicators: Predictors of Future Student Progress and Achievement

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

TIER 3

Maya Angelou PCS - Young Adult Learning Center
2015 School Performance Report

(2014–15)

Adult Education

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

**Certification**
Percent of exiting students enrolled in Home Builders’ Institute Pre-Apprenticeship Certificate Training (HBI-PACT) course for 120+ hours or more earning a HBI-PACT certificate

**Certification**
Percent of students earning an Occupational Safety and Health Administration (OSHA-10) certificate, a Home Builders’ Institute Pre-Apprenticeship Certificate Training (HBI-PACT), or Flagging certificate

---

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

**Percent of students successfully contacted via Career and College Readiness Surveys by the school.**
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**Student Demographics (2014–15)**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>639</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1.3%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>59.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>36.6%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.3%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.2%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>1.6%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.2%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>27.6%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>&gt;60%*</td>
</tr>
<tr>
<td>Special Education</td>
<td>12.7%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>48.7%</td>
</tr>
</tbody>
</table>

* 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
2015 School Performance Report

(2014—15)
Grades Measured: PK3–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Rate (2014–15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Teaching Strategies GOLD™</td>
<td>92.5%</td>
</tr>
<tr>
<td>PK Math: Teaching Strategies GOLD™</td>
<td>78.3%</td>
</tr>
<tr>
<td>K-2 Reading: Stanford Achievement Test (SAT 10)</td>
<td>38.7%</td>
</tr>
<tr>
<td>K-2 Math: Stanford Achievement Test (SAT 10)</td>
<td>58.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
Mundo Verde Bilingual PCS  
2015 School Performance Report

(2014—15)
**Grades Measured: PK3–3**

**Student Progress: Academic Improvement Over Time**
- Growth on the state assessment in ELA
- Growth on the state assessment in mathematics

**Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards**
- **PARCC: ELA**
  - Approaching College and Career Ready and Above
  - College and Career Ready
- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above
  - College and Career Ready

**Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)**
- **3rd Grade ELA**
  - Approaching College and Career Ready and Above
- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above

**School Environment: Predictors of Future Student Progress and Achievement**
- **Attendance**
  - In-seat Attendance
- **Re-enrollment**
  - Percent of students eligible to re-enroll
- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - Emotional Support
  - Classroom Organization
  - Instructional Support

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
### 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
  - Floor: 0
  - Target: 75
  - Rate: 97.6%

#### PK Math: Teaching Strategies GOLD™
- Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year
  - Floor: 0
  - Target: 75
  - Rate: 100.0%

#### 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
  - Floor: 0
  - Target: 75
  - Rate: 100.0%

#### K-2 Reading: Fountas & Pinnell and EDL2 (Spanish)
- Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year
  - Floor: 0
  - Target: 60
  - Rate: 66.3%

#### 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
  - Floor: 0
  - Target: 70
  - Rate: 61.9%

### Education for Sustainability Audit

- Percent of “achieving” ratings received on the 12 domains of the Education for Sustainability Audit observation tool
  - Floor: 0
  - Target: 100
  - Rate: 75.0%

For a more detailed explanation of the indicators, see our technical guide.
National Collegiate Preparatory Public Charter High School

4600 Livingston Road SE
Washington, DC 20032

202-832-7737
www.nationalprepdc.org

School Profile (2015-16)

Board Chair
Ty Johnson

Founder & Executive Director
Jennifer L. Ross, MSW, LCSW

Chief Academic Officer
Dianne Brown, Ed.D.

First School Year
2009-10

Grades Served

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

Student Demographics (2014-15)

Total Enrollment
306

- Asian 0.0%
- Black Non-Hispanic 99.7%
- Hispanic / Latino 0.0%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 0.3%
- Multiracial 0.0%

English Language Learner 0.0%
Economically Disadvantaged >60%
Special Education 18.6%
At-Risk Population 72.5%

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

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

A Note from the School

The mission of National Collegiate Preparatory PCHS is to provide a rigorous 9th-12th grade standards-based college preparatory curriculum, to provide 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, country, and 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 Public Charter High School**  
**2015 School Performance Report**

### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

- **Student growth on the state assessment in ELA**  
  Data not available for 2014–15

- **Student growth on the state assessment in Mathematics**  
  Data not available for 2014–15

#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

- **PARCC: ELA**  
  Approaching College and Career Ready and Above  
  51.3% (Target: 100)

- **PARCC: Mathematics**  
  Approaching College and Career Ready and Above  
  13.5% (Target: 100)

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

- **Graduation Rate**  
  Four-Year Graduation Rate (Prior Year)  
  72.4% (Target: 100)

- **PSAT Performance (11th grade)**  
  Percent of students scoring 80 or above  
  10.3% (Target: 100)

- **SAT/ACT Performance (12th grade)**  
  Percent of students scoring 800 (SAT) or 16 (ACT) or above  
  20.0% (Target: 100)

- **College Acceptance Rate**  
  96.7% (Target: 100)

- **College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement**  
  1.7% (Target: 100)

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

- **CTE Certification Exam Pass Rate**
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.

School Environment: Predictors of Future Student Progress and Achievement

### Grades Measured: 9-12

#### Attendance
- In-seat Attendance
  - [Graph showing performance]

#### Re-enrollment
- Percent of students eligible to re-enroll
  - [Graph showing performance]

#### 9th Grade on Track to Graduate
  - [Graph showing performance]

For a more detailed explanation of the indicators, see our technical guide.
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
2015 School Performance Report

(2014–15)

Adult Education

Student Progress: Improvement of One or More Levels

Adult Basic Education (ABE) Performance

<table>
<thead>
<tr>
<th>Weighted ABE Score</th>
<th>68.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>81.3%</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>65.4%</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>53.3%</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

English as a Second Language (ESL) Performance

<table>
<thead>
<tr>
<th>Weighted ESL Score</th>
<th>41.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>70.0%</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>54.5%</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>41.7%</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Levels with results less than 10 students are not displayed but still included in the final score.
**ESL Level 6 is displayed but not included in the overall score.

Student Achievement: GED or NEDP Attainment **

Obtained Secondary Credential
34 students attempted a secondary diploma

64.7%

College and Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary
84 students responded to the survey, Survey Response Rate: 52.5%*** 76.2%

Retained Employment or Entered Postsecondary
36 students responded to the survey, Survey Response Rate: 59.0%*** 86.1%

Entered Postsecondary (Prior Program Year)
N/A

89.5%

Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

71.7%

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

69.7%

TIER 2
The Next Step/El Próximo Paso PCS
2015 School Performance Report

(2014–15)

Adult Education

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Target Rate</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>56.8</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Math</td>
<td>50.0</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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

***Percent of students successfully contacted via Career and College Readiness Surveys by the school.**
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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.
(2014–15)
**Grades Measured: 6-8**

### Student Progress: Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in ELA</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics</td>
<td>30</td>
<td>65</td>
</tr>
</tbody>
</table>

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>45.9</td>
<td>93.6</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>47.5</td>
<td>100</td>
</tr>
<tr>
<td>College and Career Ready</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td>48.7</td>
<td>84.3</td>
</tr>
<tr>
<td>8th Grade Mathematics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor Target</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>64.7</td>
<td>92.9</td>
</tr>
</tbody>
</table>

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
Paul PCS – International High School

School Profile (2015-16)

Board Chair
Roberta Colton

CEO
Jami Dunham

Principal
Kenya Wilson

First School Year
2013-14

Grades Served
Is part of a 6-12 network.

Economically Disadvantaged
38.5%

English Language Learner
7.4%

Economically Disadvantaged
38.5%

Special Education
13.5%

At-Risk Population
52.0%

Total Enrollment
325

- Asian: 0.6%
- Black Non-Hispanic: 82.2%
- Hispanic / Latino: 17.2%
- Native American / Alaska Native: 0.0%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

A Note from the School

The mission of 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
2015 School Performance Report

(2014–15)

Grades Measured: 9-11

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
Paul PCS - International High School
2015 School Performance Report

(2014–15)

Grades Measured: 9-11

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>82</td>
<td>92</td>
<td>91.9</td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment</td>
<td>71.3</td>
<td>90</td>
<td>76.6</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>57.9</td>
<td>100</td>
<td>70.2</td>
</tr>
</tbody>
</table>

Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
### Perry Street Preparatory PCS
2015 School Performance Report

(2014–15)

**Grades Measured: PK3–8**

#### Student Progress: Academic Improvement Over Time

- **Growth on the state assessment in ELA**
  - Growth Rate: 41.3%

- **Growth on the state assessment in mathematics**
  - Growth Rate: 37.7%

#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above: 27.0%
  - College and Career Ready: 7.6%

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above: 26.8%
  - College and Career Ready: 2.9%

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above: 9.1%

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above: 38.1%

#### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance: 91.0%

- **Re-enrollment**
  - Percent of students eligible to re-enroll: 71.1%

- **Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)**
  - **Emotional Support**
    - 1: 3, 6, 7

- **Classroom Organization**
  - 1: 3, 6, 7

- **Instructional Support**
  - 1: 2, 4, 7

*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*
## Perry Street Preparatory PCS
### 2015 School Performance Report

(2014–15)

**Grades Measured:** PK3–8

<table>
<thead>
<tr>
<th>Early Childhood Student Outcomes on School-Selected Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PK Reading: Brigance™ Developmental Assessment (IED III)</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
</tr>
<tr>
<td>![Graph] (Rate: 52.6)</td>
</tr>
<tr>
<td><strong>PK Math: Brigance™ Developmental Assessment (IED III)</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
</tr>
<tr>
<td>![Graph] (Rate: 56.1)</td>
</tr>
<tr>
<td><strong>K-2 Reading: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
</tr>
<tr>
<td>![Graph] (Rate: 33.7)</td>
</tr>
<tr>
<td><strong>K-2 Math: TerraNova®</strong></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
</tr>
<tr>
<td>![Graph] (Rate: 36.6)</td>
</tr>
</tbody>
</table>

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

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

A Note from the School

The mission of Potomac Preparatory PCS is to prepare scholars for college and 21st-century careers through powerful learning opportunities in a personalized and professional environment.
Potomac Preparatory PCS
2015 School Performance Report

(2014–15)
Grades Measured: PK3–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
## Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Target</th>
<th>Rate</th>
<th>Growth Score</th>
<th>Achievement Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Every Child Ready (ECR)</td>
<td></td>
<td>76.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK Math: Every Child Ready (ECR)</td>
<td></td>
<td>85.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>56.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)</td>
<td>46.7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
100

Student Demographics (2014–15)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>305</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>99.0%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>1.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.0%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Learner</th>
<th>0.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>&gt;60%*</td>
</tr>
<tr>
<td>Special Education</td>
<td>19.3%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>75.4%</td>
</tr>
</tbody>
</table>

* 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.

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
Richard Wright PCS for Journalism and Media Arts
2015 School Performance Report

(2014—15)
Grades Measured: 8-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
0 51.7 100

College and Career Ready
0 20.0 97.1

PARCC: Mathematics
Approaching College and Career Ready and Above
0 25.0 73.9 100

College and Career Ready
0 1.7 66.4 100

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate
0 60.2 100

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above
0 13.4 100

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above
0 16.9 75 100

College Acceptance Rate
0 100.0 100

College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement
0 0 66.9 100

Career Readiness: Career and Technical Education (CTE) Program Achievement
CTE Program of Study Completion Rate
0 100

CTE Certification Exam Pass Rate
0 100
Richard Wright PCS for Journalism and Media Arts
2015 School Performance Report

Grades Measured: 8-12

School Environment: Predictors of Future Student Progress and Achievement

Attendance
   In-seat Attendance

Re-enrollment
   Percent of students eligible to re-enroll

9th Grade on Track to Graduate

Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**Student Demographics (2014–15)**

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>95</th>
</tr>
</thead>
</table>

- **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** | 2.1% |
- **Economically Disadvantaged** | 86.3% |
- **Special Education** | 8.7% |
- **At-Risk Population** | 44.2% |

**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.
Roots PCS
2015 School Performance Report

(2014—15)
Grades Measured: PK3–5

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above
College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>75</td>
<td>100</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.4</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.8</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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.
**School Environment: Predictors of Future Student Progress and Achievement**

**Attendance**
- In-seat Attendance
  - Rate: 88.9%

**Re-enrollment**
- Percent of students eligible to re-enroll
  - Rate: 81.7%

*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*
SEED Public Charter School of Washington, DC (High School)

School Profile (2015-16)

Board Chair
Vasco Fernandes

Head of School
Adrian Manuel, Ed.D.

Principal
Sean McDonald

First School Year
1998-99

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

Student Demographics (2014-15)

- Total Enrollment: 336
- Asian: 0.0%
- Black Non-Hispanic: 99.4%
- Hispanic / Latino: 0.3%
- Native American / Alaska Native: 0.3%
- Pacific Islander / Native Hawaiian: 0.0%
- White Non-Hispanic: 0.0%
- Multiracial: 0.0%
- English Language Learner: 0.0%
- Economically Disadvantaged: 75.0%
- Special Education: 18.2%
- At-Risk Population: 53.6%

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 Public Charter School of Washington, DC (High School)
2015 School Performance Report

(2014–15) Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

PARCC: Mathematics
Approaching College and Career Ready and Above

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

PSAT Performance (11th grade)
Percent of students scoring 80 or above

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above

College Acceptance Rate

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

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

CTE Certification Exam Pass Rate
### SEED Public Charter School of Washington, DC (High School)

#### 2015 School Performance Report

<table>
<thead>
<tr>
<th>(2014–15)</th>
<th>Grades Measured: 9-12</th>
</tr>
</thead>
</table>

#### School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
<td>0</td>
<td>93.5</td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td>0</td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td><strong>Re-enrollment</strong></td>
<td></td>
<td>0</td>
<td>81.6</td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>0</td>
<td>71.3</td>
<td>90 100</td>
</tr>
<tr>
<td><strong>9th Grade on Track to Graduate</strong></td>
<td></td>
<td>0</td>
<td>72.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>57.9</td>
<td>100</td>
</tr>
</tbody>
</table>

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

For a more detailed explanation of the indicators, see our technical guide.
**School Profile (2015–16)**

**Board Chair**  
Jessica Lieberman, Ph.D.

**Head of School**  
Natalie Arthurs, Ph.D.

**First School Year**  
2013–14

**Grades Served**

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

**Student Demographics (2014–15)**

- **Total Enrollment:** 86
- **English Language Learner:** 9.3%
- **Economically Disadvantaged:** 59.3%
- **Special Education:** 12.8%
- **At-Risk Population:** 27.9%

**Score Explanations**

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**A Note from the School**

Sela PCS is founded on a steadfast commitment to ensure all students have access to a strong education that assures high levels of academic excellence in a diverse, nurturing environment. At Sela, we focus on Hebrew language immersion, promote the value of diversity, and provide the skills for taking action in the world. We hold ourselves accountable to five pillars that form the basis of our educational program: academic excellence, innovation, diversity, global citizenship, and trustworthiness. Furthermore, the STEM fields of science, technology, engineering and mathematics are integrated throughout our instructional programming to foster creativity, critical thinking, communication, and collaboration (the four Cs of a 21st-century education).
Sela PCS
2015 School Performance Report

(2014–15)

Grades Measured: PK4-2

Student Progress: Academic Improvement Over Time

Growth on the school’s NWEA MAP® assessment in reading

Growth on the school’s NWEA MAP® assessment in mathematics

School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance

Re-enrollment

Percent of students eligible to re-enroll

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support

Classroom Organization

Instructional Support

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

Early Childhood Student Outcomes on School-Selected Assessments

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

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

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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 science, technology, engineering, arts, and mathematics (STEAM) as part of the day and extended learning programming.
Shining Stars Montessori Academy PCS
2015 School Performance Report

(2014–15)
Grades Measured: PK3–3

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above
College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
Shining Stars Montessori Academy PCS
2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Test Description</th>
<th>Rate</th>
<th>Floor</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)</td>
<td></td>
<td></td>
<td>97.8</td>
</tr>
<tr>
<td>PK Math: Test of Early Mathematics Ability (TEMA)</td>
<td></td>
<td></td>
<td>87.9</td>
</tr>
<tr>
<td>K-2 Reading: Dynamic Indicators of Basic Early Lit. Skills (DIBELS) and PPVT</td>
<td></td>
<td></td>
<td>80.0</td>
</tr>
<tr>
<td>K-2 Math: Test of Early Mathematics Ability (TEMA)</td>
<td></td>
<td></td>
<td>80.0</td>
</tr>
</tbody>
</table>

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

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**Student Demographics (2014–15)**

**Total Enrollment**

- 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%

<table>
<thead>
<tr>
<th>English Language Learner</th>
<th>0.0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>&gt;60%*</td>
</tr>
<tr>
<td>Special Education</td>
<td>18.3%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

* 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 life long 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 life long learners who take an active role in improving the local and global community.
## Somerset Preparatory Academy PCS
### 2015 School Performance Report

(2014—15)

**Grades Measured: 6-9**

### Student Progress: Academic Improvement Over Time

- **Growth on the state assessment in ELA**

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

- **PARCC: ELA**
  - Approaching College and Career Ready and Above

- **College and Career Ready**

- **PARCC: Mathematics**
  - Approaching College and Career Ready and Above

- **College and Career Ready**

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above

### School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance

- **Re-enrollment**
  - Percent of students eligible to re-enroll

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

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For a more detailed explanation of the indicators, see our technical guide.
**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
2015 School Performance Report

(2014–15)

**Grades Measured: Non-Graded**

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing, or Mastered level.</td>
<td>The percentage of students who received Expanding, Progressing, or Mastered on their objectives was <strong>86.9%</strong>.</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will attend school 88% of the school days</td>
<td>Students attended <strong>88.6%</strong> of the school days.</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway Targets</th>
<th>Gateway Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).</td>
<td><strong>100.0%</strong> of students who were eligible graduated with a High School Certificate (IEP Certificate of Completion).</td>
<td>✔</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

4 OF 4

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

School Profile (2015-16)

- **Board Chair**: Kannon Shanmugam
- **Executive Director**: Richard Pohlman
- **First School Year**: 2001-02
- **Current Grades**: PK3, PK4, K, 1
- **Future Grades**: 2, 3, 4, 5
- **Additional Grades**: 6, 7, 8, 9, 10, 11, 12, Adult Ed

**Student Demographics (2014-15)**

- **Total Enrollment**: 395
- **Asian**: 0.0%
- **Black Non-Hispanic**: 99.5%
- **Hispanic / Latino**: 0.5%
- **Native American / Alaska Native**: 0.0%
- **Pacific Islander / Native Hawaiian**: 0.0%
- **White Non-Hispanic**: 0.0%
- **Multiracial**: 0.0%
- **English Language Learner**: 0.0%
- **Economically Disadvantaged**: 72.9%
- **Special Education**: 14.2%
- **At-Risk Population**: 56.7%

**High School Score Explanations**

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

**A Note from the School**

The mission of 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
2015 School Performance Report

(2014–15)
Grades Measured: 9-12

<table>
<thead>
<tr>
<th><strong>Student Progress: Academic Improvement Over Time</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student growth on the state assessment in ELA</strong></td>
<td></td>
</tr>
<tr>
<td>Data not available for 2014-15</td>
<td></td>
</tr>
<tr>
<td><strong>Student growth on the state assessment in Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Data not available for 2014-15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARCC: ELA</strong></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
</tr>
<tr>
<td><strong>PARCC: Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>Approaching College and Career Ready and Above</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gateway: Outcomes Aligned to College and Career Readiness</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td>Four-Year Graduation Rate (Prior Year)</td>
<td></td>
</tr>
<tr>
<td><strong>Five-Year Graduation Rate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PSAT Performance (11th grade)</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students scoring 80 or above</td>
<td></td>
</tr>
<tr>
<td><strong>SAT/ACT Performance (12th grade)</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students scoring 800 (SAT) or 16 (ACT) or above</td>
<td></td>
</tr>
<tr>
<td><strong>College Acceptance Rate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Career Readiness: Career and Technical Education (CTE) Program Achievement</strong></td>
<td></td>
</tr>
<tr>
<td>CTE Program of Study Completion Rate</td>
<td></td>
</tr>
<tr>
<td><strong>CTE Certification Exam Pass Rate</strong></td>
<td></td>
</tr>
</tbody>
</table>
Thurgood Marshall Academy PCS
2015 School Performance Report

(2014–15)

Grades Measured: 9-12

School Environment: Predictors of Future Student Progress and Achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td>93.2</td>
<td></td>
</tr>
<tr>
<td>In-seat Attendance</td>
<td></td>
<td>82</td>
<td>92</td>
</tr>
<tr>
<td>Re-enrollment</td>
<td></td>
<td>81.0</td>
<td></td>
</tr>
<tr>
<td>Percent of students eligible to re-enroll</td>
<td>71.3</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>9th Grade on Track to Graduate</td>
<td></td>
<td>59.3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.9</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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 EL Education, 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
2015 School Performance Report

(2014–15)
Grades Measured: PK3–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA
0 30 70 100

Growth on the state assessment in mathematics**
0 30 70 100

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
0 65.1 93.6

College and Career Ready
0 40.8 78.2

PARCC: Mathematics
Approaching College and Career Ready and Above
0 68.7 100

College and Career Ready
0 35.6 50.9

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

3rd Grade ELA
Approaching College and Career Ready and Above
0 80.0 100

8th Grade Mathematics
Approaching College and Career Ready and Above
0 58.5 84.3

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance
0 93.7

Re-enrollment
Percent of students eligible to re-enroll
0 93.8

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)
Emotional Support
1 5.7

Classroom Organization
1 5.3

Instructional Support
1 2.8

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
# Two Rivers PCS - 4th Street

**2015 School Performance Report**

(2014–15)

**Grades Measured: PK3-8**

### Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment</th>
<th>Indicator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK</td>
<td>Reading: Brigance™ Developmental Assessment (IED III)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>95.0</td>
</tr>
<tr>
<td>PK</td>
<td>Math: Brigance™ Developmental Assessment (IED III)</td>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>98.8</td>
</tr>
<tr>
<td>K-2</td>
<td>Reading: NWEA™ Measures of Academic Progress® (MAP®) and mCLASS®</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>83.8</td>
</tr>
<tr>
<td>K-2</td>
<td>Math: NWEA™ Measures of Academic Progress® (MAP®) and mCLASS®</td>
<td>Percent of students who met or exceeded the publisher’s expectations for growth by the end of the year</td>
<td>76.4</td>
</tr>
</tbody>
</table>

**This rate does not include 15 students who took Algebra I, of whom 93.3% scored Levels 3 and above and 60.0% scored Levels 4 and above.**
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

WASHINGTON LATIN PCS – MIDDLE SCHOOL

School Profile (2015-16)

<table>
<thead>
<tr>
<th>Board Chair</th>
<th>Head of School</th>
<th>Grades Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinesom Ejiasa</td>
<td>Martha Cutts</td>
<td>Is part of a 5-12 network.</td>
</tr>
<tr>
<td>Principal</td>
<td>First School Year</td>
<td></td>
</tr>
<tr>
<td>Diana Smith</td>
<td>2006-07</td>
<td></td>
</tr>
</tbody>
</table>

Student Demographics (2014–15)

- Total Enrollment 366
- Asian 5.3%
- Black Non-Hispanic 37.3%
- Hispanic / Latino 8.3%
- Native American / Alaska Native 0.0%
- Pacific Islander / Native Hawaiian 0.0%
- White Non-Hispanic 48.6%
- Multiracial 0.6%
- English Language Learner 0.8%
- Economically Disadvantaged 14.8%
- Special Education 8.7%
- At-Risk Population 4.9%

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.
Grades Measured: 5-8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above
College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.
School Profile (2015-16)

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Grade Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Chair</td>
<td>Chinesom Ejiasa</td>
<td></td>
</tr>
<tr>
<td>Head of School</td>
<td>Martha Cutts</td>
<td></td>
</tr>
<tr>
<td>Principal</td>
<td>Diana Smith</td>
<td></td>
</tr>
<tr>
<td>First School Year</td>
<td>2006-07</td>
<td></td>
</tr>
</tbody>
</table>

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.4%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>56.3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>12.1%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>28.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>2.0%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>27.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>10.5%</td>
</tr>
<tr>
<td>At-Risk Population</td>
<td>23.4%</td>
</tr>
</tbody>
</table>

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.
### Student Progress: Academic Improvement Over Time

**Student growth on the state assessment in ELA**
Data not available for 2014–15

**Student growth on the state assessment in Mathematics**
Data not available for 2014–15

### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

**PARCC: ELA**
Approaching College and Career Ready and Above

**PARCC: Mathematics**
Approaching College and Career Ready and Above

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

**Graduation Rate**
Four-Year Graduation Rate (Prior Year)

Five-Year Graduation Rate

**PSAT Performance (11th grade)**
Percent of students scoring 80 or above

**SAT/ACT Performance (12th grade)**
Percent of students scoring 800 (SAT) or 16 (ACT) or above

**College Acceptance Rate**

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

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

CTE Certification Exam Pass Rate
Grades Measured: 9-12

School Environment: Predictors of Future Student Progress and Achievement

- **Attendance**
  - In-seat Attendance
  - Rate: 94.8%

- **Re-enrollment**
  - Percent of students eligible to re-enroll
  - Rate: 96.4%

- **9th Grade on Track to Graduate**
  - Rate: 89.3%

Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.
Washington Mathematics Science Technology PCHS

School Profile (2015-16)

Board Chair
Deneen Long-White, PH.D.

Head of School
N’Deye Diagne, Ph.D.

First School Year
1998-99

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

High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the High School Performance Management Framework (PMF) to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>335</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black Non-Hispanic</td>
<td>97.9%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>1.2%</td>
</tr>
<tr>
<td>Native American / Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pacific Islander / Native Hawaiian</td>
<td>0.0%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>0.9%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learner | 0.9%
Economically Disadvantaged | >60%
Special Education | 23.0%
At-Risk Population | 67.5%

*A 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.
(2014–15)
Grades Measured: 9-12

Student Progress: Academic Improvement Over Time

Student growth on the state assessment in ELA
Data not available for 2014-15

Student growth on the state assessment in Mathematics
Data not available for 2014-15

Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above
0 44.4

College and Career Ready
0 16.7

PARCC: Mathematics
Approaching College and Career Ready and Above
0 32.1

College and Career Ready
0 7.1

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate
Four-Year Graduation Rate (Prior Year)
0 88.7

Five-Year Graduation Rate
0 91.8

PSAT Performance (11th grade)
Percent of students scoring 80 or above
3 23.6

SAT/ACT Performance (12th grade)
Percent of students scoring 800 (SAT) or 16 (ACT) or above
0 32.4

College Acceptance Rate
0 100.0

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

Career Readiness: Career and Technical Education (CTE) Program Achievement
CTE Program of Study Completion Rate
0

CTE Certification Exam Pass Rate
0
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.

Grades Measured: 9-12

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

9th Grade on Track to Graduate

For a more detailed explanation of the indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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**

**2015 School Performance Report**

**Grades Measured: PK3-5**

### Student Progress: Academic Improvement Over Time

- **Growth on the state assessment in ELA**
  - 2014–15 Rate: 65.6%

- **Growth on the state assessment in mathematics**
  - 2014–15 Rate: 56.1%

### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

#### PARCC: ELA
- Approaching College and Career Ready and Above
  - 2014–15 Rate: 80.4%
- College and Career Ready
  - 2014–15 Rate: 62.0%

#### PARCC: Mathematics
- Approaching College and Career Ready and Above
  - 2014–15 Rate: 83.4%
- College and Career Ready
  - 2014–15 Rate: 60.1%

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

- **3rd Grade ELA**
  - Approaching College and Career Ready and Above
    - 2014–15 Rate: 84.1%

- **8th Grade Mathematics**
  - Approaching College and Career Ready and Above
    - 2014–15 Rate: 84.3%

### School Environment: Predictors of Future Student Progress and Achievement

#### Attendance
- In-seat Attendance
  - 2014–15 Rate: 96.4%

#### Re-enrollment
- Percent of students eligible to re-enroll
  - 2014–15 Rate: 97.5%

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Grades Measured: PK3-5

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: 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: Discovery Education™ Assessment
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 indicators, see our technical guide.
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new Early Childhood/Elementary School/Middle School 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. Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

The William E. Doar, Jr. Public Charter School for the Performing Arts fosters 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.
William E. Doar, Jr. PCS for the Performing Arts
2015 School Performance Report

(2014–15)
Grades Measured: PK3–8

Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA

Growth on the state assessment in mathematics

Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA
Approaching College and Career Ready and Above

College and Career Ready

PARCC: Mathematics
Approaching College and Career Ready and Above

College and Career Ready

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

3rd Grade ELA
Approaching College and Career Ready and Above

8th Grade Mathematics
Approaching College and Career Ready and Above

School Environment: Predictors of Future Student Progress and Achievement

Attendance
In-seat Attendance

Re-enrollment
Percent of students eligible to re-enroll

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

Classroom Organization

Instructional Support

Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.
William E. Doar, Jr. PCS for the Performing Arts
2015 School Performance Report

(2014–15)
Grades Measured: PK3–8

Early Childhood Student Outcomes on School-Selected Assessments

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Rate</th>
<th>Target</th>
<th>KEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK Pre-Literacy: mCLASS®:CIRCLE™</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0</td>
<td>60</td>
<td>100</td>
<td>95.2</td>
</tr>
<tr>
<td>PK Math: mCLASS®:CIRCLE™</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0</td>
<td>60</td>
<td>100</td>
<td>98.8</td>
</tr>
<tr>
<td>K-2 Reading: mCLASS®: Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0</td>
<td>60</td>
<td>100</td>
<td>83.2</td>
</tr>
<tr>
<td>K-2 Math: mCLASS®: Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of students who met or exceeded the publisher’s expectations for achievement at the end of the year</td>
<td>0</td>
<td>60</td>
<td>100</td>
<td>69.2</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our technical guide.
YouthBuild PCS is an alternative school for young adults ages 16-24. YouthBuild PCS seeks to transform students’ lives by re-engaging them in education in a non-traditional school environment. YouthBuild PCS prepares students for postsecondary education and the workplace by offering academic, vocational, and workforce development programs in English and Spanish. YouthBuild PCS believes that service to the community is an essential part of the transformative process. Students serve their community through volunteer projects and by creating housing for low-income residents in the Washington, DC, metropolitan area.
**Adult Education**

**Weighted ABE Score**

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>13</td>
<td>69.2</td>
</tr>
<tr>
<td>ABE Level 3</td>
<td>18</td>
<td>55.6</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>10</td>
<td>0.0</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>N/A</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Weighted ESL Score**

<table>
<thead>
<tr>
<th>Level</th>
<th>Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Level 1</td>
<td>14</td>
<td>64.3</td>
</tr>
<tr>
<td>ESL Level 2</td>
<td>N/A</td>
<td>0.0</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>N/A</td>
<td>0.0</td>
</tr>
<tr>
<td>ESL Level 4</td>
<td>N/A</td>
<td>0.0</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>N/A</td>
<td>0.0</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>N/A</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

**Student Achievement: GED or NEDP Attainment**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtained Secondary Credential</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Fewer than ten students attempted a secondary diploma

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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Outcome Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entered Employment or Entered Postsecondary</td>
<td>72.1%</td>
</tr>
<tr>
<td>Retained Employment or Entered Postsecondary</td>
<td>88.1%</td>
</tr>
<tr>
<td>Entered Postsecondary (Prior Program Year)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>67.4%</td>
</tr>
<tr>
<td>Retention</td>
<td>55.0%</td>
</tr>
</tbody>
</table>
## Adult Education

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

#### Certification

- **Occupational Safety and Health Administration (OSHA-10) certificate, a Home Builders’ Institute Pre-Apprenticeship Certificate Training (HBI-PACT), or Flagging certificate**
  - **Rate:** 69.0%
  - **Target:** 100%

- **Home Builders’ Institute Pre-Apprenticeship Certificate Training (HBI-PACT) or National Center for Construction Education and Research (NCCER) certificate**
  - **Rate:** 0.0%
  - **Target:** 100%

- **Child Development Associate (CDA) course for 120+ hours or more earning a CDA certificate**
  - **Rate:** N/A
  - **Target:** 100%

---

**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 2015 Performance Management Framework:

American Institutes for Research
City Council of the District of Columbia
Creative Print Group, Inc.
KLAAS Solution
Kramer Editing Services
KSA Plus Communications
Michael & Susan Dell Foundation
Office of the Deputy Mayor for Education
Office of the State Superintendent of Education
Tembo, Inc.
Walton Family Foundation

and

The District’s public charter schools, their leaders, staff, and boards, and the more than 39,000 public charter school students and their families.
For more information about public charter school performance and the DC Public Charter School Board:

Visit www.dcpcsb.org

@dcpcsb