

2014 - 15

DC Public Charter School PMF Performance Reports



3333 14th Street, NW
Suite 210
Washington, DC 20010



Photo credits:

Cover page

(Top Photo) Bridges PCS

(Middle Photo) César Chávez PCS for Public Policy – Capitol Hill

(Bottom Photo) Hope Community PCS – Lamond

(Page 1) The Next Step / El Próximo Paso PCS

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DC PCSB's Mission

To provide quality public school options for DC students, families, and communities through:

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

DC PCSB's Vision

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

What are the DC PCSB School 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.

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.

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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

School Lists

Early Childhood/Elementary/Middle Schools

Public Charter School

2014–15
Grade Levels

WARD 1

AppleTree Early Learning PCS – Columbia Heights	PK3–PK4
Briya PCS	PK3–PK4; Adult
César Chávez PCS for Public Policy – Chávez Prep	6–9
District of Columbia International School	6–7
E.L. Haynes PCS – Middle School	5–8
Howard University Middle School of Mathematics and Science PCS	6–8
Meridian PCS	PK3–8

WARD 2

BASIS DC PCS	5–10
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WARD 4

Bridges PCS	PK3–2
Capital City PCS – Lower School	PK3–4
Capital City PCS – Middle School	5–8
Center City PCS – Brightwood	PK4–8
Center City PCS – Petworth	PK4–8
E.L. Haynes PCS – Elementary School	PK3–4
Hope Community PCS – Lamond	PK3–5
Ideal Academy PCS	PK3–8
Latin American Montessori Bilingual PCS	PK3–5
Paul PCS – Middle School	6–8
Roots PCS	PK3–5
Sela PCS	PK4–2
Shining Stars Montessori Academy PCS	PK3–3
Washington Latin PCS – Middle School	5–8

Early Childhood/Elementary/Middle Schools

Public Charter School

2014–15
Grade Levels

WARD 5

Center City PCS – Trinidad	PK4–8
Creative Minds International PCS	PK3–4
DC Bilingual PCS	PK3–5
DC Prep PCS – Edgewood Elementary	PK3–3
DC Prep PCS – Edgewood Middle	4–8
Elsie Whitlow Stokes Community Freedom PCS	PK3–5
Friendship PCS – Woodridge Elementary	PK3–3
Friendship PCS – Woodridge Middle	4–8
Harmony School of Excellence DC PCS	K–5
Hope Community PCS – Tolson	PK3–8
Inspired Teaching Demonstration PCS	PK3–6
KIPP DC – Connect Academy PCS	PK3–K
KIPP DC – Northeast Academy PCS	5–6
KIPP DC – Spring Academy PCS	1–1
Lee Montessori PCS	PK3–1
Mary McLeod Bethune Day Academy PCS	PK3–8
Mundo Verde Bilingual PCS	PK3–3
Perry Street Preparatory PCS	PK3–12
Potomac Preparatory PCS	PK3–8
Washington Yu Ying PCS	PK3–5
William E. Doar, Jr. PCS for the Performing Arts	PK3–8

WARD 6

AppleTree Early Learning PCS – Lincoln Park	PK3–PK4
AppleTree Early Learning PCS – Southwest	PK3–PK4

School Lists

Early Childhood/Elementary/Middle Schools

Public Charter School

2014–15
Grade Levels

WARD 6 CONTINUED

Center City PCS – Capitol Hill	PK4–8
Center City PCS – Shaw	PK4–8
Eagle Academy PCS – Capitol Riverfront	PK3–3
Friendship PCS – Chamberlain Elementary	PK3–3
Friendship PCS – Chamberlain Middle	4–8
KIPP DC – Grow Academy PCS	PK3–K
KIPP DC – Lead Academy PCS	1–4
KIPP DC – WILL Academy PCS	5–8
Two Rivers PCS – 4th Street	PK3–8

WARD 7

AppleTree Early Learning PCS – Oklahoma Ave	PK3–PK4
César Chávez PCS for Public Policy – Parkside Middle School	6–8
DC Prep PCS – Benning Elementary	PK3–3
DC Prep PCS – Benning Middle	4–5
DC Scholars PCS	PK3–5
Friendship PCS – Blow Pierce Elementary	PK3–3
Friendship PCS – Blow Pierce Middle	4–8
KIPP DC – Arts & Technology Academy PCS	PK3–K
KIPP DC – KEY Academy PCS	5–8
KIPP DC – LEAP Academy PCS	PK3–PK4
KIPP DC – Promise Academy PCS	K–4
KIPP DC – Quest Academy PCS	1–5
SEED PCS of Washington, DC	6–12
St. Coletta Special Education PCS	PK3–12

Early Childhood/Elementary/Middle Schools

Public Charter School

2014–15
Grade Levels

WARD 8

Achievement Prep PCS – Elementary	K–3
Achievement Prep PCS – Middle	4–8
AppleTree Early Learning PCS – Southeast	PK3–PK4
Cedar Tree Academy PCS	PK3–K
Center City PCS – Congress Heights	PK4–8
Democracy Prep Congress Heights PCS	PK3–6
Eagle Academy PCS – Congress Heights	PK3–3
Early Childhood Academy PCS	PK3–3
Excel Academy PCS – DREAM	PK3–3
Excel Academy PCS – LEAD	4–6
Friendship PCS – Southeast Elementary Academy	PK3–5
Friendship PCS – Technology Preparatory Academy Middle	6–8
Ingenuity Prep PCS	PK3–1
KIPP DC – AIM Academy PCS	5–8
KIPP DC – Discover Academy PCS	PK3–K
KIPP DC – Heights Academy PCS	1–4
Somerset Preparatory Academy PCS	6–9

School Lists

High Schools

Public Charter School

2014–15
Grade Levels

WARD 2

BASIS DC PCS

5–10

WARD 4

Capital City PCS – High School

9–12

E.L. Haynes PCS – High School

9–12

Paul PCS – International High School

9–11

Washington Latin PCS – Upper School

9–12

WARD 5

KIPP DC – College Preparatory PCS

9–12

Washington Mathematics Science Technology PCHS

9–12

WARD 6

César Chávez PCS for Public Policy – Capitol Hill

9–12

Richard Wright PCS for Journalism and Media Arts

8–12

WARD 7

César Chávez PCS for Public Policy – Parkside High School

9–12

Friendship PCS – Collegiate Academy

9–12

IDEA PCS

9–12

Maya Angelou PCS – High School

9–12

SEED PCS of Washington, DC

6–12

WARD 8

Friendship PCS – Technology Preparatory Academy High

9–12

National Collegiate Preparatory PCHS

9–12

Thurgood Marshall Academy PCS

9–12

Adult Education Schools by Tier

Tier 1 (65.0 – 100.0%)

Ward

2014–15
Ages Served

Briya PCS

1, 4

16 and older

Carlos Rosario International PCS

1, 5

16 and older

Tier 2 (35.0 – 64.9%)

The Next Step/El Próximo Paso PCS

1

16–24

YouthBuild PCS

1

16–24

Tier 3 (0.0 – 34.9%)

Community College Preparatory Academy PCS

6, 8

18 and older

Maya Angelou PCS – Young Adult Learning Center

7

17–24

LAYC Career Academy PCS

1

16–24

FIRST YEAR ADULT EDUCATION SCHOOL – NO TIER

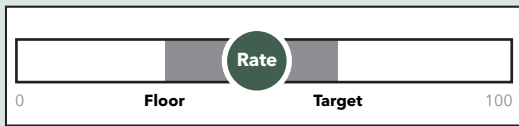
Academy of Hope Adult PCS*

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.

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?

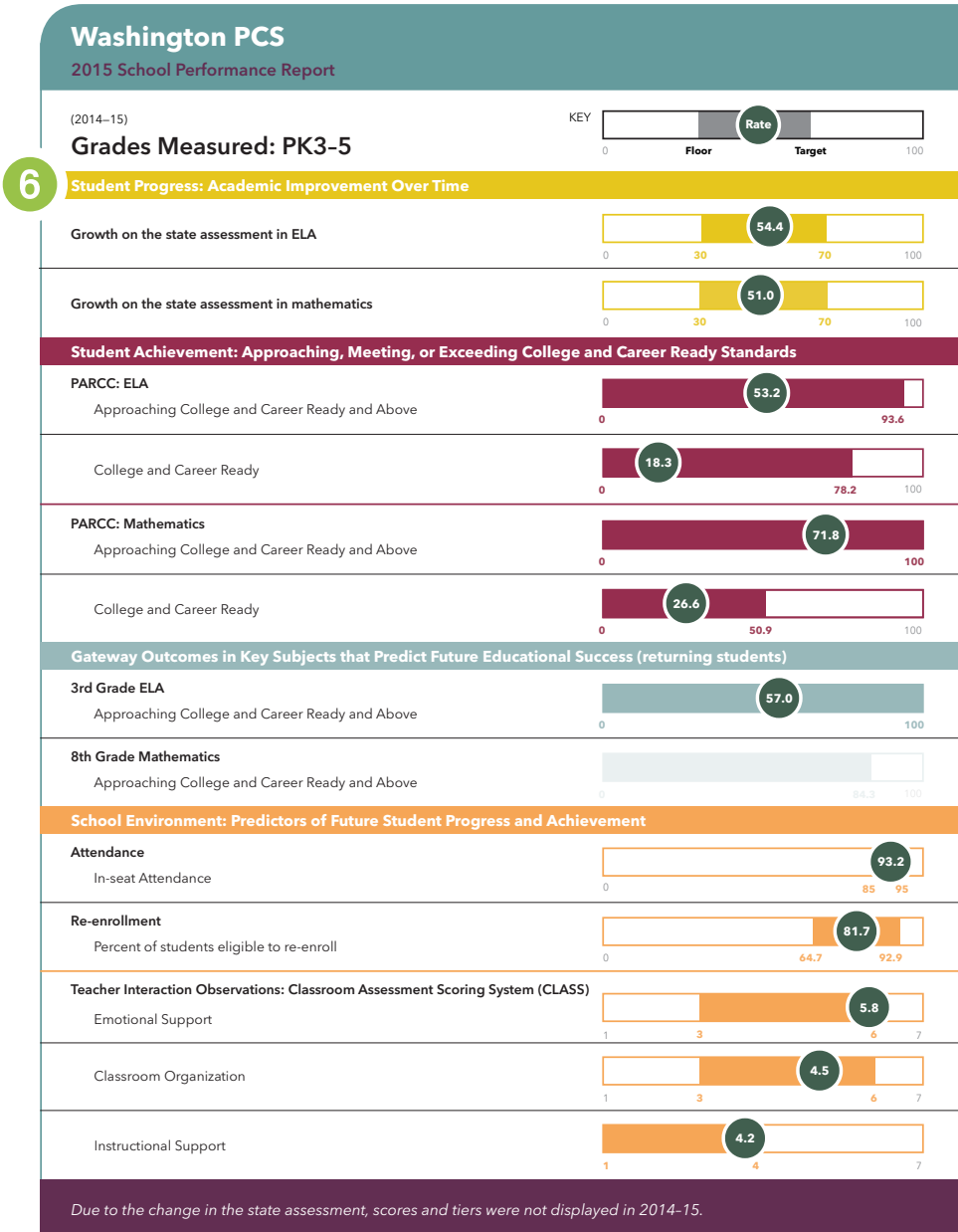
(6) Growth over time

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.



How to read the Adult Education Reports

(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)

Washington PCS 2015 School Performance Report

(2014–15)

Adult Education

Student Progress: Improvement of One or More Levels

Weighted Score

66.7%

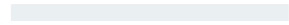
7

Adult Basic Education (ABE) Performance

Weighted ABE Score 62.9%

ABE Level 1

n<10*



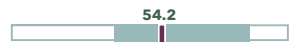
ABE Level 2

X students



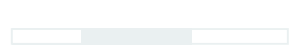
ABE Level 3

X students



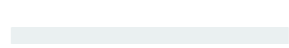
ABE Level 4

n<10*



ABE Level 5

N/A



*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

Weighted ESL Score 72.3%

ESL Level 1

X students



ESL Level 2

X students



ESL Level 3

X students



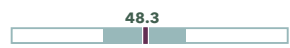
ESL Level 4

X students



ESL Level 5

X students



ESL Level 6**

X students



Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

X students responded to the survey, Survey Response Rate: 69.2%***



Retained Employment or Entered Postsecondary

X students responded to the survey, Survey Response Rate: 72.5%***



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance



Retention

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



TIER 1

8

(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.

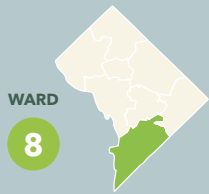
Tier 3 (Low Performing)

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.dcpsb.org.

2014 - 15

Individual Public Charter School Performance Reports



Academy of Hope Adult PCS

421 Alabama Avenue SE
601 Edgewood St NE, Suite 25
Washington, DC

202-269-6623
www.aohdc.org

TIER*

N/A

*This school is not receiving a PMF tier this year because 2014-15 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2015-16 school year.

School Profile (2015-16)

Board Chair

Patrina Clark

CEO

Leicester Johnson

Grades Served

Serves ages 18 and older.

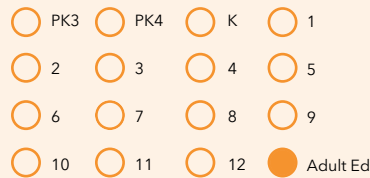
Current Grades Future Grades

Chief Program Officer

Patricia DeFerrari

First School Year

2014-15



Adult Education Tier Explanations

- High Performing**
(At least 65.0% in all indicators)
- Mid Performing**
(At least 35.0% in all indicators)
- 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:

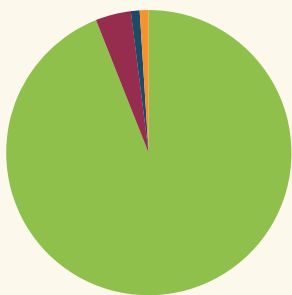
Tier 1 schools meet standards of high performance

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)

Total Enrollment
256



Asian	0.0%
Black Non-Hispanic	94.9%
Hispanic / Latino	3.9%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.8%
Multiracial	0.0%

English Language Learner
0.0%*

Special Education
9.5%*

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

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



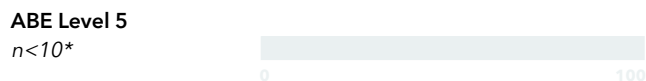
Weighted Score

Student Progress: Improvement of One or More Levels

37.0%

Adult Basic Education (ABE) Performance

Weighted ABE Score **37.0%**



*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

Weighted ESL Score **N/A**



Student Achievement: GED or NEDP Attainment **

31.6%



College and Career Readiness: Employment and Postsecondary Outcomes

0.0%

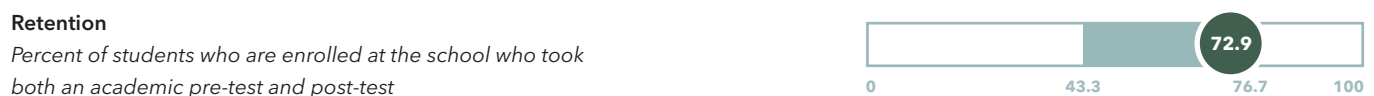
Entered Employment or Entered Postsecondary
23 students responded to the survey, Survey Response Rate: 45.1%***

Response Rate Not Met



Leading Indicators: Predictors of Future Student Progress and Achievement

79.9%



Academy of Hope Adult PCS

2015 School Performance Report

(2014–15)

Adult Education



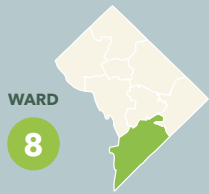
Mission Specific Goals: Progress on programming unique to the school's mission

The school did not identify any mission specific goals to be displayed on the PMF



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

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



Achievement Preparatory Academy PCS - Elementary

1500 Mississippi Avenue SE
Washington, DC 20032

202-727-7373
www.achievementprep.org

School Profile (2015-16)

Board Chair

John Green

Founder & CEO

Shantelle Wright

Grades Served

Is part of a K-8 network.

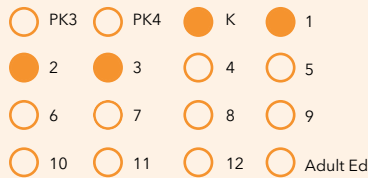
Current Grades Future Grades

Principal

Jake Lappi

First School Year

2013-14



Score Explanations

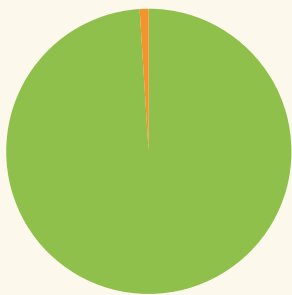
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
267



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

English Language Learner
0.4%

Economically Disadvantaged
68.5%

Special Education
11.2%

At-Risk Population
51.3%

A Note from the School

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

Achievement Preparatory Academy PCS - Elementary

2015 School Performance Report

(2014–15)

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

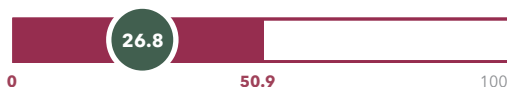


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



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

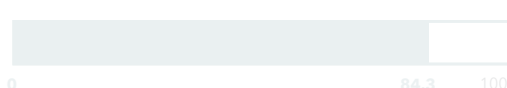
3rd Grade ELA

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

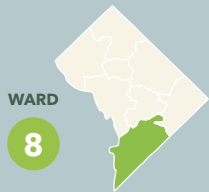


Re-enrollment

Percent of students eligible to re-enroll



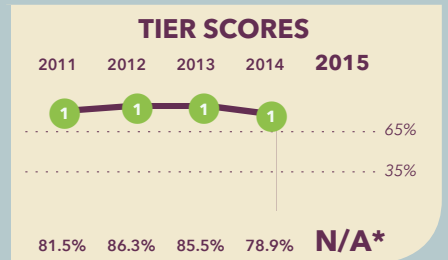
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



Achievement Preparatory Academy PCS - Middle

908 Wahler Place SE
Washington, DC 20032

202-562-1214
www.achievementprep.org



School Profile (2015-16)

Board Chair

John Green

Founder & CEO

Shantelle Wright

Grades Served

Is part of a K-8 network.

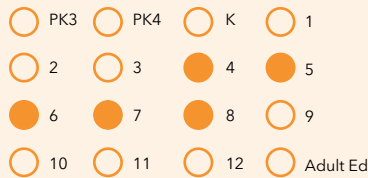
Current Grades Future Grades

Principal

Susan Cannon

First School Year

2008-09



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.

Student Demographics (2014-15)

Total Enrollment
381



Asian	0.0%
Black Non-Hispanic	99.5%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
71.4%

Special Education
14.2%

At-Risk Population
51.2%

A Note from the School

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

Achievement Preparatory Academy PCS - 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

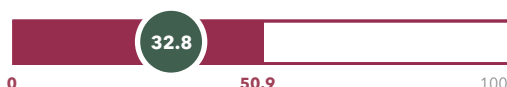


PARCC: Mathematics

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

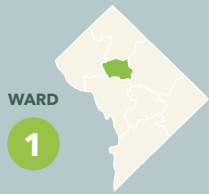


Re-enrollment

Percent of students eligible to re-enroll



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



AppleTree Early Learning PCS - Columbia Heights

2750 14th Street NW
Washington, DC 20009

202-667-9490
www.appletreeinstitute.org

School Profile (2015-16)

Board Chair

Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Is part of a PK network.

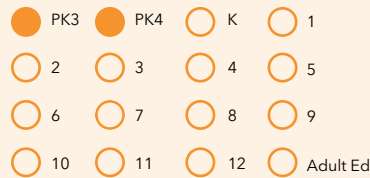
Current Grades Future Grades

Principal

Ryan Tauriainen

First School Year

2007-08



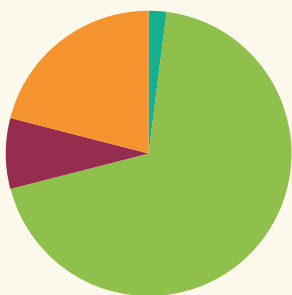
Pre-kindergarten Programs

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Student Demographics (2014-15)

Total Enrollment
163



Asian	1.8%
Black Non-Hispanic	69.3%
Hispanic / Latino	8.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	20.9%
Multiracial	0.0%

English Language Learner
22.7%

Economically Disadvantaged
>60%*

Special Education
8.6%

At-Risk Population
37.4%

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

A Note from the School

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

AppleTree Early Learning PCS - Columbia Heights

2015 School Performance Report

(2014–15)

Grades Measured: PK3-PK4



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

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



School Environment: Predictors of Future Student Progress and Achievement

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support

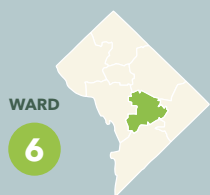


Attendance

In-seat Attendance



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



AppleTree Early Learning PCS - Lincoln Park

138 12th Street NE
Washington, DC 20002

202-621-6581
www.appletreeinstitute.org

School Profile (2015-16)

Board Chair

Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Is part of a PK network.

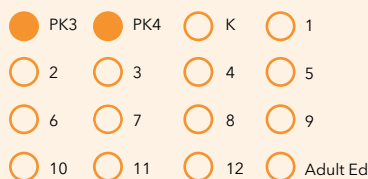
Current Grades Future Grades

Principal

Allison Waddy

First School Year

2011-12



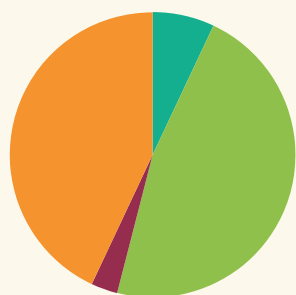
Pre-kindergarten Programs

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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Student Demographics (2014-15)

Total Enrollment
60



Asian	6.7%
Black Non-Hispanic	46.7%
Hispanic / Latino	3.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	43.3%
Multiracial	0.0%

English Language Learner
3.3%

Economically Disadvantaged
>60%*

Special Education
10.0%

At-Risk Population
10.0%

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

A Note from the School

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

AppleTree Early Learning PCS - Lincoln Park

2015 School Performance Report

(2014–15)

Grades Measured: PK3-PK4

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

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



School Environment: Predictors of Future Student Progress and Achievement

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support

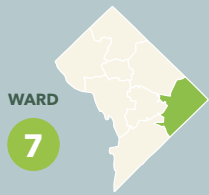


Attendance

In-seat Attendance



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



AppleTree Early Learning PCS - Oklahoma Avenue

330 21st Street NE
Washington, DC 20002

202-629-2179
www.appletreeinstitute.org

School Profile (2015-16)

Board Chair

Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Is part of a PK network.

Current Grades Future Grades

Principal

Ntaka Wellington

First School Year

2010-11



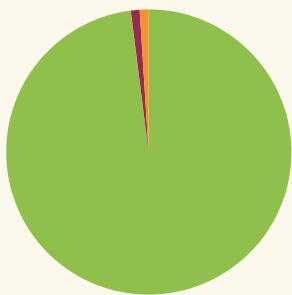
Pre-kindergarten Programs

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Student Demographics (2014-15)

Total Enrollment
161



Asian	0.0%
Black Non-Hispanic	98.1%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.2%
Multiracial	0.0%

English Language Learner
1.9%

Economically Disadvantaged
>60%*

Special Education
4.3%

At-Risk Population
52.2%

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

A Note from the School

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AppleTree Early Learning PCS - Oklahoma Avenue

2015 School Performance Report

(2014–15)

Grades Measured: PK3-PK4



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

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



School Environment: Predictors of Future Student Progress and Achievement

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support

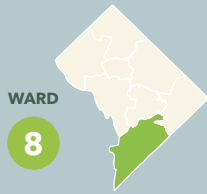


Attendance

In-seat Attendance



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



AppleTree Early Learning PCS - Southeast

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

202-629-2545
202-506-1890

www.appletreeinstitute.org

School Profile (2015-16)

Board Chair

Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Is part of a PK network.

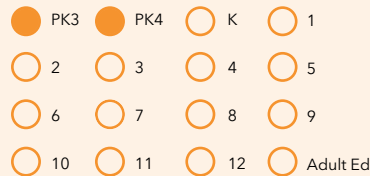
Current Grades Future Grades

Principal

Michael Wilson

First School Year

2011-12



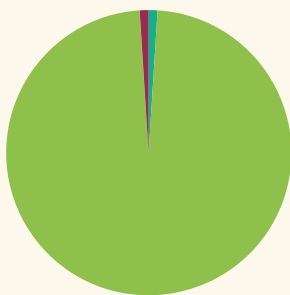
Pre-kindergarten Programs

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Student Demographics (2014-15)

Total Enrollment
178



Asian	0.6%
Black Non-Hispanic	98.9%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.6%

Economically Disadvantaged
>60%*

Special Education
4.5%

At-Risk Population
73.6%

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

A Note from the School

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

AppleTree Early Learning PCS - Southeast

2015 School Performance Report

(2014–15)

Grades Measured: PK3-PK4



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

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



School Environment: Predictors of Future Student Progress and Achievement

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



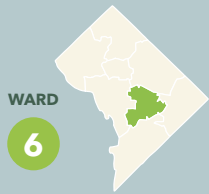
Instructional Support



Attendance

In-seat Attendance





AppleTree Early Learning PCS - Southwest

801 7th Street SW
Washington, DC 20009

202-572-4466
202-646-0500

www.appletreeinstitute.org

School Profile (2015-16)

Board Chair

Jack McCarthy

Chief of Schools

Anne Zummo-Malone

Grades Served

Is part of a PK network.

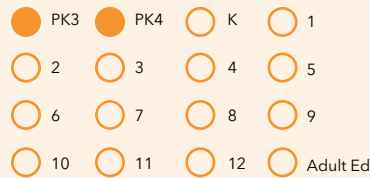
Current Grades Future Grades

Principal

Aja Mills

First School Year

2005-06



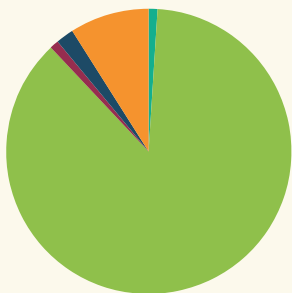
Pre-kindergarten Programs

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Student Demographics (2014-15)

Total Enrollment
86



Asian	1.2%
Black Non-Hispanic	87.2%
Hispanic / Latino	1.2%
Native American / Alaska Native	2.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	8.1%
Multiracial	0.0%

English Language Learner
4.7%

Economically Disadvantaged
>60%*

Special Education
3.5%

At-Risk Population
48.8%

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

A Note from the School

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AppleTree Early Learning PCS - Southwest

2015 School Performance Report

(2014–15)

Grades Measured: PK3-PK4

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

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



School Environment: Predictors of Future Student Progress and Achievement

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



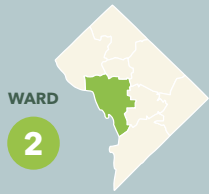
Instructional Support



Attendance

In-seat Attendance

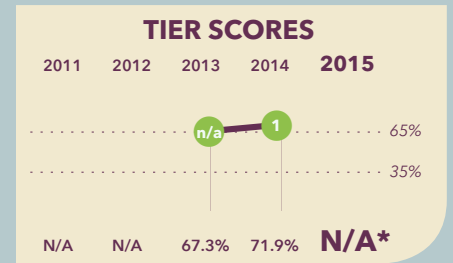




BASIS DC PCS (Middle School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org



School Profile (2015-16)

President and Chairman

Craig Barrett, Ph.D.

Senior Vice President of School Management

Carolyn McGarvey

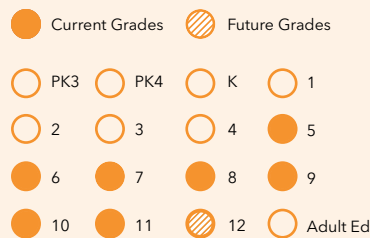
Head of School

Tim Eyerman

First School Year

2012-13

Grades Served



Score Explanations

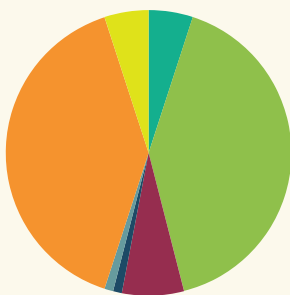
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
551



Asian	4.7%
Black Non-Hispanic	42.1%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.4%
White Non-Hispanic	39.9%
Multiracial	5.6%

English Language Learner
0.0%

Economically Disadvantaged
17.4%

Special Education
4.7%

At-Risk Population
9.8%

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 (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

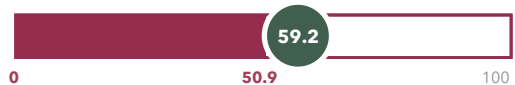


PARCC: Mathematics

Approaching College and Career Ready and Above



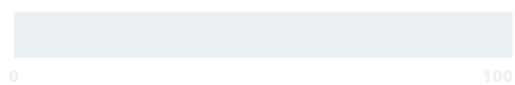
College and Career Ready



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

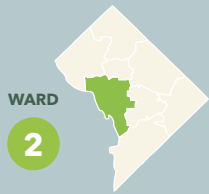


Re-enrollment

Percent of students eligible to re-enroll



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



BASIS DC PCS (High School)

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org

School Profile (2015-16)

President and Chairman

Craig Barrett, Ph.D.

Senior Vice President of School Management

Carolyn McGarvey

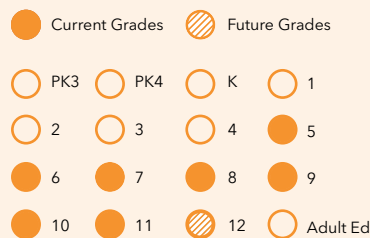
Head of School

Tim Eyerman

First School Year

2012-13

Grades Served



High School Score Explanations

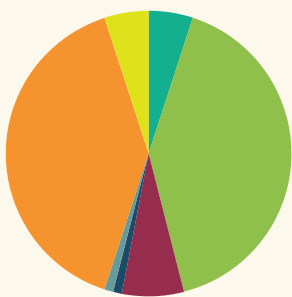
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
551



Asian	4.7%
Black Non-Hispanic	42.1%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.4%
White Non-Hispanic	39.9%
Multiracial	5.6%

English Language Learner
0.0%

Economically Disadvantaged
17.4%

Special Education
4.7%

At-Risk Population
9.8%

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)

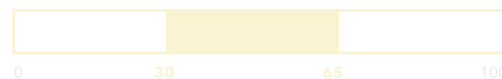
Grades Measured: 9–10



Student Progress: Academic Improvement Over Time

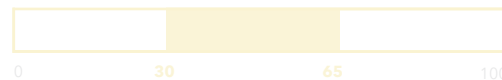
Student growth on the state assessment in ELA

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



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



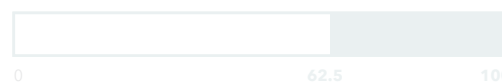
Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



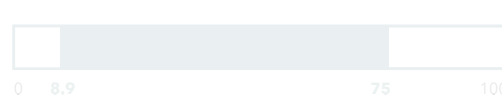
PSAT Performance (11th grade)

Percent of students scoring 80 or above

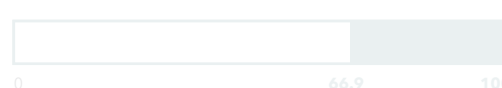


SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



College Acceptance Rate

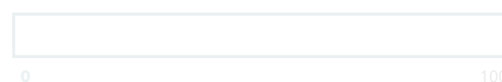


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

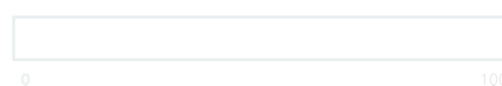


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



BASIS DC PCS (High School)

2015 School Performance Report

(2014–15)

Grades Measured: 9–10

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

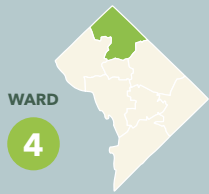
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Bridges PCS

Main: 1250 Taylor Street NW
Sharpe: 4300 13th Street NW
Washington, DC 20011

202-545-0515
202-545-0055
www.bridgespcs.org

School Profile (2015-16)

Board Chair

Debra Graham

Executive Director

Olivia Smith

Grades Served

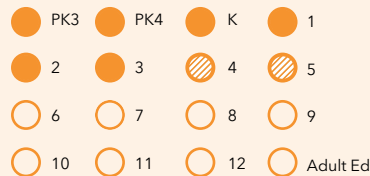
Current Grades Future Grades

Principal

Kristine Rigley

First School Year

2005-06



Score Explanations

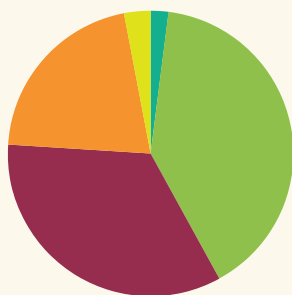
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
272



Asian	1.8%
Black Non-Hispanic	40.4%
Hispanic / Latino	33.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	20.6%
Multiracial	3.3%

English Language Learner
37.5%

Economically Disadvantaged
60.3%

Special Education
30.9%

At-Risk Population
36.4%

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 life long learning. The school's name symbolizes an inclusive learning community that builds bridges of understanding, awareness, and support among children and families with a variety of different needs, cultures, and backgrounds. Bridges PCS is accredited by the Middle States Association of Colleges and Schools.

Bridges PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–2

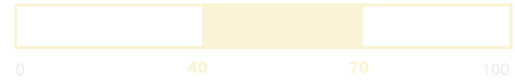


Student Progress: Academic Improvement Over Time

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)

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



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

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



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

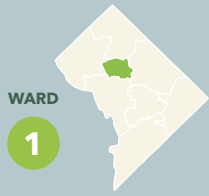
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

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





Briya PCS (Early Childhood)

2333 Ontario Road NW
3912 Georgia Avenue NW
Washington, DC

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

School Profile (2015-16)

Board Chair

Joel Goering

Executive Director

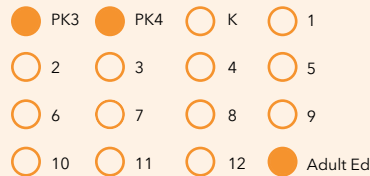
Christie McKay

Grades Served

Current Grades Future Grades

First School Year

2006-07



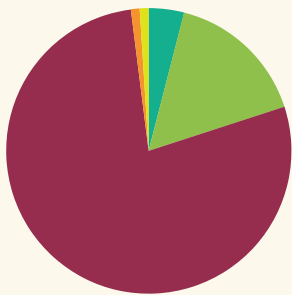
Pre-kindergarten Programs

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.

* 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)

Total Enrollment
492



Asian	3.9%
Black Non-Hispanic	16.5%
Hispanic / Latino	78.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.4%
Multiracial	0.2%

English Language Learner
84.7%

Economically Disadvantaged
>60%*

Special Education
15.6%

At-Risk Population
6.1%

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

A Note from the School

The mission of 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

(2014–15)

Grades Measured: PK3-PK4



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



School Environment: Predictors of Future Student Progress and Achievement

Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



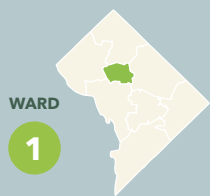
Instructional Support



Attendance

In-seat Attendance





WARD
1

Briya PCS (Adult Education)

2333 Ontario Road NW
3912 Georgia Avenue NW
Washington, DC

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

TIER

- ▶ **1 High Performing**
- 2 Mid Performing**
- 3 Low Performing**

School Profile (2015-16)

Board Chair

Joel Goering

Executive Director

Christie McKay

Grades Served

Serves ages 16 and older.

Current Grades Future Grades

First School Year

2006-07



Adult Education 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:

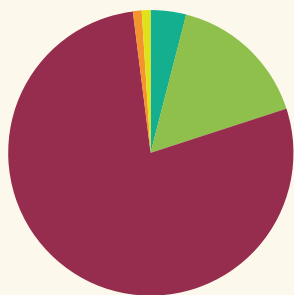
Tier 1 schools meet standards of high performance

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)

Total Enrollment
492



Asian	3.9%
Black Non-Hispanic	16.5%
Hispanic / Latino	78.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.4%
Multiracial	0.2%

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.

Briya PCS (Adult Education)

2015 School Performance Report

(2014–15)

Adult Education



Weighted Score

Student Progress: Improvement of One or More Levels

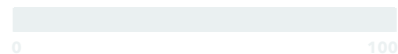
88.7%

Adult Basic Education (ABE) Performance

Weighted ABE Score **73.3%**

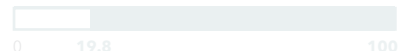
ABE Level 1

N/A



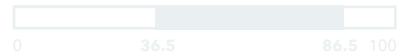
ABE Level 2

N/A



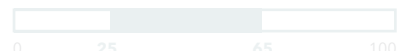
ABE Level 3

n<10*



ABE Level 4

n<10*



ABE Level 5

12 students



*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

Weighted ESL Score **89.3%**

ESL Level 1

19 students



ESL Level 2

30 students



ESL Level 3

90 students



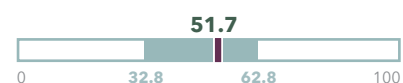
ESL Level 4

106 students



ESL Level 5

58 students



ESL Level 6**

39 students



Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

86 students responded to the survey, Survey Response Rate: 79.6%***



Retained Employment or Entered Postsecondary

136 students responded to the survey, Survey Response Rate: 72.0%***



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

95.6%

Attendance



Retention

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



TIER 1

Briya PCS (Adult Education)

2015 School Performance Report

(2014–15)

Adult Education



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

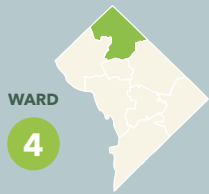
Family Reading Journal Rubric

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).

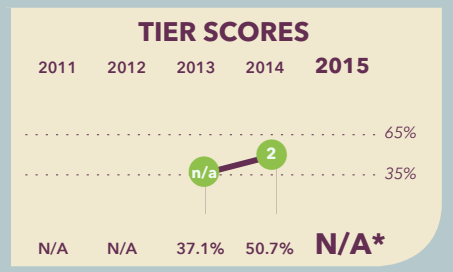
***Percent of students successfully contacted via Career and College Readiness Surveys by the school.



Capital City PCS - Lower School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.cccps.org



School Profile (2015-16)

Board Chair

Anne Wallestad

Head of School

Karen Dresden

Grades Served

Is part of a PK-12 network.

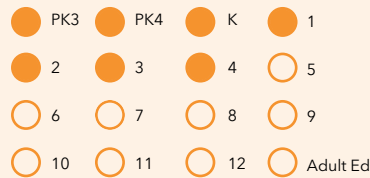
Current Grades Future Grades

Principal

Amy Wendel

First School Year

2000-01



Score Explanations

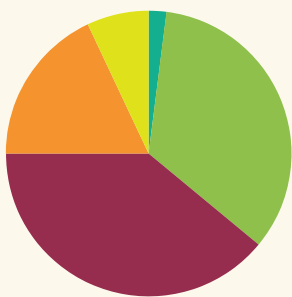
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
322



Asian	1.6%
Black Non-Hispanic	34.2%
Hispanic / Latino	38.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	18.3%
Multiracial	7.5%

English Language Learner
29.5%

Economically Disadvantaged
59.9%

Special Education
7.8%

At-Risk Population
23.6%

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 - Lower School

2015 School Performance Report

(2014–15)

Grades Measured: PK3–4

KEY



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

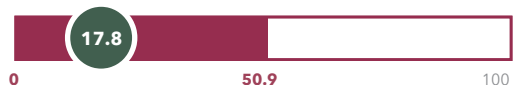


PARCC: Mathematics

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.

Capital City PCS - Lower School

2015 School Performance Report

(2014–15)

Grades Measured: PK3–4

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



PK Social Emotional Learning: Teaching Strategies GOLD™

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



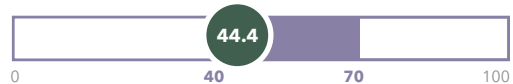
K-2 Reading: Fountas & Pinnell and Phonological Awareness Screening (PALS)

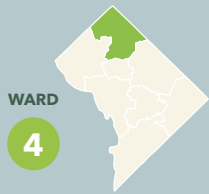
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

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



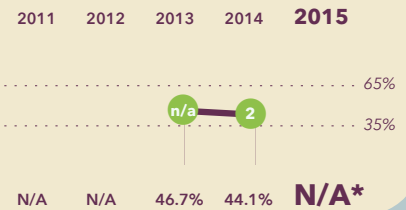


Capital City PCS - Middle School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.cccps.org

TIER SCORES



School Profile (2015-16)

Board Chair

Anne Wallestad

Head of School

Karen Dresden

Grades Served

Is part of a PK-12 network.

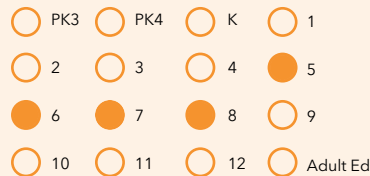
Current Grades Future Grades

Principal

Laina Cox

First School Year

2012-13



Score Explanations

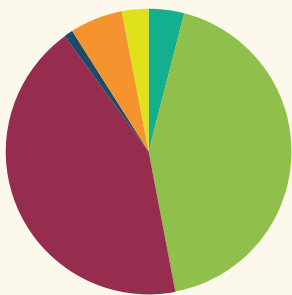
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
320



Asian	4.1%
Black Non-Hispanic	42.5%
Hispanic / Latino	43.1%
Native American / Alaska Native	0.6%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	6.6%
Multiracial	3.1%

English Language Learner
11.9%

Economically Disadvantaged
75.3%

Special Education
18.4%

At-Risk Population
36.9%

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 - Middle School

2015 School Performance Report

(2014–15)

Grades Measured: 5–8

KEY



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

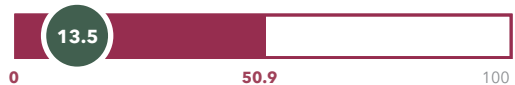


PARCC: Mathematics

Approaching College and Career Ready and Above



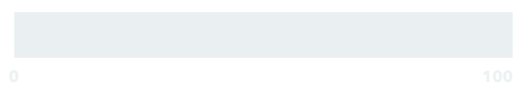
College and Career Ready



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

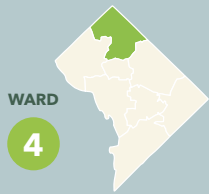


Re-enrollment

Percent of students eligible to re-enroll



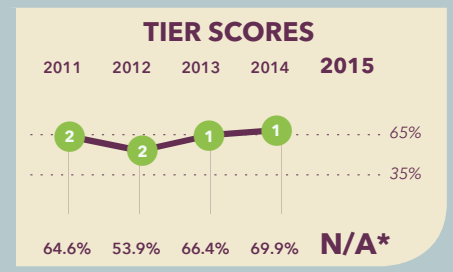
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



Capital City PCS - High School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpccs.org



School Profile (2015-16)

Board Chair

Anne Wallestad

Head of School

Karen Dresden

Grades Served

Is part of a PK-12 network.

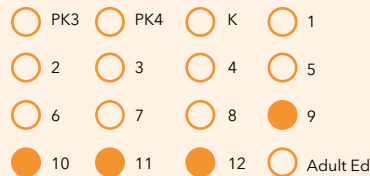
Current Grades Future Grades

Principal

Belicia Reaves

First School Year

2008-09



High School Score Explanations

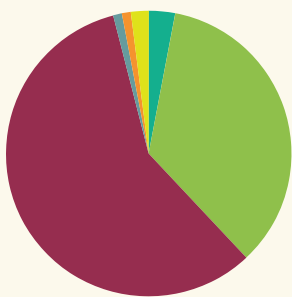
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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%

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

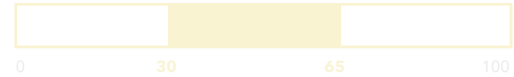
KEY



Student Progress: Academic Improvement Over Time

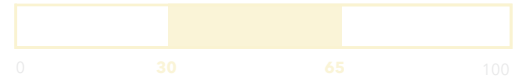
Student growth on the state assessment in ELA

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

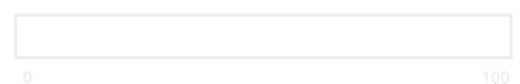


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Capital City 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

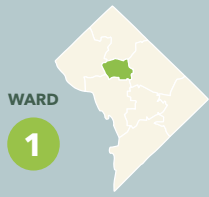
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Carlos Rosario International PCS

1100 Harvard Street NW
514 V Street NE
Washington, DC

202-797-4700
202-734-4900
www.carlosrosario.org

TIER

- ▶ **1 High Performing**
- 2 Mid Performing**
- 3 Low Performing**

School Profile (2015-16)

Board Chair

Patricia Sosa

Executive Director & CEO

Allison R. Kokkoros

Grades Served

Serves ages 16 and older.

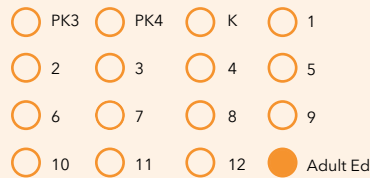
Current Grades Future Grades

Principal

HollyAnn Freso-Moore
Karen Rivas

First School Year

1998-99



Adult Education 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

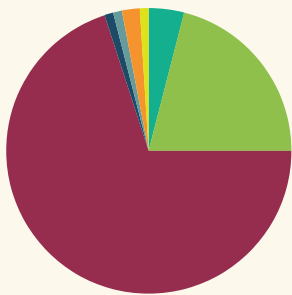
Tier 2 schools fall short of high performance standards but meet minimum overall performance standards

Tier 3 schools fall significantly short of high performance in one or more indicators, showing inadequate performance

Student Demographics (2014-15)

Total Enrollment

1973



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%

English Language Learner

75.8%*

Special Education

0.0%*

*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.

Carlos Rosario International PCS

2015 School Performance Report

(2014–15)

Adult Education



Weighted
Score

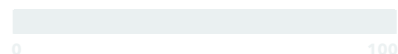
Student Progress: Improvement of One or More Levels

81.3%

Adult Basic Education (ABE) Performance

Weighted ABE Score **75.3%**

ABE Level 1
*n<10**



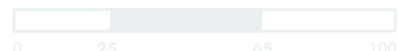
ABE Level 2
27 students



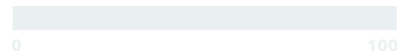
ABE Level 3
19 students



ABE Level 4
*n<10**



ABE Level 5
N/A



*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

Weighted ESL Score **81.5%**

ESL Level 1
36 students



ESL Level 2
78 students



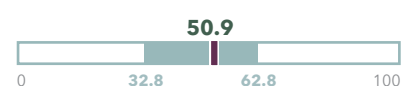
ESL Level 3
285 students



ESL Level 4
384 students



ESL Level 5
462 students



ESL Level 6**
385 students



Student Achievement: GED or NEDP Attainment **

N/A

Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

*196 students responded to the survey, Survey Response Rate: 79.7%****



Retained Employment or Entered Postsecondary

*525 students responded to the survey, Survey Response Rate: 52.8%****



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

Attendance



Retention

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



TIER 1

Carlos Rosario International PCS

2015 School Performance Report

(2014–15)

Adult Education



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



Certification

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



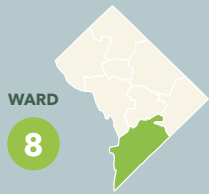
School Specific Assessment

Percent of students scoring a 70% or higher on the Carlos Rosario Technology assessment



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

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



Cedar Tree Academy PCS

701 Howard Road SE
Washington, DC 20020

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

School Profile (2015-16)

Board Chair

Carla Bailey, Ph.D.

Head of School & Principal

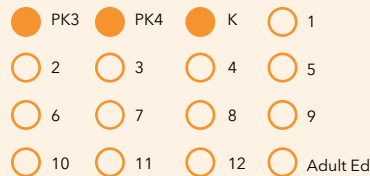
LaTonya Henderson,
Ed.D.

First School Year

2001-02

Grades Served

Current Grades Future Grades



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.

Student Demographics (2014-15)

Total Enrollment
358



Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
7.0%

At-Risk Population
75.1%

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

A Note from the School

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

Cedar Tree Academy PCS

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: Individual Growth & Development Indicators (myIGDI)

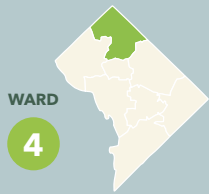
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



PK Math: Individual Growth & Development Indicators (myIGDI)

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

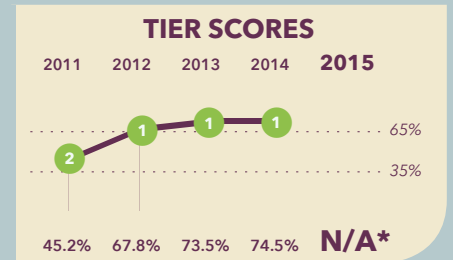




Center City PCS - Brightwood

6008 Georgia Avenue NW
Washington, DC 20011

202-723-3322
www.centercitypcs.org



School Profile (2015-16)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Is part of a PK-8 network.

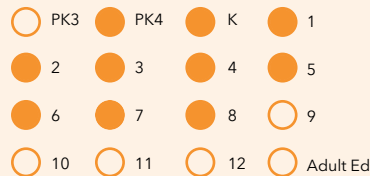
Current Grades Future Grades

Principal

Rachel Tommelleo

First School Year

2008-09



Score Explanations

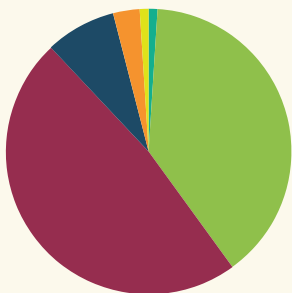
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
248



Asian	0.4%
Black Non-Hispanic	39.1%
Hispanic / Latino	49.2%
Native American / Alaska Native	7.7%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	3.2%
Multiracial	0.4%

English Language Learner
22.2%

Economically Disadvantaged
>60%*

Special Education
13.3%

At-Risk Population
35.9%

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

A Note from the School

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

Center City PCS - Brightwood

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.

Center City PCS - Brightwood

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®)

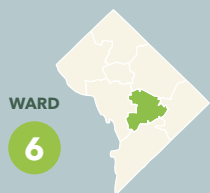
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

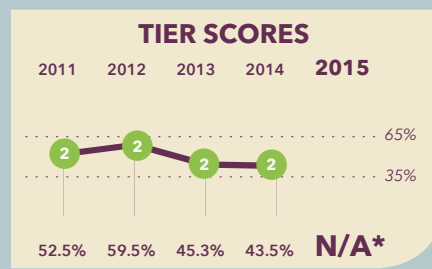




Center City PCS - Capitol Hill

1503 East Capitol Street SE
Washington, DC 20003

202-547-7556
www.centercitypcs.org



School Profile (2015-16)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Is part of a PK-8 network.

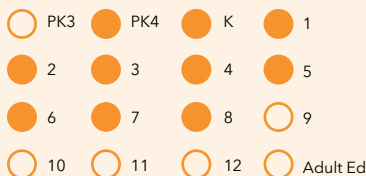
Current Grades Future Grades

Principal

Joseph Speight

First School Year

2008-09



Score Explanations

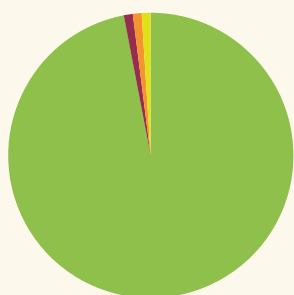
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
239



Asian	0.0%
Black Non-Hispanic	98.3%
Hispanic / Latino	0.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.4%
Multiracial	0.8%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
11.3%

At-Risk Population
49.0%

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

A Note from the School

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

Center City PCS - Capitol Hill

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

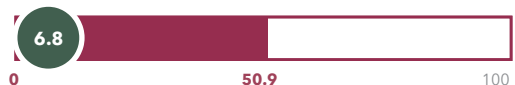


PARCC: Mathematics

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

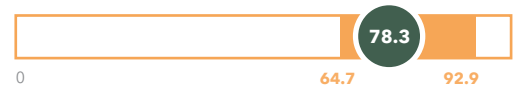
Attendance

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.

Center City PCS - Capitol Hill

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®)

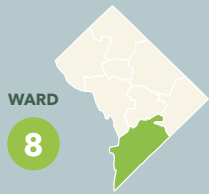
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

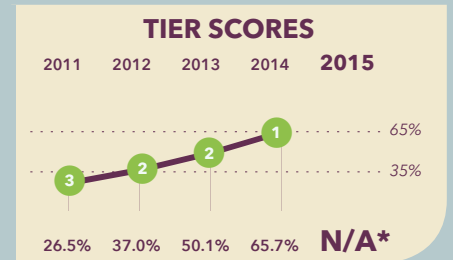




Center City PCS - Congress Heights

220 Highview Place SE
Washington, DC 20032

202-562-7070
www.centercitypcs.org



School Profile (2015-16)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Is part of a PK-8 network.

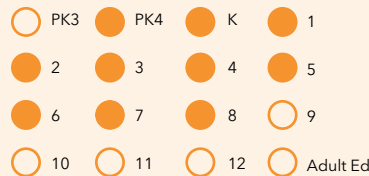
Current Grades Future Grades

Principal

Niya White

First School Year

2008-09



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.

Student Demographics (2014-15)

Total Enrollment
257



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
7.4%

At-Risk Population
68.5%

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

A Note from the School

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



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

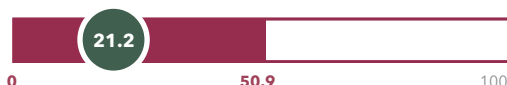


PARCC: Mathematics

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 - Congress Heights

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®)

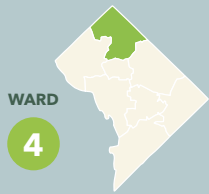
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

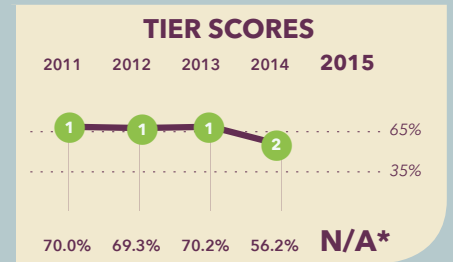




Center City PCS - Petworth

510 Webster Street NW
Washington, DC 20011

202-726-9212
www.centercitypcs.org



School Profile (2015-16)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Is part of a PK-8 network.

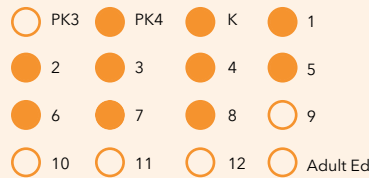
Current Grades Future Grades

Principal

Nazo Burgy

First School Year

2008-09



Score Explanations

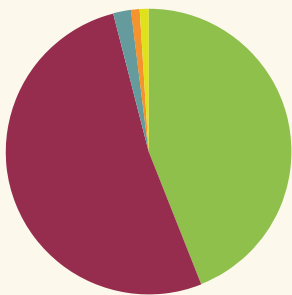
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
262



Asian	0.0%
Black Non-Hispanic	43.5%
Hispanic / Latino	52.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	2.3%
White Non-Hispanic	0.8%
Multiracial	0.8%

English Language Learner
20.3%

Economically Disadvantaged
>60%*

Special Education
10.0%

At-Risk Population
37.8%

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

A Note from the School

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

Center City PCS - Petworth

2015 School Performance Report

(2014–15)

Grades Measured: PK4-8

KEY



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

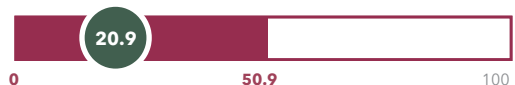


PARCC: Mathematics

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 - Petworth

2015 School Performance Report

(2014–15)

Grades Measured: PK4–8

KEY



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®)

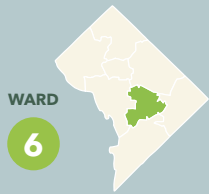
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

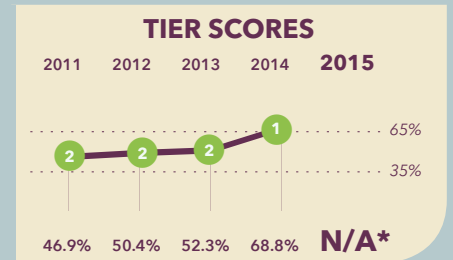




Center City PCS - Shaw

711 N Street NW
Washington, DC 20001

202-234-1093
www.centercitypcs.org



School Profile (2015-16)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Is part of a PK-8 network.

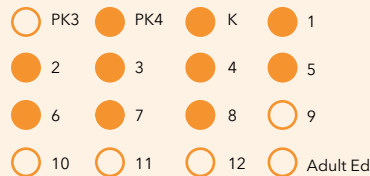
Current Grades Future Grades

Principal

Brandy Tyson

First School Year

2008-09



Score Explanations

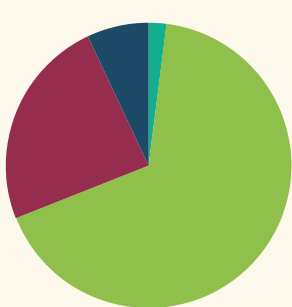
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
241



Asian	2.5%
Black Non-Hispanic	67.2%
Hispanic / Latino	23.7%
Native American / Alaska Native	6.6%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
14.1%

Economically Disadvantaged
>60%*

Special Education
13.3%

At-Risk Population
50.2%

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

A Note from the School

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 - Shaw

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.

Center City PCS - Shaw

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®)

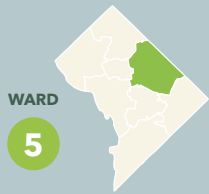
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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





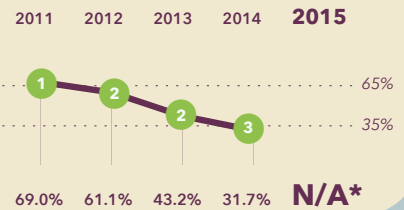
Center City PCS - Trinidad

1217 West Virginia Avenue NE
Washington, DC 20002

202-397-1614

www.centercitypcs.org

TIER SCORES



School Profile (2015-16)

Board Chair

Tom O'Hara

President & CEO

Russ E. Williams, Jr.

Grades Served

Is part of a PK-8 network.

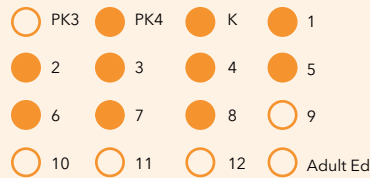
Current Grades Future Grades

Principal

Vernetta Christian

First School Year

2008-09



Score Explanations

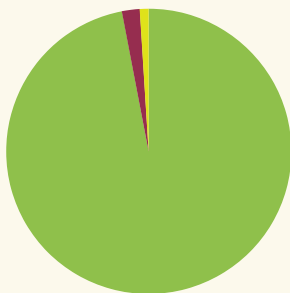
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
236



Asian	0.0%
Black Non-Hispanic	97.9%
Hispanic / Latino	1.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.4%

English Language Learner
1.7%

Economically Disadvantaged
>60%*

Special Education
11.9%

At-Risk Population
57.6%

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

A Note from the School

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

Center City PCS - Trinidad

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

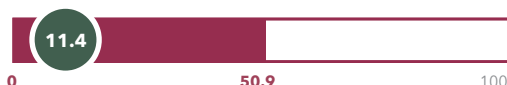


PARCC: Mathematics

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.

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®)

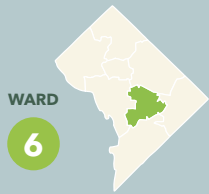
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

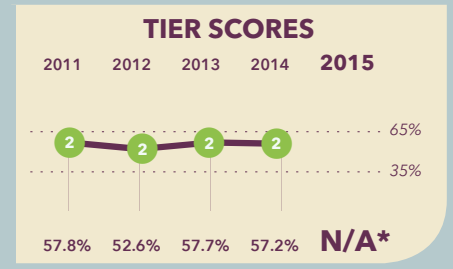




César Chávez PCS for Public Policy - Capitol Hill

709 12th Street SE
Washington, DC 20003

202-547-3424
www.chavezschools.org



School Profile (2015-16)

Board Chair

Kathy Bihl

CEO

Joan Massey

Grades Served

Is part of a 6-12 network.

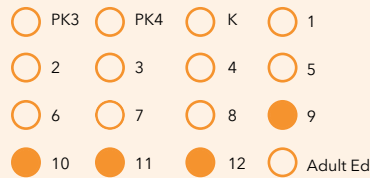
Current Grades Future Grades

Principal

Beverly Donovan

First School Year

1998-99



High School Score Explanations

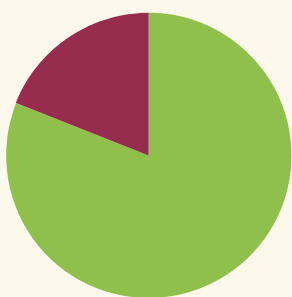
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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.

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.

César Chávez PCS for Public Policy - Capitol Hill

2015 School Performance Report

(2014–15)

Grades Measured: 9–12



Student Progress: Academic Improvement Over Time

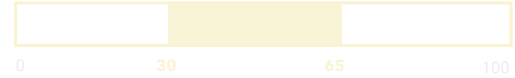
Student growth on the state assessment in ELA

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



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)

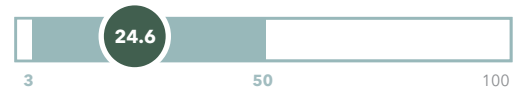


Five-Year Graduation Rate



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

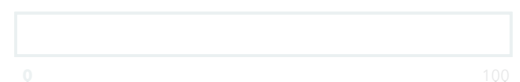


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



César Chávez PCS for Public Policy - Capitol Hill

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

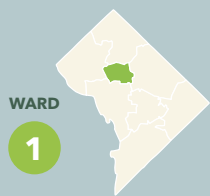
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



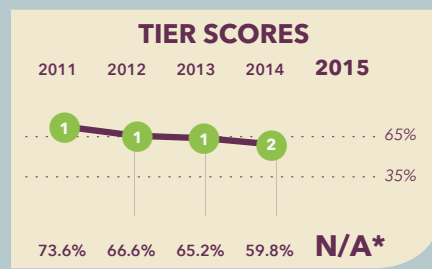
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.



César Chávez PCS for Public Policy - Chávez Prep

770 Kenyon Street NW
Washington, DC 20010

202-723-3975
www.chavezschools.org



School Profile (2015-16)

Board Chair

Kathy Bihl

CEO

Joan Massey

Grades Served

Is part of a 6-12 network.

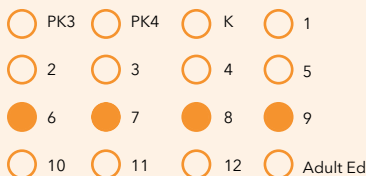
Current Grades Future Grades

Principal

Jeffery Lash

First School Year

2007-08



Score Explanations

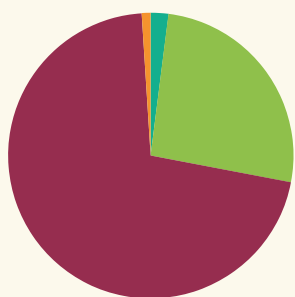
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

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%

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

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.

César Chávez PCS for Public Policy - Chávez Prep

2015 School Performance Report

(2014–15)

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

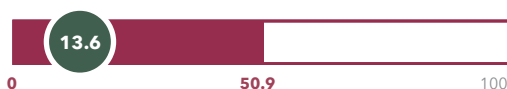


PARCC: Mathematics

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

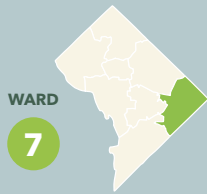


Re-enrollment

Percent of students eligible to re-enroll



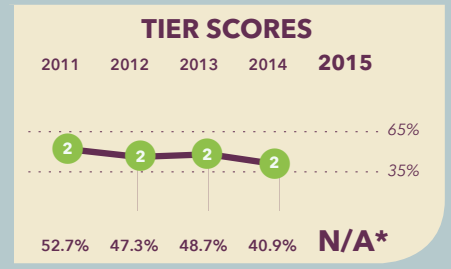
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



César Chávez PCS for Public Policy - Parkside Middle School

3701 Hayes Street NE
Washington, DC 20019

202-398-2230
www.chavezschools.org



School Profile (2015-16)

Board Chair

Kathy Bihl

CEO

Joan Massey

Grades Served

Is part of a 6-12 network.

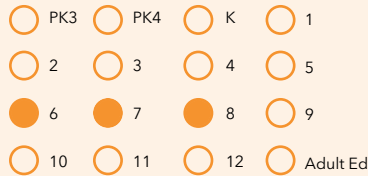
Current Grades Future Grades

Principal

Erin Fisher

First School Year

2004-05



Score Explanations

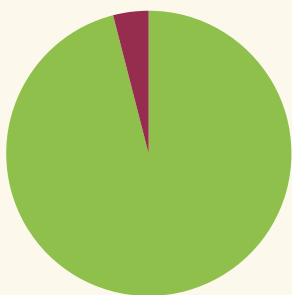
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
303



Asian	0.0%
Black Non-Hispanic	96.4%
Hispanic / Latino	3.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
2.6%

Economically Disadvantaged
>60%*

Special Education
15.8%

At-Risk Population
69.0%

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

A Note from the School

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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

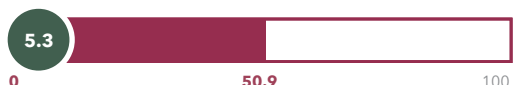


PARCC: Mathematics

Approaching College and Career Ready and Above



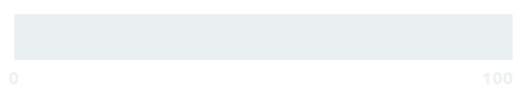
College and Career Ready



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

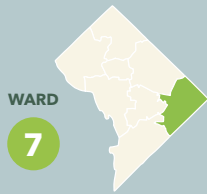


Re-enrollment

Percent of students eligible to re-enroll



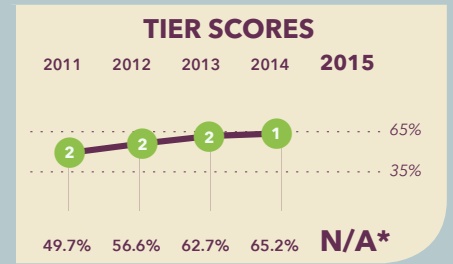
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



César Chávez PCS for Public Policy - Parkside High School

3701 Hayes Street NE
Washington, DC 20019

202-398-2230
www.chavezschools.org



School Profile (2015-16)

Board Chair

Kathy Bihr

CEO

Joan Massey

Grades Served

Is part of a 6-12 network.

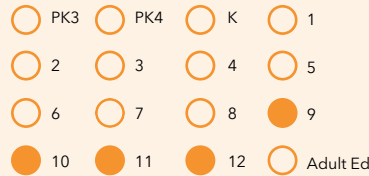
Current Grades Future Grades

Principal

William Massey

First School Year

2004-05



High School Score Explanations

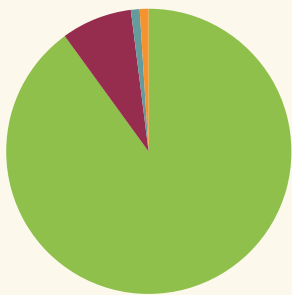
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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.

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.

César Chávez PCS for Public Policy - Parkside High School

2015 School Performance Report

(2014–15)

Grades Measured: 9–12

KEY



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

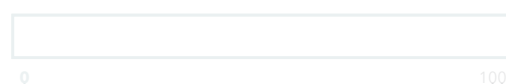


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



César Chávez PCS for Public Policy - Parkside High School

2015 School Performance Report

(2014–15)

Grades Measured: 9–12

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

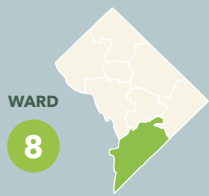
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Community College Preparatory Academy PCS

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

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

TIER

- 1 High Performing
- 2 Mid Performing
- ▶ 3 Low Performing

School Profile (2015-16)

Board Chair

Monica Ray

Executive Director & Head of School

C. Vannessa (Connie) Spinner

First School Year

2013-14

Grades Served

Serves ages 18 and older.

Current Grades Future Grades



Adult Education 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)

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%

English Language Learner
9.8%*

Special Education
8.8%*

*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



Weighted Score

Student Progress: Improvement of One or More Levels

33.4%

Adult Basic Education (ABE) Performance

Weighted ABE Score 33.4%

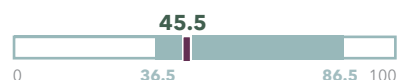
ABE Level 1
n<10*



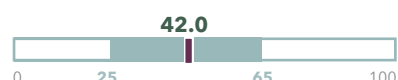
ABE Level 2
26 students



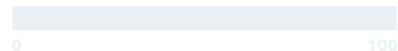
ABE Level 3
88 students



ABE Level 4
50 students



ABE Level 5
n<10*



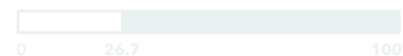
*Levels with results less than 10 students are not displayed but still included in the final score.

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

English as a Second Language (ESL) Performance

Weighted ESL Score N/A

ESL Level 1
N/A



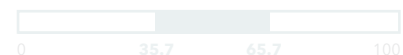
ESL Level 2
N/A



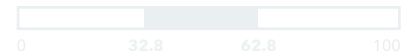
ESL Level 3
N/A



ESL Level 4
N/A



ESL Level 5
N/A



ESL Level 6**
N/A



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

8.1%

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%***

Response Rate Not Met

Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

94.3%

Attendance



Retention

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



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



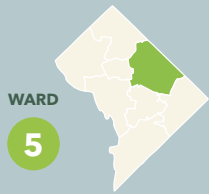
Certification

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.



Creative Minds International PCS

3700 North Capitol Street NW
Washington, DC 20011

202-588-0370
www.creativemindspcs.org

School Profile (2015-16)

Board Chair

Melanie Bowen

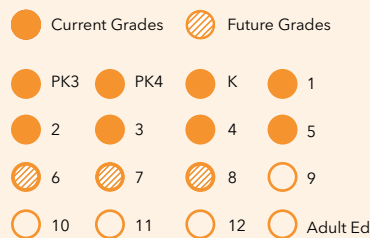
Founder & Head of School

Golnar Abedin, Ph.D.

First School Year

2012-13

Grades Served



Score Explanations

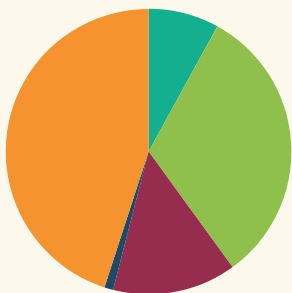
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
181



Asian	7.7%
Black Non-Hispanic	32.6%
Hispanic / Latino	13.8%
Native American / Alaska Native	0.6%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	45.3%
Multiracial	0.0%

English Language Learner
5.5%

Economically Disadvantaged
22.7%

Special Education
33.7%

At-Risk Population
12.2%

A Note from the School

Creative Minds International PCS is a tuition-free school for children located on the Armed Forces Retirement Home Campus in Northwest Washington. 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

(2014–15)

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



College and Career Ready

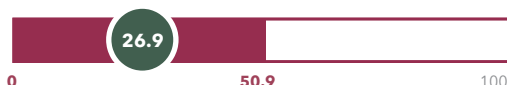


PARCC: Mathematics

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.

Creative Minds International PCS

2015 School Performance Report

(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



PK Math: Teaching Strategies GOLD™

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



K-2 Reading: Developmental Reading Assessment™ (DRA)

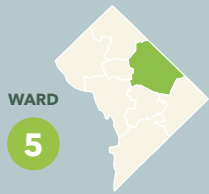
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: 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

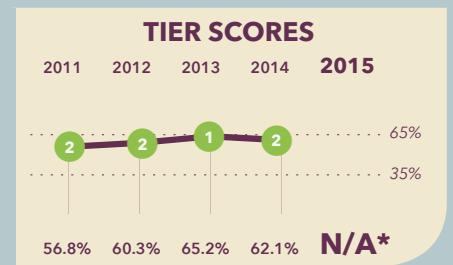




DC Bilingual PCS

33 Riggs Road NE
Washington, DC 20011

202-750-6674
www.dcbilingual.org



School Profile (2015-16)

Board Chair

Susie Rosenbaum

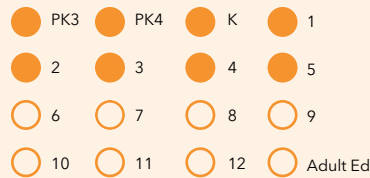
Head of School

Daniela Anello

Grades Served

Is part of the PK-12 DCI network.

Current Grades Future Grades



First School Year

2004-05

Score Explanations

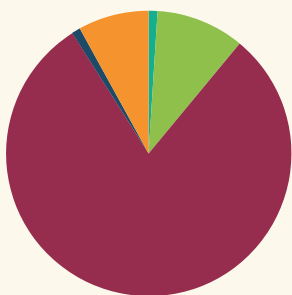
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
364



Asian	0.3%
Black Non-Hispanic	10.4%
Hispanic / Latino	81.3%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	7.7%
Multiracial	0.0%

English Language Learner
49.5%

Economically Disadvantaged
*

Special Education
19.2%

At-Risk Population
38.2%

* Rate not available

A Note from the School

Founded in 2004, DC Bilingual provides an innovative dual immersion Spanish and English learning program for all students, regardless of their home language. Through 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.

DC 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

Approaching College and Career Ready and Above



College and Career Ready

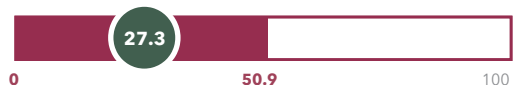


PARCC: Mathematics

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

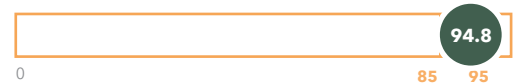
Approaching College and Career Ready and Above



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)

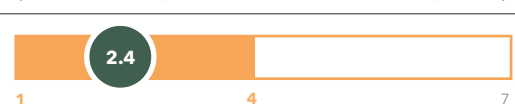
Emotional Support



Classroom Organization



Instructional Support



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

DC Bilingual PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



K-2 Reading: Fountas & Pinnell Literacy

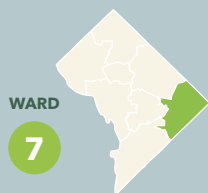
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: TerraNova®

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





DC Prep PCS - Benning Elementary

100 41st Street NE
Washington, DC 20019

202-398-2838
www.dcprep.org

School Profile (2015-16)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

Grades Served

Is part of a PK3-8 network.

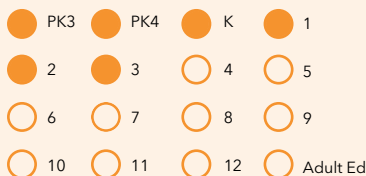
Current Grades Future Grades

Principal

Raymond Weeden

First School Year

2008-09



Score Explanations

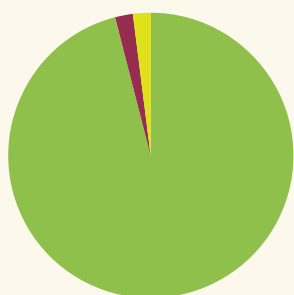
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
442



Asian	0.0%
Black Non-Hispanic	95.2%
Hispanic / Latino	2.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	2.3%

English Language Learner
1.8%

Economically Disadvantaged
>60%*

Special Education
7.9%

At-Risk Population
55.4%

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

A Note from the School

Founded in 2003, DC Prep 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.

DC Prep PCS - Benning Elementary

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3



Early Childhood Student Outcomes on School-Selected Assessments

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

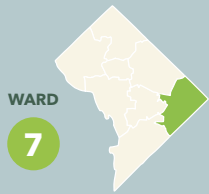
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



PK Math: Test of Early Mathematics Ability (TEMA)

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

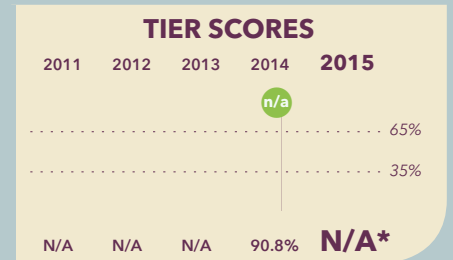




DC Prep PCS - Benning Middle

100 41st Street NE
Washington, DC 20019

202-396-3780
www.dcprep.org



School Profile (2015-16)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

Grades Served

Is part of a PK3-8 network.

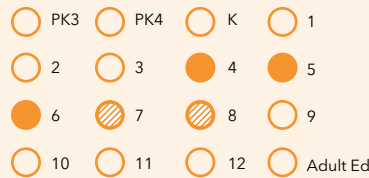
Current Grades Future Grades

Principal

Erin Waldron

First School Year

2013-14



Score Explanations

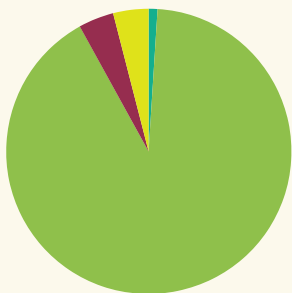
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
152



Asian	0.7%
Black Non-Hispanic	91.4%
Hispanic / Latino	3.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	3.9%

English Language Learner
0.7%

Economically Disadvantaged
64.5%

Special Education
19.7%

At-Risk Population
46.1%

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.

DC Prep PCS - Benning Middle

2015 School Performance Report

(2014–15)

Grades Measured: 4-5



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



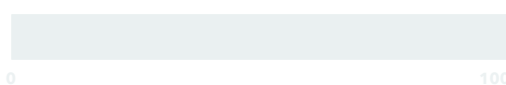
College and Career Ready



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

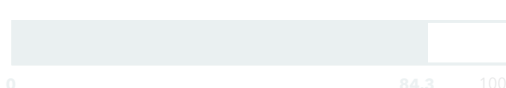
3rd Grade ELA

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

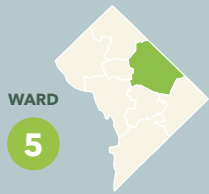


Re-enrollment

Percent of students eligible to re-enroll



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



DC Prep PCS - Edgewood Elementary

707 Edgewood Street NE
Washington, DC 20017

202-635-4411
www.dcprep.org

School Profile (2015-16)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

Grades Served

Is part of a PK3-8 network.

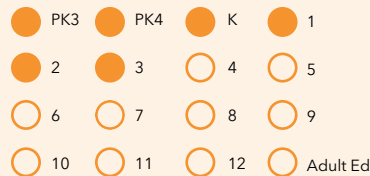
Current Grades Future Grades

Principal

Shaunte Edmonds

First School Year

2007-08



Score Explanations

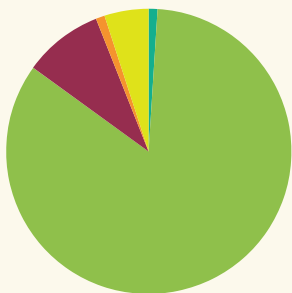
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
432



Asian	0.2%
Black Non-Hispanic	85.4%
Hispanic / Latino	8.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.7%
Multiracial	5.1%

English Language Learner
4.6%

Economically Disadvantaged
77.8%

Special Education
10.2%

At-Risk Population
50.0%

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. Edgewood Elementary Campus is the top-performing elementary charter school in the city based on 2014 results, and a 2013 U.S. Department of Education National Blue Ribbon School. Edgewood 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 - Edgewood 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.

DC Prep PCS - Edgewood Elementary

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3



Early Childhood Student Outcomes on School-Selected Assessments

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

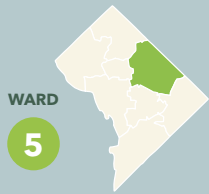
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



PK Math: Test of Early Mathematics Ability (TEMA)

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

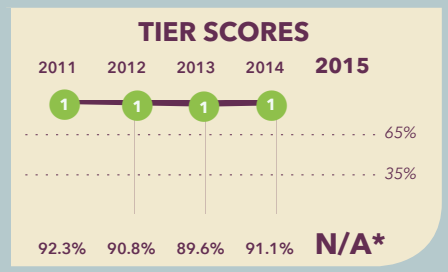




DC Prep PCS - Edgewood Middle

701 Edgewood Street NE
Washington, DC 20017

202-832-5700
www.dcprep.org



School Profile (2015-16)

Board Chair

Le Roy (Terry) Eakin III

CEO

Emily Lawson

Grades Served

Is part of a PK3-8 network.

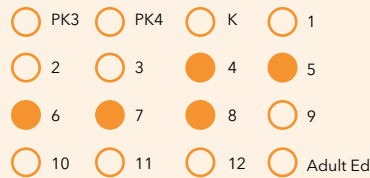
Current Grades Future Grades

Principal

Cassie Pergament

First School Year

2003-04



Score Explanations

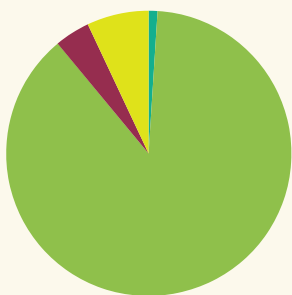
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
294



Asian	0.3%
Black Non-Hispanic	88.1%
Hispanic / Latino	4.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	7.5%

English Language Learner
0.3%

Economically Disadvantaged
61.6%

Special Education
16.3%

At-Risk Population
38.4%

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. Edgewood Middle Campus - DC Prep's flagship school - is the highest-performing public charter school in Washington based on 2014 DC Comprehensive Assessment System results. Edgewood Middle Campus is an award-winning, extended middle school serving students in the 4th-8th grades. With a twin focus on rigorous academics and character development, Edgewood Middle Campus is preparing its graduates for success in top-tier high schools, college, and beyond.

DC Prep PCS - Edgewood 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



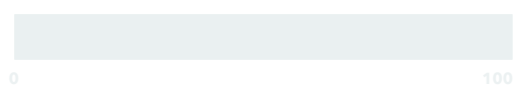
College and Career Ready



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

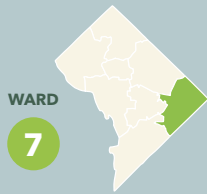


Re-enrollment

Percent of students eligible to re-enroll



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

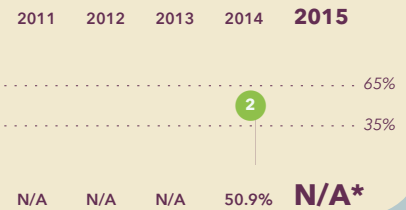


DC Scholars PCS

5601 East Capitol Street SE
Washington, DC 20019

202-559-6138
www.dcscholars.org

TIER SCORES



School Profile (2015-16)

Board Chair

Mieka Wick

Executive Director

Lars Beck

Grades Served

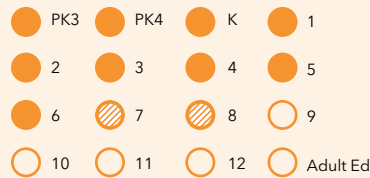
Current Grades Future Grades

Principal

Rebecca Crouch

First School Year

2012-13



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.

Student Demographics (2014-15)

Total Enrollment
389



Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
12.9%

At-Risk Population
66.3%

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

A Note from the School

DC Scholars PCS prepares students to attend and succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC's Ward 7, DC Scholars now serves grades PK3-6 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

DC Scholars PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5

KEY



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

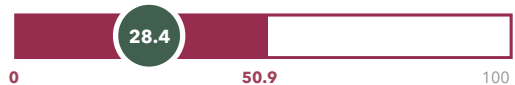


PARCC: Mathematics

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.

DC Scholars PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

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



K-2 Reading: AIMSweb™

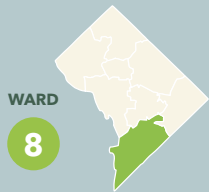
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: AIMSweb™

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





Democracy Prep Congress Heights PCS

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

202-561-0860

www.democracyprep.org

TOTAL SCORE

N/A*

*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.

School Profile (2015-16)

Board Chair

Brandon Wright

Executive Director

Sean Reidy

Grades Served

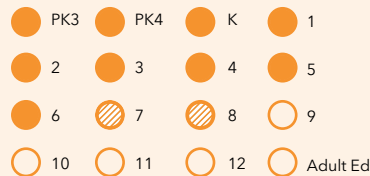
Current Grades Future Grades

Principal

Lakeala Jones

First School Year

2014-15



Score Explanations

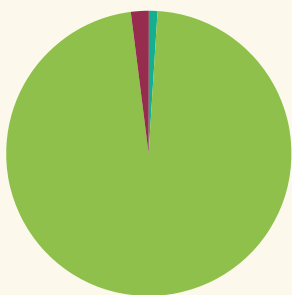
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
620



Asian	0.3%
Black Non-Hispanic	97.9%
Hispanic / Latino	1.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.2%

Economically Disadvantaged
100.0%

Special Education
16.5%

At-Risk Population
73.2%

A Note from the School

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

Democracy Prep Congress Heights PCS

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

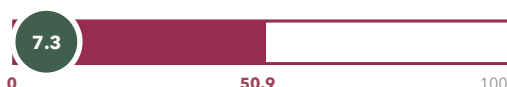


PARCC: Mathematics

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

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



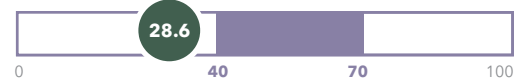
PK Math: Every Child Ready (ECR)

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®)

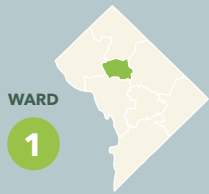
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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





District of Columbia International School

3220 16th Street NW
Washington, DC 20010

202-808-9033

www.dcinternationalschool.org

TOTAL SCORE

N/A*

* 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.

School Profile (2015-16)

Board Chair

Evelyn Lee

Executive Director

Mary Shaffner

Grades Served

Is part of the PK-12 DCI network.

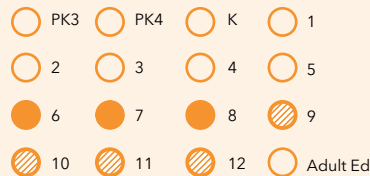
Current Grades Future Grades

Principal

Simon Rodberg

First School Year

2014-15



Score Explanations

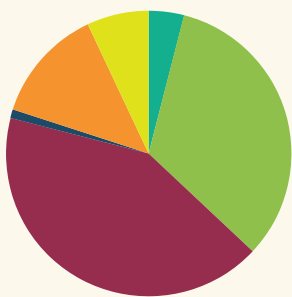
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
210



Asian	3.8%
Black Non-Hispanic	32.9%
Hispanic / Latino	42.4%
Native American / Alaska Native	1.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	12.9%
Multiracial	6.7%

English Language Learner
12.4%

Economically Disadvantaged
53.3%

Special Education
21.4%

At-Risk Population
22.9%

A Note from the School

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

District of Columbia International School

2015 School Performance Report

(2014–15)

Grades Measured: 6–7

KEY



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

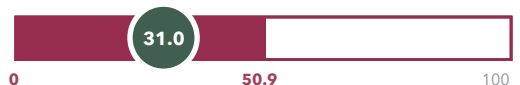


PARCC: Mathematics

Approaching College and Career Ready and Above



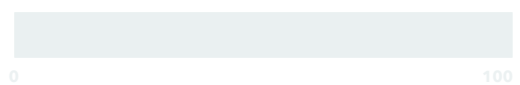
College and Career Ready



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

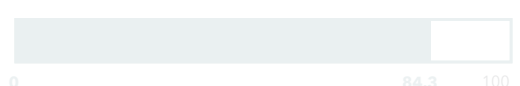
3rd Grade ELA

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

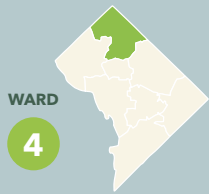


Re-enrollment

Percent of students eligible to re-enroll



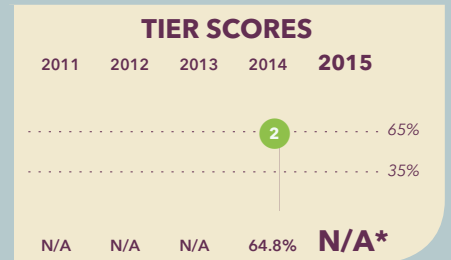
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



E.L. Haynes PCS - Elementary School

4501 Kansas Avenue NW
Washington, DC 20011

202-667-4446
www.elhaynes.org



School Profile (2015-16)

Board Chair

Abigail Smith

CEO

Hilary Darilek

Grades Served

Is part of a PK-12 network.

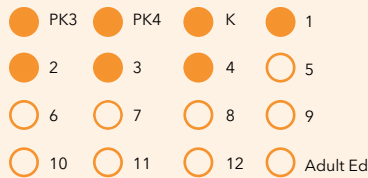
Current Grades Future Grades

Principal

Brittany Wagner-Friel

First School Year

2004-05



Score Explanations

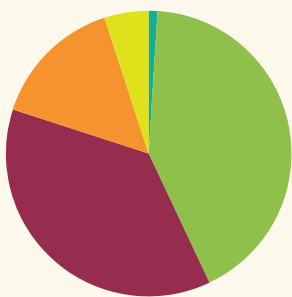
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
358



Asian	0.3%
Black Non-Hispanic	43.9%
Hispanic / Latino	36.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	14.5%
Multiracial	4.7%

English Language Learner
30.2%

Economically Disadvantaged
65.4%

Special Education
15.4%

At-Risk Population
38.8%

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 - Elementary School

2015 School Performance Report

(2014–15)

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



College and Career Ready

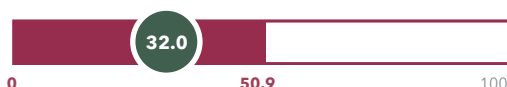


PARCC: Mathematics

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)

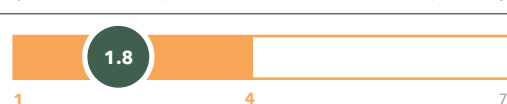
Emotional Support



Classroom Organization



Instructional Support



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

E.L. Haynes PCS - Elementary School

2015 School Performance Report

(2014–15)

Grades Measured: PK3–4



Early Childhood Student Outcomes on School-Selected Assessments

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

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



PK Math: Individual Growth & Development Indicators (myIGDI)

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



K-2 Reading: Fountas & Pinnell Literacy

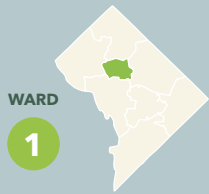
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: i-Ready®

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

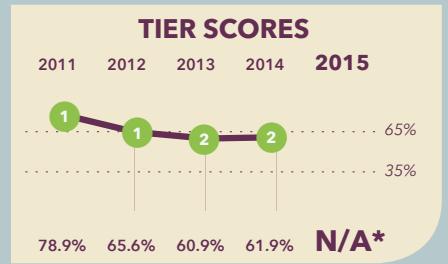




E.L. Haynes PCS - Middle School

3600 Georgia Avenue NW
Washington, DC 20010

202-667-4446
www.elhaynes.org



School Profile (2015-16)

Board Chair

Abigail Smith

CEO

Hilary Darilek

Grades Served

Is part of a PK-12 network.

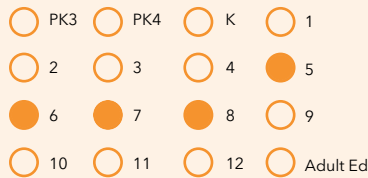
Current Grades Future Grades

Principal

Myron Long

First School Year

2007-08



Score Explanations

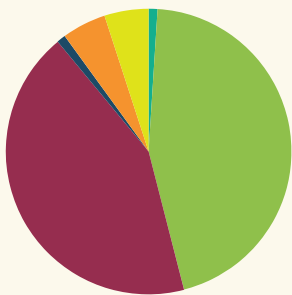
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
377



Asian	1.3%
Black Non-Hispanic	46.2%
Hispanic / Latino	42.7%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	5.0%
Multiracial	4.5%

English Language Learner
14.3%

Economically Disadvantaged
75.9%

Special Education
22.5%

At-Risk Population
43.5%

A Note from the School

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

E.L. Haynes PCS - Middle School

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

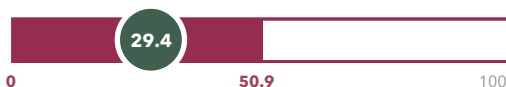


PARCC: Mathematics

Approaching College and Career Ready and Above



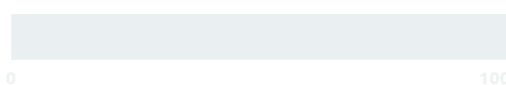
College and Career Ready



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

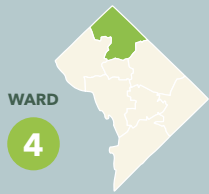


Re-enrollment

Percent of students eligible to re-enroll



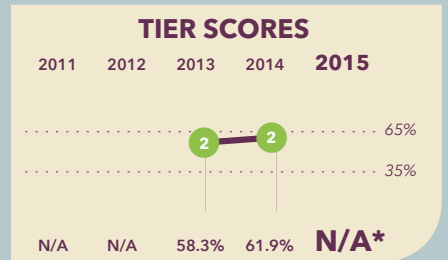
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



E.L. Haynes PCS - High School

4501 Kansas Avenue NW
Washington, DC 20011

202-667-4446
www.elhaynes.org



School Profile (2015-16)

Board Chair

Abigail Smith

CEO

Hilary Darilek

Grades Served

Is part of a PK-12 network.

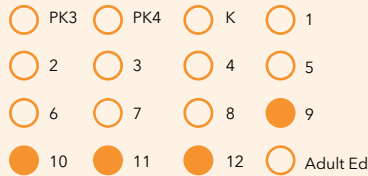
Current Grades Future Grades

Principal

Elizabeth Simpson

First School Year

2011-12



High School Score Explanations

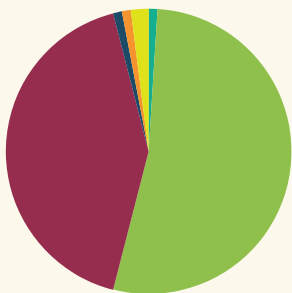
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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

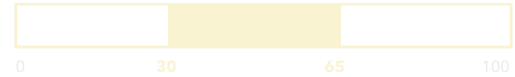
KEY



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

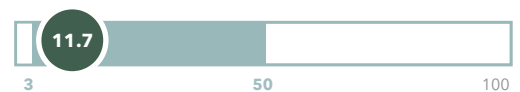


Five-Year Graduation Rate



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

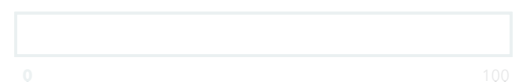


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



E.L. Haynes 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

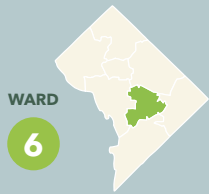
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Eagle Academy PCS - Capitol Riverfront

1017 New Jersey Avenue SE
Washington, DC 20003

202-459-6825
www.eagleacademypcs.org

School Profile (2015-16)

Board Chair

Kerry Lewis, M.D.

Founder & Executive Director

Cassandra S. Pinkney

Principal

Royston Lyttle

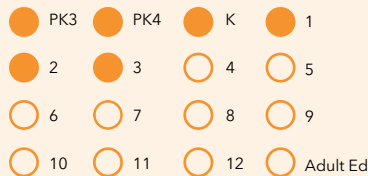
First School Year

2012-13

Grades Served

Is part of a PK-3 network.

Current Grades Future Grades



Score Explanations

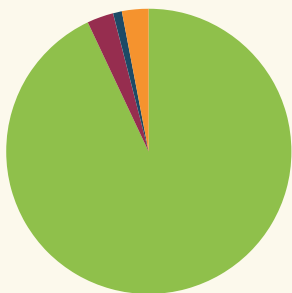
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
146



Asian	0.0%
Black Non-Hispanic	93.2%
Hispanic / Latino	3.4%
Native American / Alaska Native	0.7%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	2.7%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
13.7%

At-Risk Population
56.2%

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

A Note from the School

Eagle Academy PCS's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth 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 - Capitol Riverfront

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

KEY



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.

Eagle Academy PCS - Capitol Riverfront

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



PK Social Emotional Learning: Teaching Strategies GOLD™

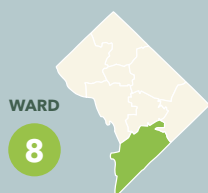
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

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





Eagle Academy PCS - Congress Heights

3400 Wheeler Road SE
Washington, DC 20032

202-544-2646
www.eagleacademypcs.org

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)

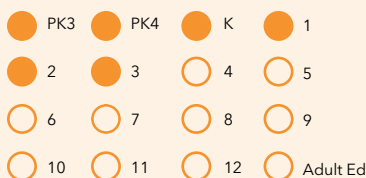
First School Year

2003-04

Grades Served

Is part of a PK-3 network.

Current Grades Future Grades



Score Explanations

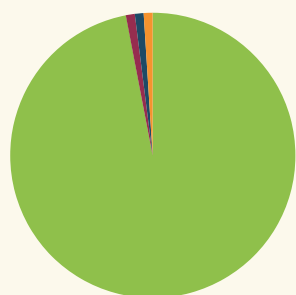
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
774



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

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Eagle Academy PCS - Congress Heights

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.

Eagle Academy PCS - Congress Heights

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



PK Social Emotional Learning: Teaching Strategies GOLD™

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

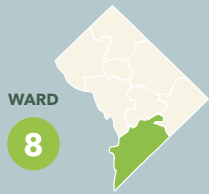


K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)

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



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



Early Childhood Academy PCS

4025 9th Street SE
Washington, DC 20032

202-373-0035
www.ecapcs.org

School Profile (2015-16)

Board President

Dennis Sawyers

Executive Director

Wendy Edwards

Grades Served

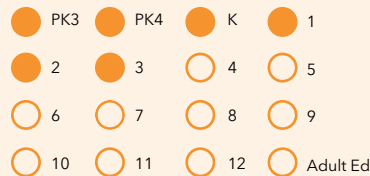
Current Grades Future Grades

Principal

Thann Ingraham

First School Year

2005-06



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.

Student Demographics (2014-15)

Total Enrollment
259



Asian	0.0%
Black Non-Hispanic	99.2%
Hispanic / Latino	0.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
11.2%

At-Risk Population
66.0%

* 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

KEY



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

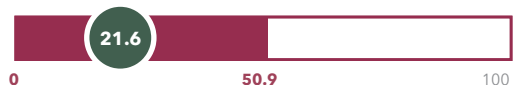


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



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

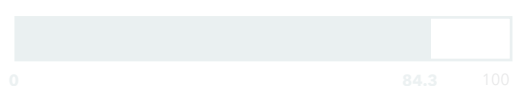
3rd Grade ELA

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 Academy PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Every Child Ready (ECR)

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



PK Math: Every Child Ready (ECR)

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



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

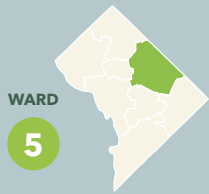
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



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

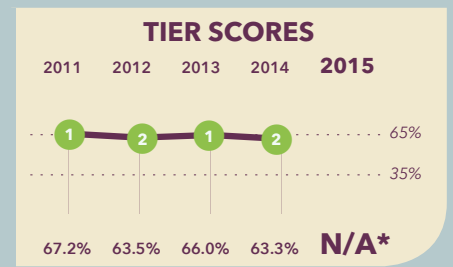




Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace NE
Washington, DC 20017

202-265-7237
www.ewstokes.org



School Profile (2015-16)

Board Chair

Erica McGrady

Executive Director

Erika Bryant

Grades Served

Is part of a PK-12 DCI network.

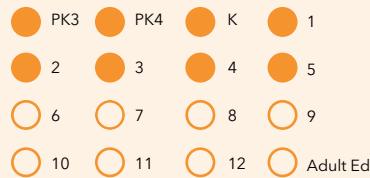
Current Grades Future Grades

Director of Teaching and Learning

Maura Varley-Gutierrez,
Ph.D.

First School Year

1998-99



Score Explanations

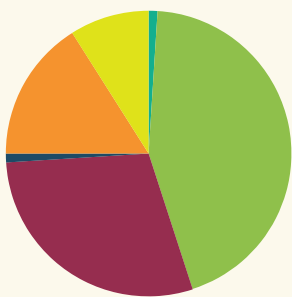
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
350



Asian	0.3%
Black Non-Hispanic	45.1%
Hispanic / Latino	28.6%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	16.6%
Multiracial	9.1%

English Language Learner
18.1%

Economically Disadvantaged
55.1%

Special Education
9.7%

At-Risk Population
18.9%

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

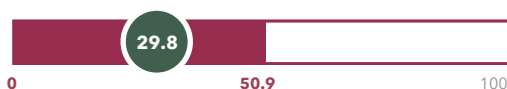


PARCC: Mathematics

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.

Elsie Whitlow Stokes Community Freedom PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



PK Social Emotional Learning: Teaching Strategies GOLD™

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



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

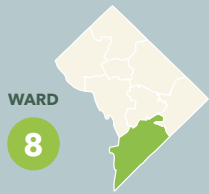
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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





Excel Academy PCS - DREAM

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

202-373-0097
www.excelpcs.org

School Profile (2015-16)

Board Chair

Deborah Lockhart

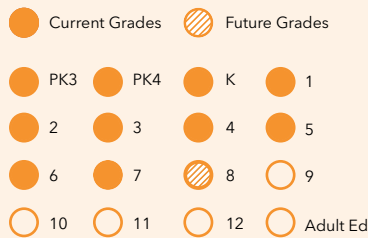
Principal & Head of School

Nicole Walker

First School Year

2008-09

Grades Served



Score Explanations

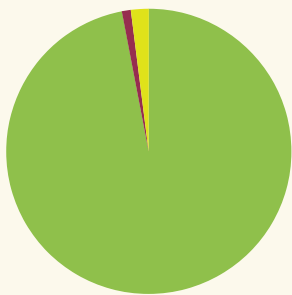
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Student Demographics (2014-15)

Total Enrollment
569



Asian	0.0%
Black Non-Hispanic	97.4%
Hispanic / Latino	1.1%
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
>60%*

Special Education
4.9%

At-Risk Population
67.1%

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

A Note from the School

Excel Academy PCS provides pre-kindergarten through 8th grade girls a solid academic foundation and enrichment opportunities to prepare them to succeed in high school and college and to develop the skills and confidence they need to make healthy, positive lifestyle choices.

Excel Academy PCS - 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

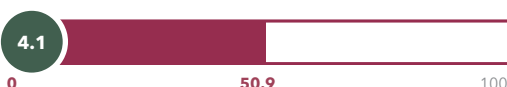


PARCC: Mathematics

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

KEY



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)

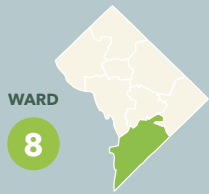
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



PK Social Emotional Learning: Brigance™ Developmental Assessment (IED III)

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



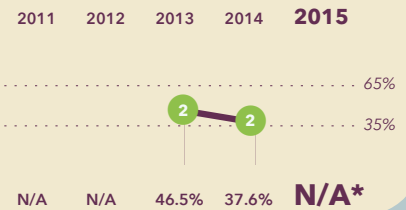


Excel Academy PCS - LEAD

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

202-373-0097
www.excelpcs.org

TIER SCORES



School Profile (2015-16)

Board Chair

Deborah Lockhart

Principal & Head of School

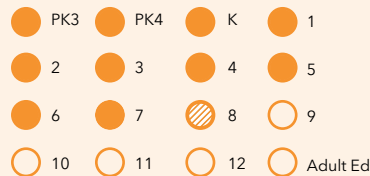
Nicole Walker

Grades Served

Current Grades Future Grades

First School Year

2008-09



Score Explanations

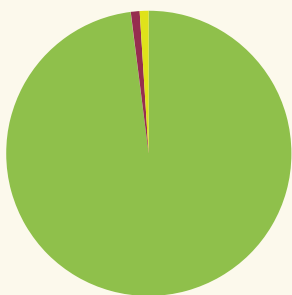
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Student Demographics (2014-15)

Total Enrollment
155



Asian	0.0%
Black Non-Hispanic	98.7%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.6%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
18.2%

At-Risk Population
67.7%

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

A Note from the School

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Excel Academy PCS - LEAD

2015 School Performance Report

(2014–15)

Grades Measured: 4–6



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

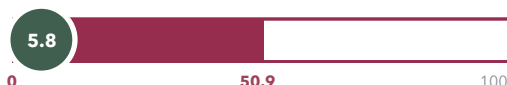


PARCC: Mathematics

Approaching College and Career Ready and Above



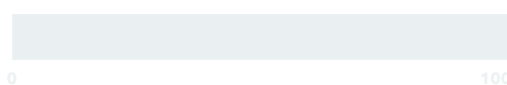
College and Career Ready



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

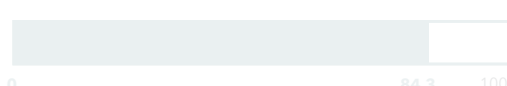
3rd Grade ELA

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

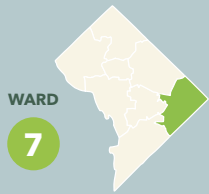


Re-enrollment

Percent of students eligible to re-enroll



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



Friendship PCS - Blow Pierce Elementary

725 19th Street NE
Washington, DC 20002

202-572-1070
www.friendshipschools.org

School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

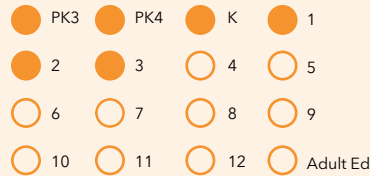
Current Grades Future Grades

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000



Score Explanations

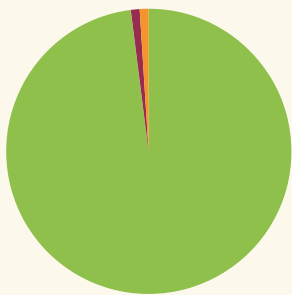
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Student Demographics (2014-15)

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

KEY



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

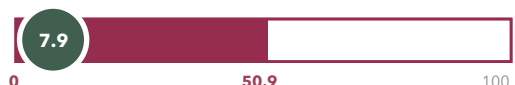


PARCC: Mathematics

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

PK Pre-Literacy: Teaching Strategies GOLD™

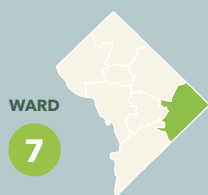
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD™

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

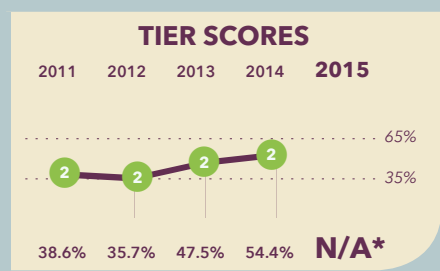




Friendship PCS - Blow Pierce Middle

725 19th Street NE
Washington, DC 20002

202-572-1070
www.friendshipschools.org



School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

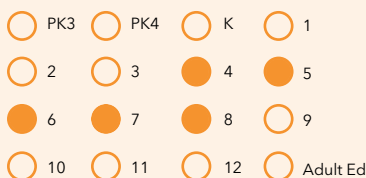
Current Grades Future Grades

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000



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
213



Asian	0.0%
Black Non-Hispanic	98.6%
Hispanic / Latino	1.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.5%

Economically Disadvantaged
>60%*

Special Education
23.9%

At-Risk Population
71.8%

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

A Note from the School

Friendship PCS's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities. Blow Pierce Middle 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

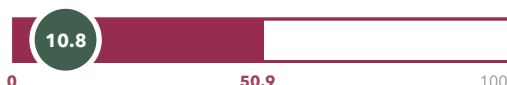


PARCC: Mathematics

Approaching College and Career Ready and Above



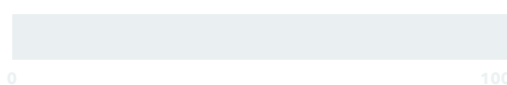
College and Career Ready



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

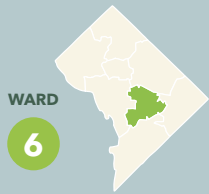


Re-enrollment

Percent of students eligible to re-enroll



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



Friendship PCS - Chamberlain Elementary

1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org

School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

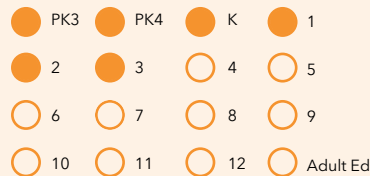
Current Grades Future Grades

Principal

Morrise Harbour

First School Year

1998-99



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
375



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
0.3%

Economically Disadvantaged
>60%*

Special Education
7.2%

At-Risk Population
63.5%

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

A Note from the School

Friendship PCS's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities. 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

(2014–15)

Grades Measured: PK3–3

KEY



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

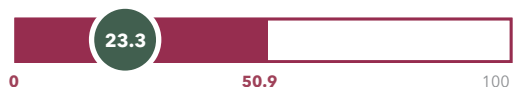


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



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

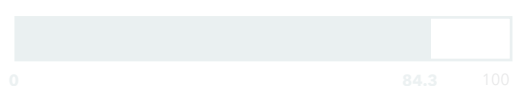
3rd Grade ELA

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

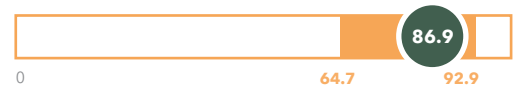
Attendance

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 - Chamberlain Elementary

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

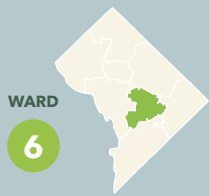
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD™

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

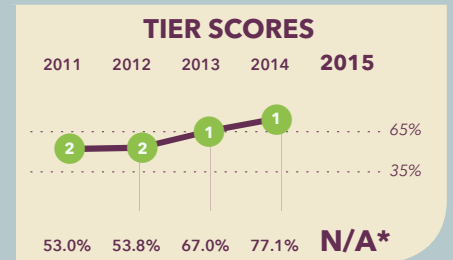




Friendship PCS - Chamberlain Middle

1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org



School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

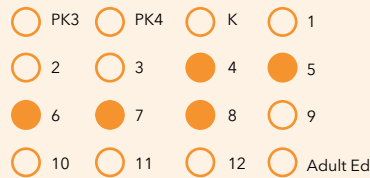
Current Grades Future Grades

Principal

Morris Harbour

First School Year

1998-99



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).

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

Student Demographics (2014-15)

Total Enrollment
343



Asian	0.0%
Black Non-Hispanic	99.1%
Hispanic / Latino	0.9%
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
18.1%

At-Risk Population
60.1%

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

A Note from the School

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

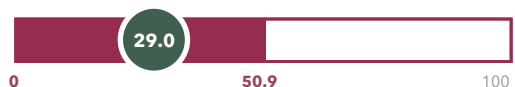


PARCC: Mathematics

Approaching College and Career Ready and Above



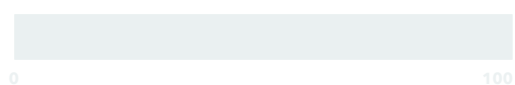
College and Career Ready



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

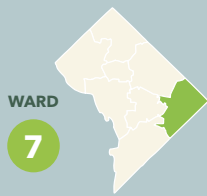


Re-enrollment

Percent of students eligible to re-enroll



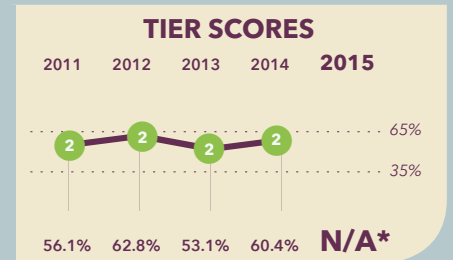
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



Friendship PCS - Collegiate Academy

4095 Minnesota Avenue NE
Washington, DC 20019

202-396-5500
www.friendshipschools.org



School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

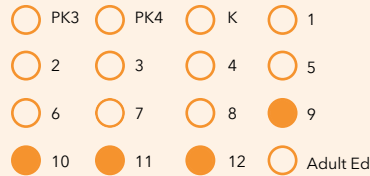
Current Grades Future Grades

Principal

Dwan Jordon

First School Year

2000-01



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
883



Asian	0.0%
Black Non-Hispanic	99.8%
Hispanic / Latino	0.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
19.6%

At-Risk Population
59.7%

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

A Note from the School

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

KEY



Student Progress: Academic Improvement Over Time

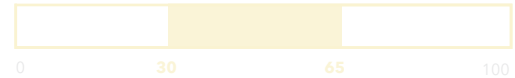
Student growth on the state assessment in ELA

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)

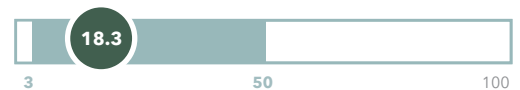


Five-Year Graduation Rate



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

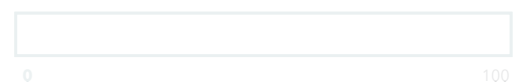


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Friendship PCS - Collegiate Academy

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

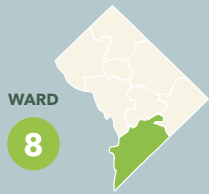
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



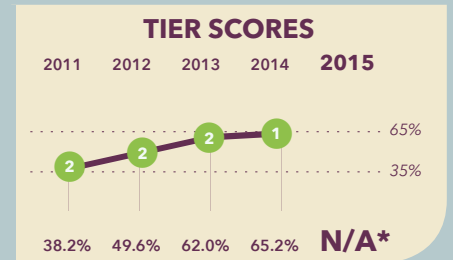
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.



Friendship PCS - Southeast Elementary Academy

645 Milwaukee Place SE
Washington, DC 20032

202-562-1980
www.friendshipschools.org



School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

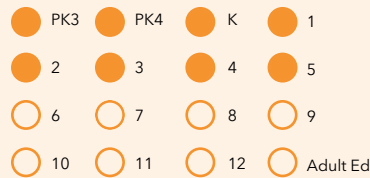
Current Grades Future Grades

Principal

David Lawery

First School Year

2005-06



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.

Student Demographics (2014-15)

Total Enrollment
576



Asian	0.0%
Black Non-Hispanic	99.8%
Hispanic / Latino	0.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
12.0%

At-Risk Population
73.1%

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

A Note from the School

Friendship PCS's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities. Southeast Academy's rigorous, standards-based English, math, social studies, and science curricula, in addition to foreign language, health and physical education, art, and music are taught in a learning environment purposely crafted to prepare students for success in high school and college. Southeast Academy features an interactive library and technology-rich "Smartlab." Our program focuses on exploration, character development, and hands-on learning that is supported by classrooms equipped with Promethean Boards, desktop computers, and libraries. Extracurricular activities include robotics, Run for the Arts, and other academic clubs.

Friendship PCS - Southeast Elementary Academy

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

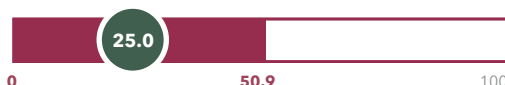


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



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

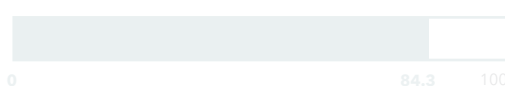
3rd Grade ELA

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.

Friendship PCS - Southeast Elementary Academy

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



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

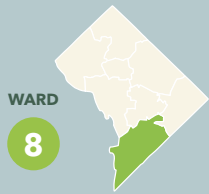
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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

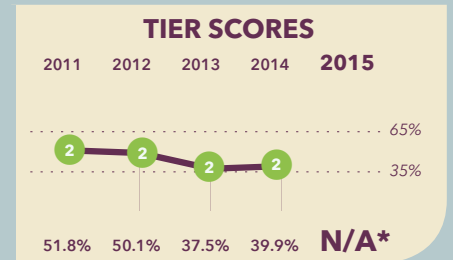




Friendship PCS - Technology Preparatory Academy Middle

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

Grades Served

Is part of a PK-12 network.

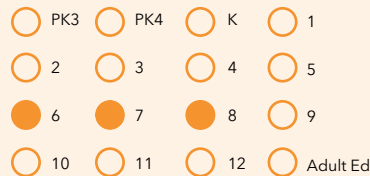
Current Grades Future Grades

Principal

Patrick Pope

First School Year

2008-09



Score Explanations

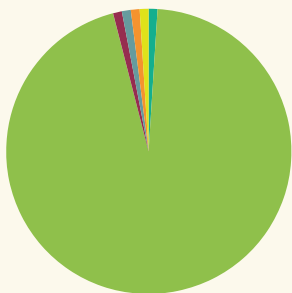
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

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 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.

Friendship PCS - Technology Preparatory Academy Middle

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



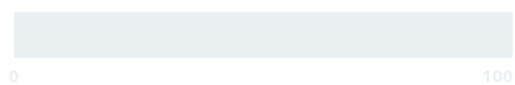
College and Career Ready



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



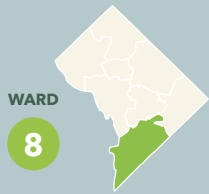
Re-enrollment

Percent of students eligible to re-enroll



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

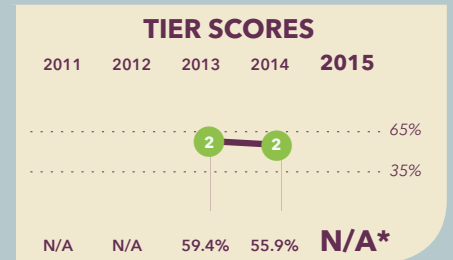
** This rate does not include 70 students who took Algebra I, of whom 22.9% scored Levels 3 and above and 1.4% scored Levels 4 and above.



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

Grades Served

Is part of a PK-12 network.

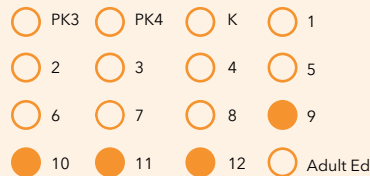
Current Grades Future Grades

Principal

Doranna Tindle

First School Year

2008-09



High School Score Explanations

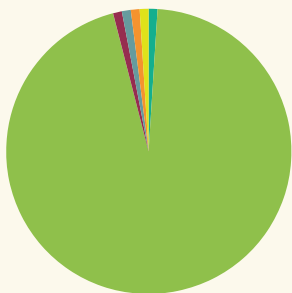
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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.

Friendship PCS - Technology Preparatory Academy High

2015 School Performance Report

(2014–15)

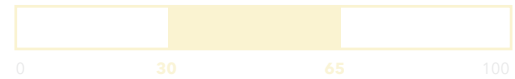
Grades Measured: 9–12



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



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

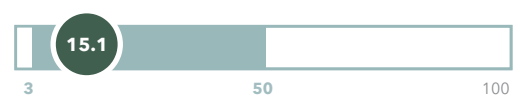


Five-Year Graduation Rate



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

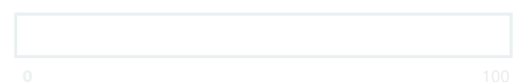


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Friendship PCS - Technology Preparatory Academy High

2015 School Performance Report

(2014–15)

Grades Measured: 9–12

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

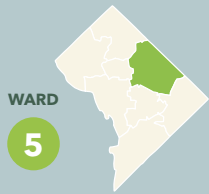
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Friendship PCS - Woodridge Elementary

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org

School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

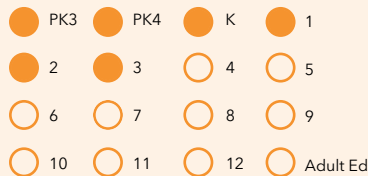
Current Grades Future Grades

Principal

Rictor Craig

First School Year

1998-99



Score Explanations

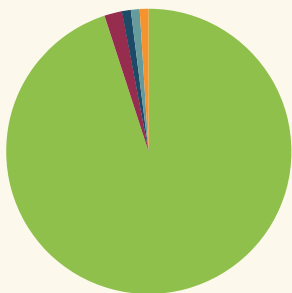
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
284



Asian	0.0%
Black Non-Hispanic	95.8%
Hispanic / Latino	2.5%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.7%
White Non-Hispanic	0.7%
Multiracial	0.0%

English Language Learner
2.8%

Economically Disadvantaged
>60%*

Special Education
6.0%

At-Risk Population
45.8%

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

A Note from the School

Friendship PCS's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities. Woodridge Elementary is an International Baccalaureate Primary Years Programme and 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



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 - Woodridge Elementary

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

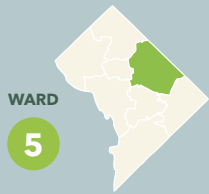
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD™

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

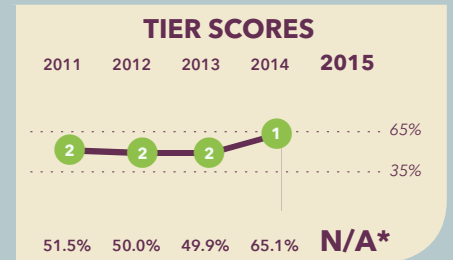




Friendship PCS - Woodridge Middle

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org



School Profile (2015-16)

Chairman

Donald L. Hense

COO

Patricia A. Brantley

Grades Served

Is part of a PK-12 network.

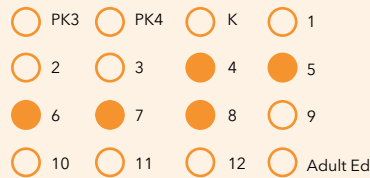
Current Grades Future Grades

Principal

Rictor Craig

First School Year

1998-99



Score Explanations

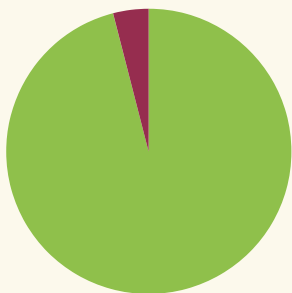
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
168



Asian	0.0%
Black Non-Hispanic	96.4%
Hispanic / Latino	3.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.6%

Economically Disadvantaged
>60%*

Special Education
22.0%

At-Risk Population
45.2%

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

A Note from the School

Friendship PCS's mission is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities. Woodridge Middle offers a rigorous, standards-based curricula in English, math, social studies, and science as well as foreign language, health and physical education, art, and music with a focus on preparing students for success in high school and college. Extracurricular activities include robotics, Run for the Arts, and the student-managed Washington Youth Garden. Woodridge MS is a PMF Tier 1 school and posted some of the highest math median growth percentiles in the city in 2014.

Friendship PCS - Woodridge Middle

2015 School Performance Report

(2014–15)

Grades Measured: 4–8

KEY



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

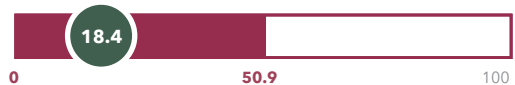


PARCC: Mathematics

Approaching College and Career Ready and Above



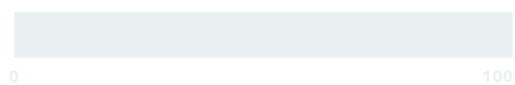
College and Career Ready



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

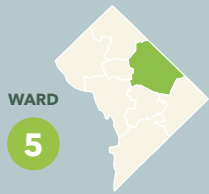


Re-enrollment

Percent of students eligible to re-enroll



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



Harmony School of Excellence DC PCS

62 T Street NE
Washington, DC 20002

202-529-7500

www.harmonydcpcs.org

TOTAL SCORE

N/A*

* 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.

School Profile (2015-16)

Board Chair

Soner Tarim

CEO & Head of School

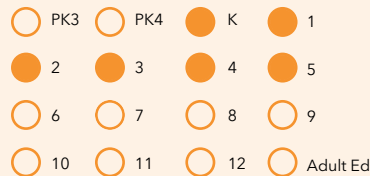
Emin Cavusoglu

First School Year

2014-15

Grades Served

Current Grades Future Grades



Score Explanations

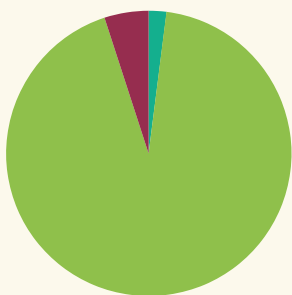
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
66



Asian	1.5%
Black Non-Hispanic	93.9%
Hispanic / Latino	4.5%
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
80.3%

Special Education
12.1%

At-Risk Population
63.6%

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

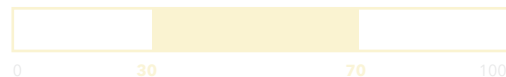
(2014–15)

Grades Measured: K-5

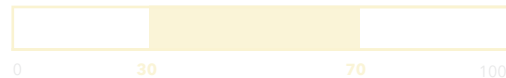


Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



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

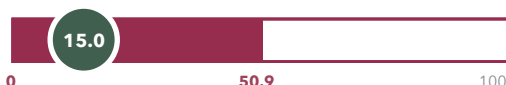


PARCC: Mathematics

Approaching College and Career Ready and Above



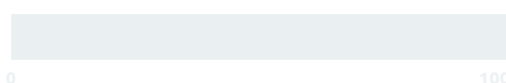
College and Career Ready



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

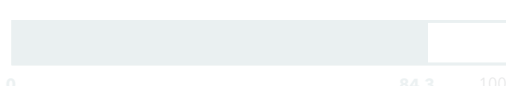
3rd Grade ELA

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

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

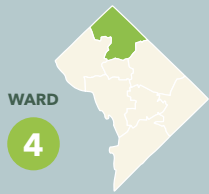


K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

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



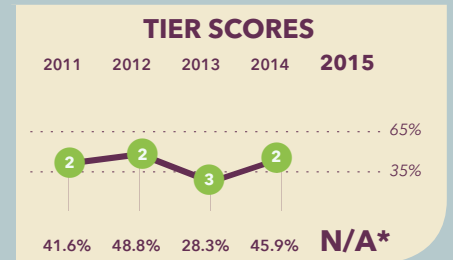
For a more detailed explanation of the indicators, see our technical guide.



Hope Community PCS - Lamond

6200 Kansas Avenue NE
Washington, DC 20011

202-722-4421
www.hopecommunitycs.org



School Profile (2015-16)

Board Chair

Roxane Rucker

Regional Director

Chloe Marshall, Ed.D.

Grades Served

Is part of a PK-8 network.

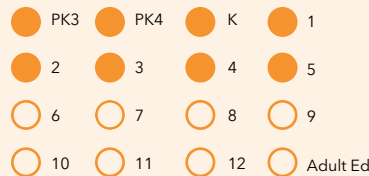
Current Grades Future Grades

Principal

Diana Tharpe

First School Year

2008-09



Score Explanations

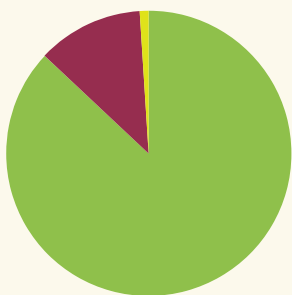
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
358



Asian	0.0%
Black Non-Hispanic	87.7%
Hispanic / Latino	12.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.3%

English Language Learner
3.6%

Economically Disadvantaged
88.5%

Special Education
9.9%

At-Risk Population
44.4%

A Note from the School

Imagine Hope Community PCS's mission is to shape the hearts and minds of our students positively by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others. This embodies our Academic Excellence Framework, comprising our leaders, teachers, students, parents, and governing board. Imagine Hope Community PCS accomplishes this mission through a school environment that helps students gain confidence and hope for their futures, and provides students with service learning opportunities as they acquire a sense of joy and satisfaction that comes through diligent effort and attention to their daily work.

Hope Community PCS - Lamond

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

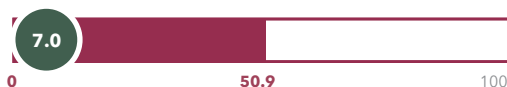


PARCC: Mathematics

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

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: mCLASS®:CIRCLE™

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



PK Math: mCLASS®:CIRCLE™

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



K-2 Reading: STAR Reading™

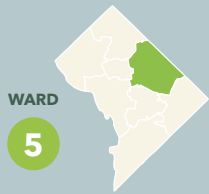
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: STAR Math™ and mCLASS®: Math

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





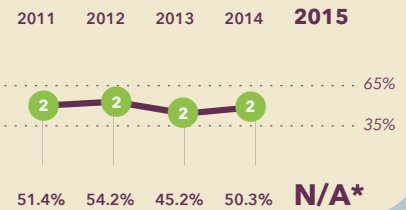
Hope Community PCS - Tolson

2917 8th Street NE
Washington, DC 20017

202-832-7370

www.hopecommunitycs.org

TIER SCORES



School Profile (2015-16)

Board Chair

Roxane Rucker

Regional Director

Chloe Marshall, Ed.D.

Grades Served

Is part of a PK-8 network.

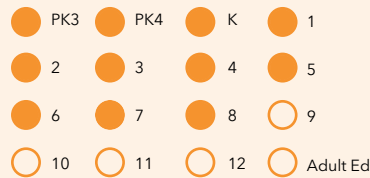
Current Grades Future Grades

Principal

Camille Darden

First School Year

2005-06



Score Explanations

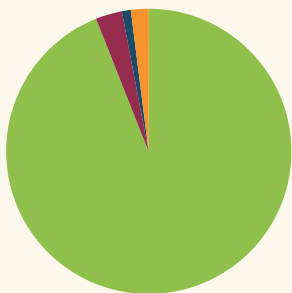
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
517



Asian	0.0%
Black Non-Hispanic	94.4%
Hispanic / Latino	3.3%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.9%
Multiracial	0.0%

English Language Learner
6.6%

Economically Disadvantaged
74.1%

Special Education
10.3%

At-Risk Population
54.2%

A Note from the School

Imagine Hope Community PCS's mission is to shape the hearts and minds of our students positively by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others. This embodies our Academic Excellence Framework, comprising our leaders, teachers, students, parents, and governing board. Imagine Hope Community PCS accomplishes this mission through a school environment that helps students gain confidence and hope for their futures, and provides students with service learning opportunities as they acquire a sense of joy and satisfaction that comes through diligent effort and attention to their daily work.

Hope Community PCS - Tolson

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

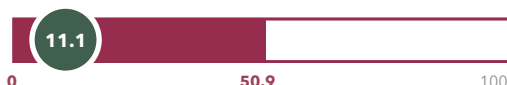


PARCC: Mathematics

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)

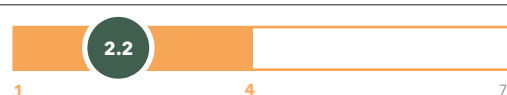
Emotional Support



Classroom Organization



Instructional Support



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

Hope Community PCS - Tolson

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: mCLASS®:CIRCLE™

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



PK Math: mCLASS®:CIRCLE™

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



K-2 Reading: STAR Reading™

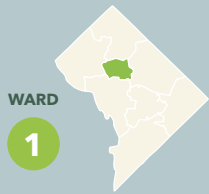
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: STAR Math™ and mCLASS®: Math

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

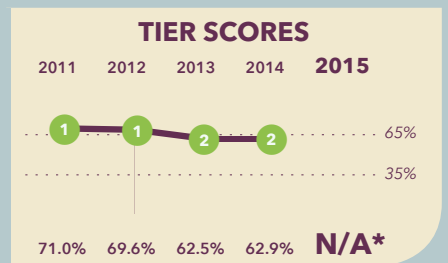




Howard University Middle School of Mathematics and Science PCS

405 Howard Place NW
Washington, DC 20059

202-806-7725
www.howard.edu/ms2



School Profile (2015-16)

Board Chair

Wendell Johns

Head of School

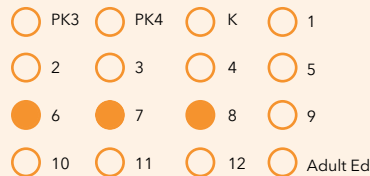
Kathryn Procope

Grades Served

Current Grades Future Grades

First School Year

2005-06



Score Explanations

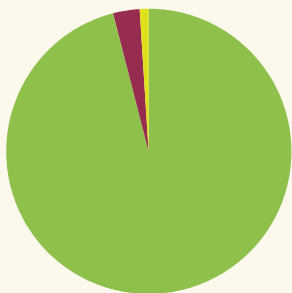
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

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.

Howard University Middle School of Mathematics and Science PCS

2015 School Performance Report

(2014–15)

Grades Measured: 6–8

KEY



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

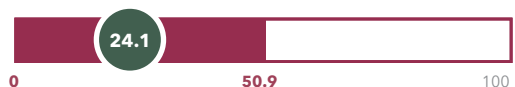


PARCC: Mathematics

Approaching College and Career Ready and Above



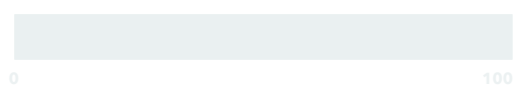
College and Career Ready



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

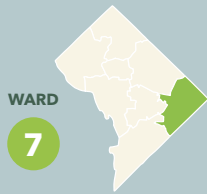


Re-enrollment

Percent of students eligible to re-enroll



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

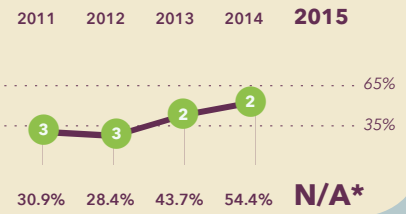


IDEA PCS

1027 45th Street NE
Washington, DC 20019

202-399-4750
www.idealpcs.org

TIER SCORES



School Profile (2015-16)

Board Chairman

David Owens

Executive Director

Justin Rydstrom

Grades Served

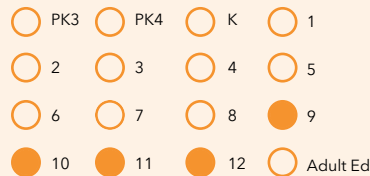
Current Grades Future Grades

Principal

Lanette Bacchus

First School Year

1998-99



High School Score Explanations

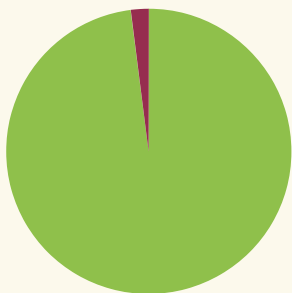
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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.

(2014–15)

Grades Measured: 9–12



Student Progress: Academic Improvement Over Time

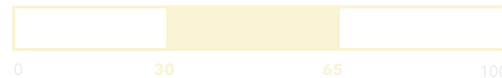
Student growth on the state assessment in ELA

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

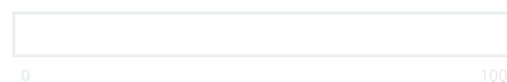


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



(2014–15)

Grades Measured: 9–12



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

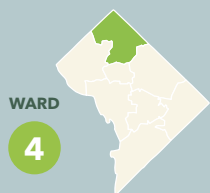
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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

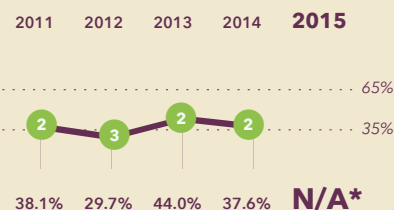


Ideal Academy PCS

6130 North Capitol Street NW
Washington, DC 20011

202-729-6660
www.iapcs.com

TIER SCORES



School Profile (2015-16)

Board Chair

Percy Wilson

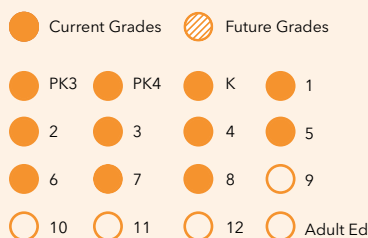
Executive Director & Principal

George H. Rutherford II, Ph.D.

First School Year

1999-2000

Grades Served



Score Explanations

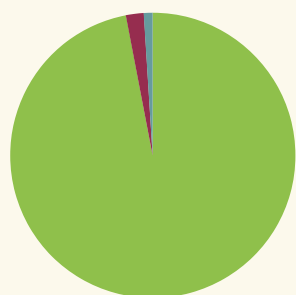
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
297



Asian	0.0%
Black Non-Hispanic	97.0%
Hispanic / Latino	2.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	1.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
1.0%

Economically Disadvantaged
94.3%

Special Education
13.3%

At-Risk Population
64.6%

A Note from the School

Ideal Academy PCS serves grades PK3-8 in an academy for holistic education. It is located in Ward 4 and is accredited by the Middle States Association of Colleges and Schools. In 2014, Ideal Academy applied for and received a charter renewal for 15 years. The mission of our school is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens. Ideal Academy prides itself on having small class sizes with a teacher-to-student ratio of 1:15. Ideal Academy provides a unique program, Quiet Time which offers methods that are positive and productive in coping with challenges and stresses. Quiet Time is practiced twice daily, once in the morning and once in the afternoon.

Ideal Academy PCS

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

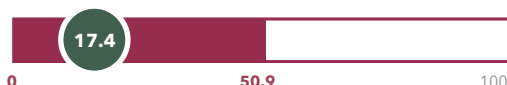


PARCC: Mathematics

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.

Ideal Academy PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Core Knowledge Preschool Assessment Tool (CK PAT)

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



PK Math: Core Knowledge Preschool Assessment Tool (CK PAT)

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



K-2 Reading: Discovery Education™ Assessment

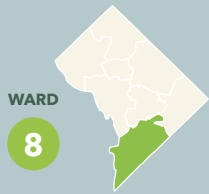
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 Math: Discovery Education™ Assessment

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





Ingenuity Prep PCS

4600 Livingston Road SE
Washington, DC 20032

202-562-0391
www.ingenuityprep.org

School Profile (2015-16)

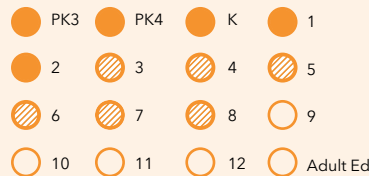
Board Chair
Peter Winik

Head of School
Aaron Cuny

Grades Served

Current Grades Future Grades

First School Year
2013-14



Score Explanations

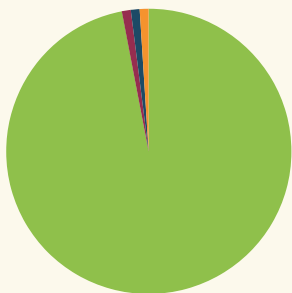
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment 201



Asian	0.0%
Black Non-Hispanic	97.0%
Hispanic / Latino	0.5%
Native American / Alaska Native	1.5%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.0%
Multiracial	0.0%

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
22.4%

At-Risk Population
76.1%

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

A Note from the School

Ingenuity Prep is preparing Washington, 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

KEY



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: Every Child Ready (ECR)

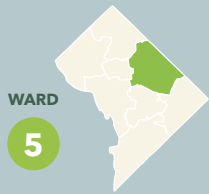
Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



PK Math: Every Child Ready (ECR)

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

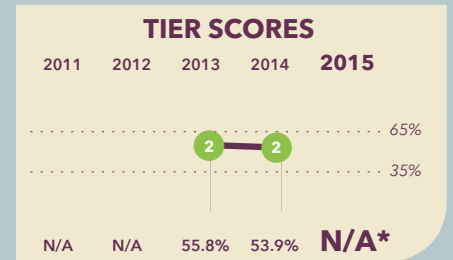




Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org



School Profile (2015-16)

Board Chair

Marc Fisher

Head of School

Deborah Dantzler Williams

Grades Served

Current Grades Future Grades

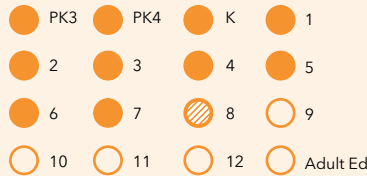
Principal

Zoe Duskin (ES)

Latisha Coleman (MS)

First School Year

2011-12



Score Explanations

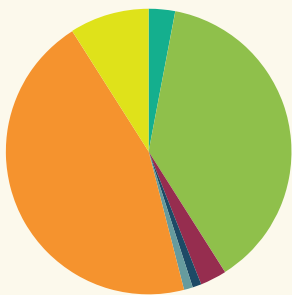
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* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2014-15)

Total Enrollment
317



Asian	3.2%
Black Non-Hispanic	38.5%
Hispanic / Latino	2.8%
Native American / Alaska Native	0.6%
Pacific Islander / Native Hawaiian	0.6%
White Non-Hispanic	45.4%
Multiracial	8.8%

English Language Learner
4.4%

Economically Disadvantaged
18.3%

Special Education
12.3%

At-Risk Population
12.0%

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



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

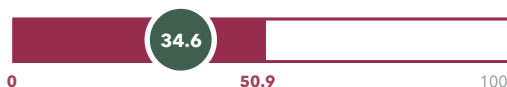


PARCC: Mathematics

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

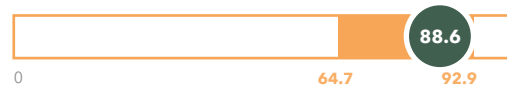
Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

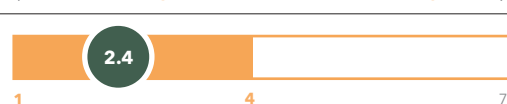
Emotional Support



Classroom Organization



Instructional Support



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

Inspired Teaching Demonstration PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–6

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



K-2 Reading: Developmental Reading Assessment™ (DRA)

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

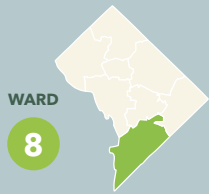


K-2 Math: enVisionMATH®

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



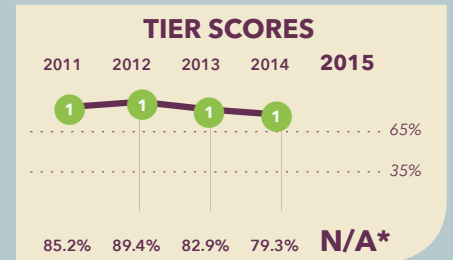
For a more detailed explanation of the indicators, see our technical guide.



KIPP DC - AIM Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-5477
www.kippdc.org



School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

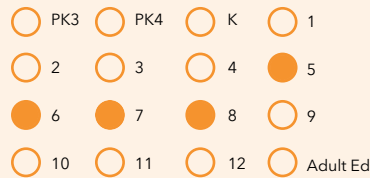
Current Grades Future Grades

School Leader

Kristy Ochs

First School Year

2005-06



Score Explanations

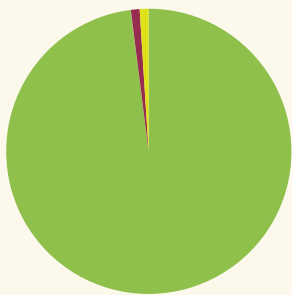
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Student Demographics (2014-15)

Total Enrollment
321



Asian	0.0%
Black Non-Hispanic	98.4%
Hispanic / Latino	0.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.6%

English Language Learner
0.3%

Economically Disadvantaged
85.4%

Special Education
25.2%

At-Risk Population
60.4%

A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

KIPP DC - AIM Academy PCS

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

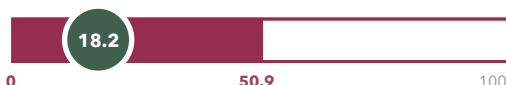


PARCC: Mathematics

Approaching College and Career Ready and Above



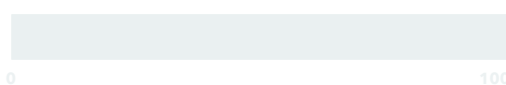
College and Career Ready



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

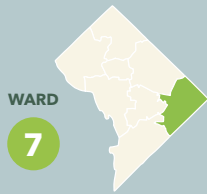


Re-enrollment

Percent of students eligible to re-enroll



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



KIPP DC - Arts & Technology Academy

5300 Blaine Street NE
Washington, DC 20019

202-398-6811
www.kippdc.org

TOTAL SCORE

N/A*

* 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.

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

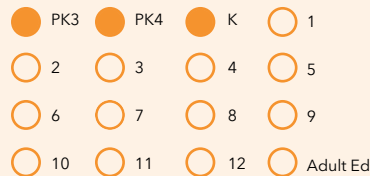
Current Grades Future Grades

School Leader

Allison Artis

First School Year

2014-15



Score Explanations

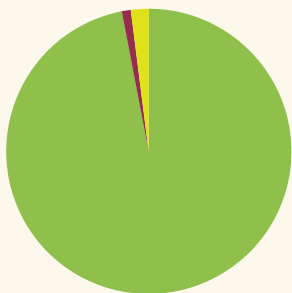
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

* 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

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KIPP DC - Arts & Technology 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)

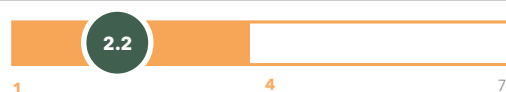
Emotional Support



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)

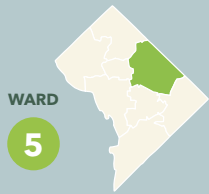
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

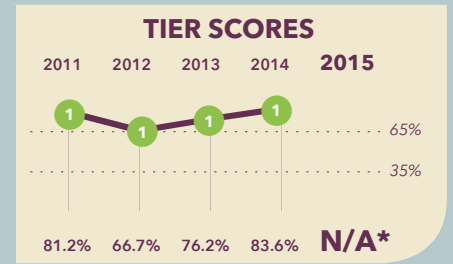




KIPP DC - College Preparatory PCS

1405 Brentwood Parkway NE
Washington, DC 20002

202-678-2527
www.kippdc.org



School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

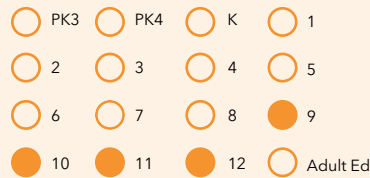
Current Grades Future Grades

School Leader

Jessica Cunningham

First School Year

2009-10



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%

English Language Learner
0.0%

Economically Disadvantaged
78.0%

Special Education
19.4%

At-Risk Population
52.4%

A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

KIPP DC - College Preparatory PCS

2015 School Performance Report

(2014–15)

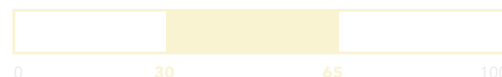
Grades Measured: 9–12



Student Progress: Academic Improvement Over Time

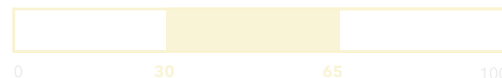
Student growth on the state assessment in ELA

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

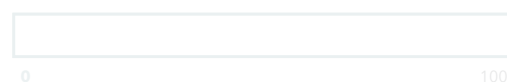


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

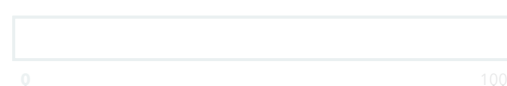


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



KIPP DC - College Preparatory PCS

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

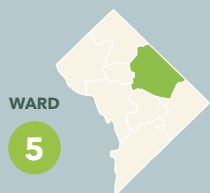
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



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

Grades Served

Is part of a PK-12 network.

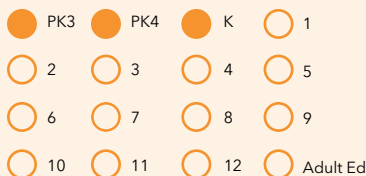
Current Grades Future Grades

School Leader

Donny Tiengtum

First School Year

2013-14



Score Explanations

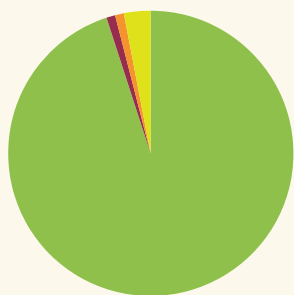
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

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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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)

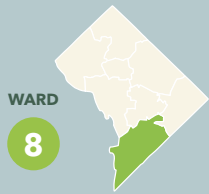
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





KIPP DC - Discover Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-7735
www.kippdc.org

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

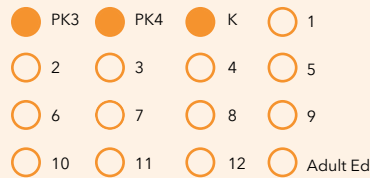
Current Grades Future Grades

School Leader

Philonda Johnson

First School Year

2009-10



Score Explanations

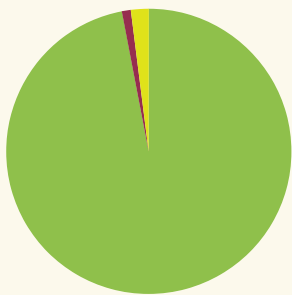
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Student Demographics (2014-15)

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%

A Note from the School

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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



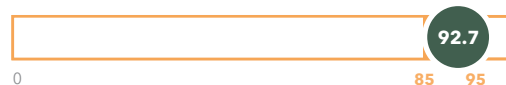
Growth on the school's NWEA MAP® assessment in mathematics



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)

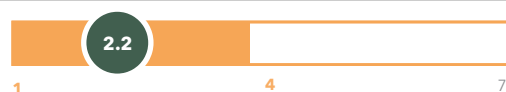
Emotional Support



Classroom Organization



Instructional Support



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)

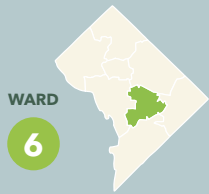
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





KIPP DC - Grow Academy PCS

421 P Street NW
Washington, DC 20001

202-986-4769
www.kippdc.org

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

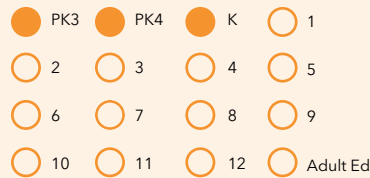
Current Grades Future Grades

School Leader

Lauren Ellis

First School Year

2010-11



Score Explanations

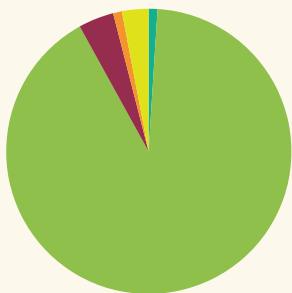
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Student Demographics (2014-15)

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

(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)

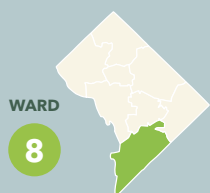
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





KIPP DC - Heights Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-610-5323
www.kippdc.org

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

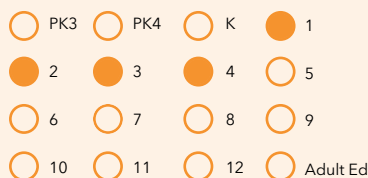
Current Grades Future Grades

School Leader

Gaelan Gallagher

First School Year

2011-12



Score Explanations

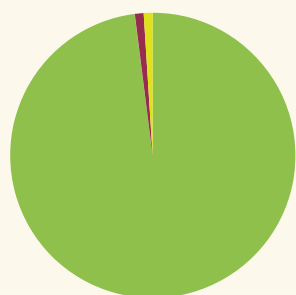
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Student Demographics (2014-15)

Total Enrollment
415



Asian	0.0%
Black Non-Hispanic	99.5%
Hispanic / Latino	0.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.2%

English Language Learner
0.0%

Economically Disadvantaged
87.2%

Special Education
15.7%

At-Risk Population
58.1%

A Note from the School

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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)

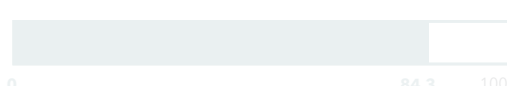
3rd Grade ELA

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

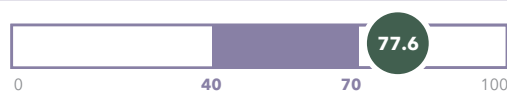
Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

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

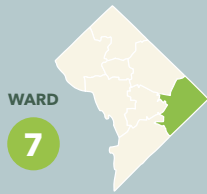


Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

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



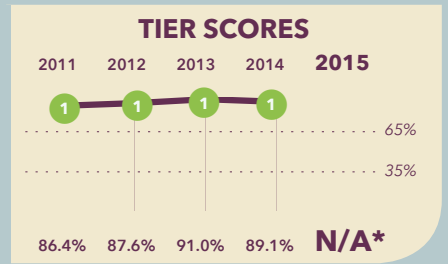
For a more detailed explanation of the indicators, see our technical guide.



KIPP DC - KEY Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5477
www.kippdc.org



School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

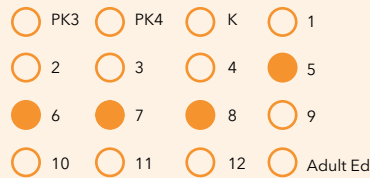
Current Grades Future Grades

School Leader

David Ayala

First School Year

2001-02



Score Explanations

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Student Demographics (2014-15)

Total Enrollment
334



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

English Language Learner
0.3%

Economically Disadvantaged
83.8%

Special Education
12.0%

At-Risk Population
50.6%

A Note from the School

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KIPP DC - KEY Academy PCS

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



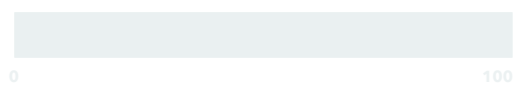
College and Career Ready



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

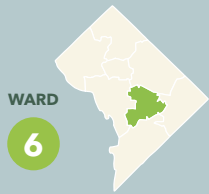


Re-enrollment

Percent of students eligible to re-enroll



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



KIPP DC - Lead Academy PCS

421 P Street NW
Washington, DC 20001

202-223-4505
www.kippdc.org

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

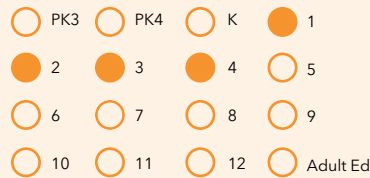
Current Grades Future Grades

School Leader

Mekia Love

First School Year

2012-13



Score Explanations

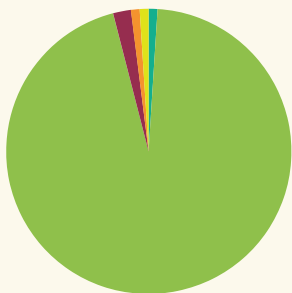
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Student Demographics (2014-15)

Total Enrollment
302



Asian	1.3%
Black Non-Hispanic	95.4%
Hispanic / Latino	2.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.7%
Multiracial	0.3%

English Language Learner
1.3%

Economically Disadvantaged
75.2%

Special Education
10.6%

At-Risk Population
43.7%

A Note from the School

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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



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)

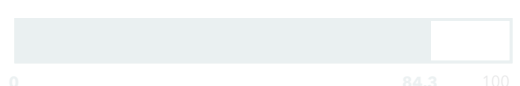
3rd Grade ELA

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

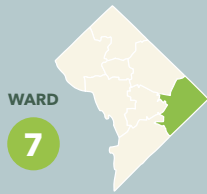


Re-enrollment

Percent of students eligible to re-enroll



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



KIPP DC - LEAP Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5327
www.kippdc.org

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

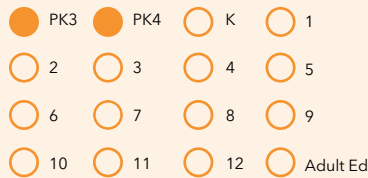
Current Grades Future Grades

School Leader

Abraham Clayman

First School Year

2007-08



Score Explanations

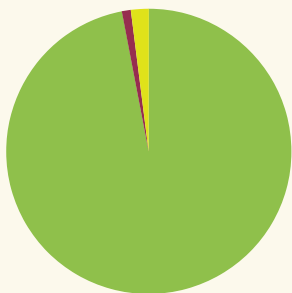
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Student Demographics (2014-15)

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%

A Note from the School

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KIPP DC - LEAP 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)

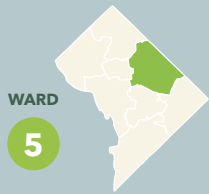
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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





KIPP DC - Northeast Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002

202-398-5477
www.kippdc.org

TOTAL SCORE

N/A*

* 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.

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

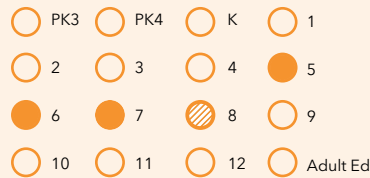
Current Grades Future Grades

School Leader

John Barnhardt

First School Year

2014-15



Score Explanations

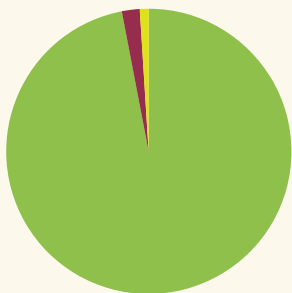
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* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

Student Demographics (2014-15)

Total Enrollment
126



Asian	0.0%
Black Non-Hispanic	96.8%
Hispanic / Latino	2.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.8%

English Language Learner
0.8%

Economically Disadvantaged
77.8%

Special Education
18.5%

At-Risk Population
58.7%

A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

KIPP DC - 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

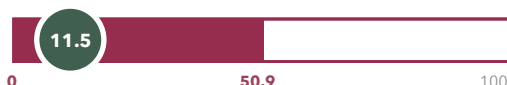


PARCC: Mathematics

Approaching College and Career Ready and Above



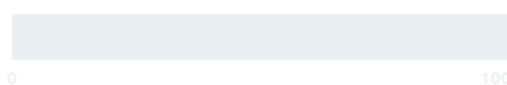
College and Career Ready



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

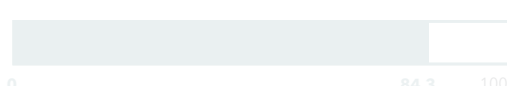
3rd Grade ELA

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

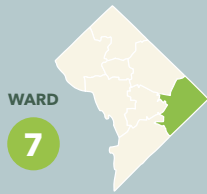


Re-enrollment

Percent of students eligible to re-enroll



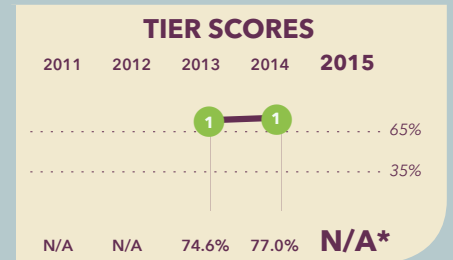
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



KIPP DC - Promise Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-1390
www.kippdc.org



School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

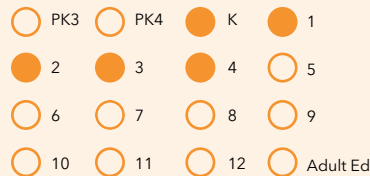
Current Grades Future Grades

School Leader

Andhra Lutz

First School Year

2009-10



Score Explanations

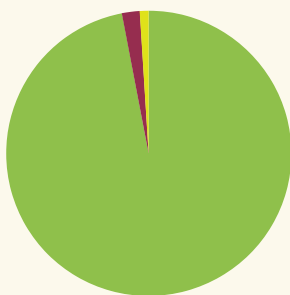
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Student Demographics (2014-15)

Total Enrollment
400



Asian	0.0%
Black Non-Hispanic	98.0%
Hispanic / Latino	1.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.3%

English Language Learner
0.8%

Economically Disadvantaged
86.5%

Special Education
15.8%

At-Risk Population
56.0%

A Note from the School

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KIPP DC - Promise 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)

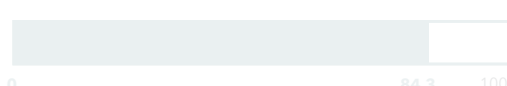
3rd Grade ELA

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

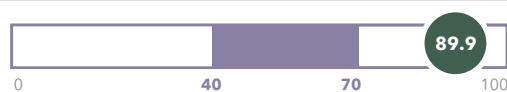
Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

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

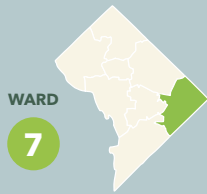


Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

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



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



KIPP DC - Quest Academy PCS

5300 Blaine Street NE
Washington, DC 20019

202-398-6811
www.kippdc.org

TOTAL SCORE

N/A*

* 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.

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

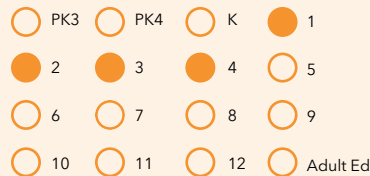
Current Grades Future Grades

School Leader

Cherese Brauer

First School Year

2014-15



Score Explanations

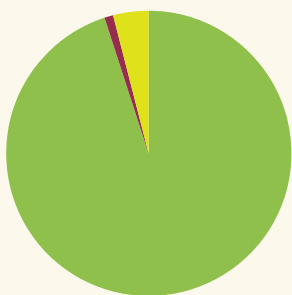
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Student Demographics (2014-15)

Total Enrollment
282



Asian	0.0%
Black Non-Hispanic	95.0%
Hispanic / Latino	1.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	3.5%

English Language Learner
0.4%

Economically Disadvantaged
>60%*

Special Education
18.1%

At-Risk Population
64.2%

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

A Note from the School

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KIPP DC - Quest Academy PCS

2015 School Performance Report

(2014–15)

Grades Measured: 1–5

KEY



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

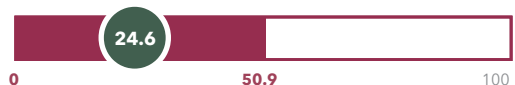


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



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

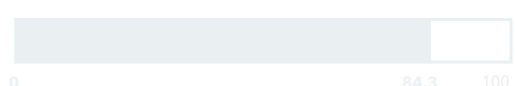
3rd Grade ELA

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

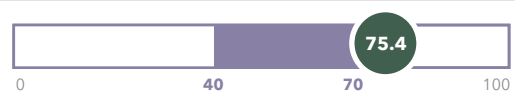
Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

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

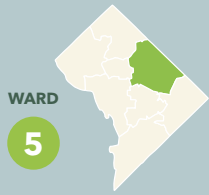


Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

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.



KIPP DC - Spring Academy PCS

1375 Mount Olivet Road NE
Washington, DC 20002

202-397-5477
www.kippdc.org

School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

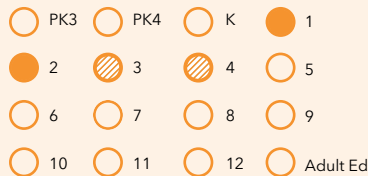
Current Grades Future Grades

School Leader

Lindsey Hoy

First School Year

2013-14



Score Explanations

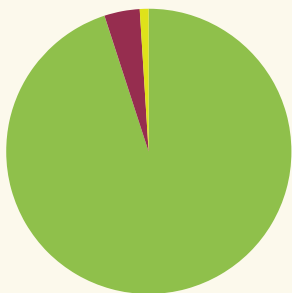
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Student Demographics (2014-15)

Total Enrollment
102



Asian	0.0%
Black Non-Hispanic	95.1%
Hispanic / Latino	3.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	1.0%

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

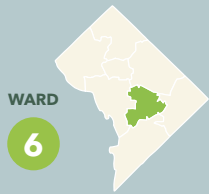


Re-enrollment

Percent of students eligible to re-enroll



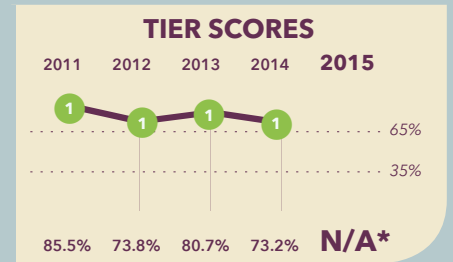
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



KIPP DC - WILL Academy PCS

421 P Street NW
Washington, DC 20001

202-328-9455
www.kippdc.org



School Profile (2015-16)

Board Chair

Terry Golden

Founder & CEO

Susan Schaeffler

Grades Served

Is part of a PK-12 network.

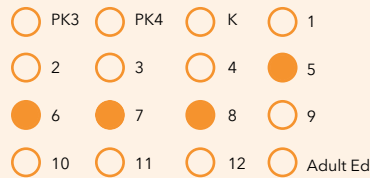
Current Grades Future Grades

School Leader

Tiffanie Williams

First School Year

2006-07



Score Explanations

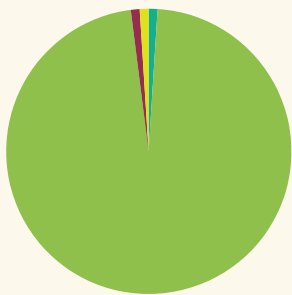
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Student Demographics (2014-15)

Total Enrollment
344



Asian	0.9%
Black Non-Hispanic	96.8%
Hispanic / Latino	1.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	1.2%

English Language Learner
0.9%

Economically Disadvantaged
100.0%

Special Education
22.4%

At-Risk Population
43.3%

A Note from the School

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KIPP DC - WILL Academy PCS

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

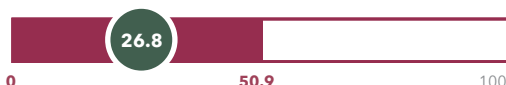


PARCC: Mathematics

Approaching College and Career Ready and Above



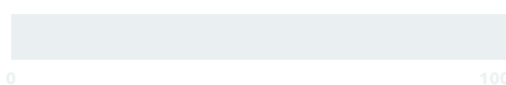
College and Career Ready



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

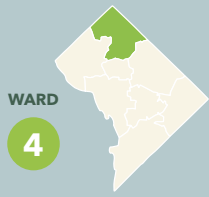


Re-enrollment

Percent of students eligible to re-enroll



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

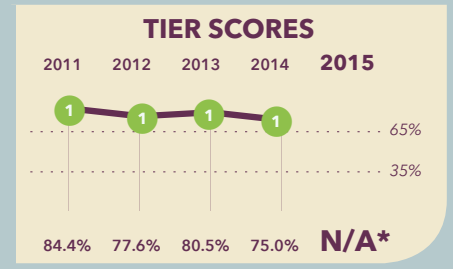


WARD
4

Latin American Montessori Bilingual PCS

1800 Perry Street NE
1375 Missouri Avenue NW
Washington, DC 20011

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



School Profile (2015-16)

Board Chair

Barrie Lynn Tapia

Executive Director

Diane Cottman

Grades Served

Is part of the PK-12 DCI network.

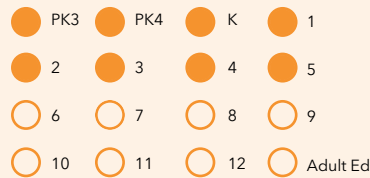
Current Grades Future Grades

Principal

Cristina Encinas

First School Year

2003-04



Score Explanations

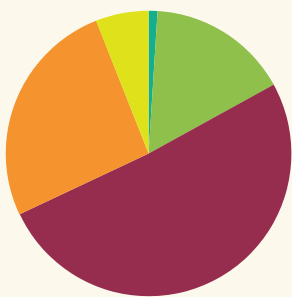
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Student Demographics (2014-15)

Total Enrollment
342



Asian	0.6%
Black Non-Hispanic	15.8%
Hispanic / Latino	51.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	26.3%
Multiracial	6.1%

English Language Learner
37.7%

Economically Disadvantaged
24.0%

Special Education
12.3%

At-Risk Population
12.6%

A Note from the School

Latin American Montessori Bilingual (LAMB) PCS embraces the Montessori philosophy that every child is a natural learner. We combine Montessori with language immersion to create an educational environment with the goal of 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

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

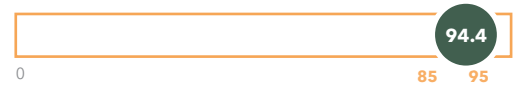
Approaching College and Career Ready and Above



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.

Latin American Montessori Bilingual PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–5

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Bracken School Readiness Assessment

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



PK Math: Bracken School Readiness Assessment

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



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

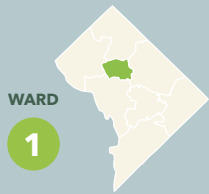
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

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





LAYC Career Academy PCS

3047 15th Street NW
Washington, DC 20009

202-319-2228
www.laycca.org

TIER

- 1 High Performing
- 2 Mid Performing
- ▶ 3 Low Performing

School Profile (2015-16)

Board Chair

Ken Robinson

Executive Director

Nicole Hanrahan

Grades Served

Serves ages 16 to 24.

Current Grades Future Grades

Principal

Angela Stepanic

First School Year

2012-13



Adult Education 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:

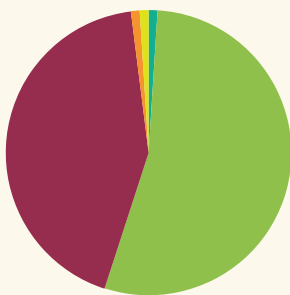
Tier 1 schools meet standards of high performance

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)

Total Enrollment
190



Asian	1.1%
Black Non-Hispanic	54.2%
Hispanic / Latino	43.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	0.5%

English Language Learner
24.2%*

Special Education
14.1%*

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

A Note from the School

The LAYC Career Academy PCS provides a bridge between high school and college or careers for young adults ages 16 to 24 in the District of Columbia. LAYC Career Academy PCS provides students with college credits, Advanced Placement-style classes, a rigorous and self-paced GED program, a college preparatory curriculum, and career training in the health care and information technology fields. This school was the first GED school in the country to obtain a grant from the Walton Family Foundation, which is known for its dedication to high-quality college preparatory models.

LAYC Career Academy PCS

2015 School Performance Report

(2014–15)

Adult Education



Weighted Score

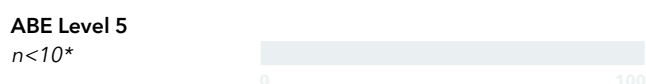
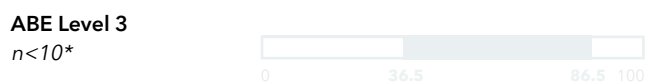
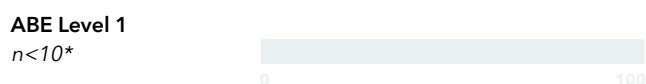
Student Progress: Improvement of One or More Levels

44.7%

Results available for 9.6% of students eligible for this indicator.

Adult Basic Education (ABE) Performance

Weighted ABE Score 44.7%

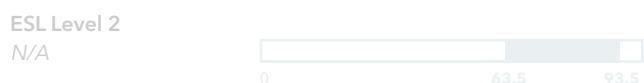


*Levels with results less than 10 students are not displayed but still included in the final score.

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

English as a Second Language (ESL) Performance

Weighted ESL Score N/A



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

70 students responded to the survey, Survey Response Rate: 45.5%***

Response Rate Not Met

Retained Employment or Entered Postsecondary

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



Retention

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



TIER 3

LAYC Career 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 or Cisco course for 75+ hours or more earning a MOS Word or Cisco certificate



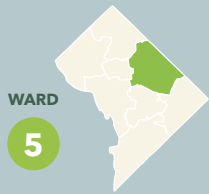
Certification

Percent of students earning an Occupational Safety and Health Administration (OSHA-10) 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.



Lee Montessori PCS

200 Douglas Street NE
Washington, DC 20002

202-779-9740

www.leemontessori.org

TOTAL SCORE

N/A*

* 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.

School Profile (2015-16)

Board Chair

Dominique Fortune

Head of School

Chris Pencikowski

Grades Served

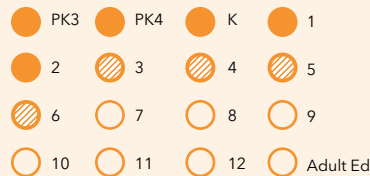
Current Grades Future Grades

Principal

Megan Hubbard

First School Year

2014-15



Score Explanations

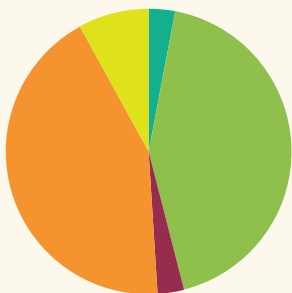
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
74



Asian	2.7%
Black Non-Hispanic	43.2%
Hispanic / Latino	2.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	43.2%
Multiracial	8.1%

English Language Learner
0.0%

Economically Disadvantaged
20.3%

Special Education
19.2%

At-Risk Population
13.5%

A Note from 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 life long 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

KEY



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

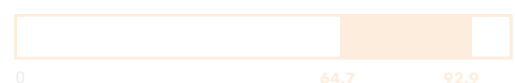
Attendance

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

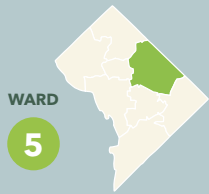


K-2 Math: AIMSweb™

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



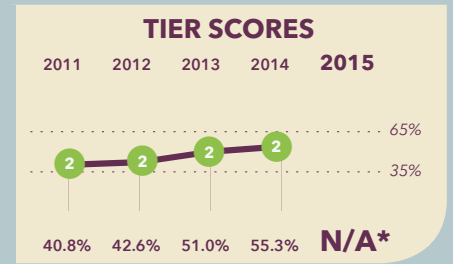
For a more detailed explanation of the indicators, see our technical guide.



Mary McLeod Bethune Day Academy PCS

1404 Jackson Street NE
Washington, DC 20017

202-459-4710 ext. 600
www.mmbethune.org



School Profile (2015-16)

Board Chair

Valerie Smith

Executive Director

Linda McKay

Grades Served

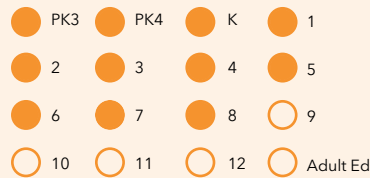
Current Grades Future Grades

Principal

Jubria Lewis

First School Year

2004-05



Score Explanations

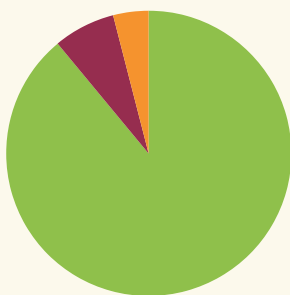
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
381



Asian	0.0%
Black Non-Hispanic	89.5%
Hispanic / Latino	6.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	3.9%
Multiracial	0.0%

English Language Learner
2.1%

Economically Disadvantaged
>60%*

Special Education
9.5%

At-Risk Population
64.6%

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

A Note from the School

Mary McLeod Bethune Day Academy PCS's mission is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development. Mary McLeod Bethune works to achieve its mission by cultivating independent, inquiring thinkers through project-based learning. As a candidate school for the International Baccalaureate Primary Years Programme, Mary McLeod Bethune Day Academy offers all of its students art, music, health/physical education, and two foreign languages, Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. It is our belief that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st-century.

Mary McLeod Bethune Day Academy PCS

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

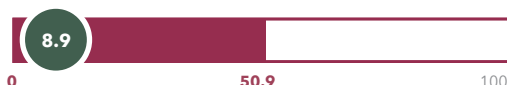


PARCC: Mathematics

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

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



PK Social Emotional Learning: Teaching Strategies GOLD™

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



K-2 Reading: Discovery Education™ Assessment

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



K-2 Math: Discovery Education™ Assessment

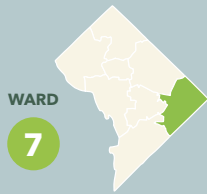
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



K-2 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



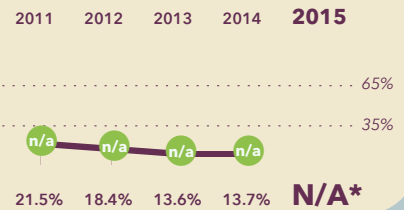


Maya Angelou PCS - High School

5600 East Capitol Street NE
Washington, DC 20019

202-379-4335
www.seeforever.org

TIER SCORES



School Profile (2015-16)

Board Chair

Jane Dimyan-Ehrenfeld

CEO

Heather D. Wathington, Ph.D.

Grades Served

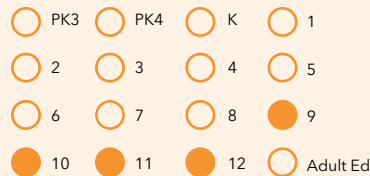
Current Grades Future Grades

Principal

Tameika Ashford

First School Year

1998-99



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.

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

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

A Note from the School

Our mission is to create learning communities in lower-income urban areas where all students, 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

KEY



Student Progress: Academic Improvement Over Time

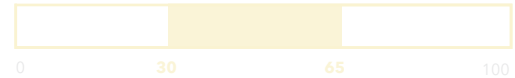
Student growth on the state assessment in ELA

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



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

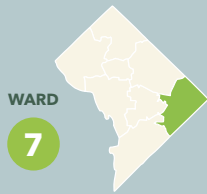
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Maya Angelou PCS - Young Adult Learning Center

5600 East Capitol Street NE
Washington, DC 20019

202-289-8898
www.seeforever.org

TIER

- 1 High Performing
- 2 Mid Performing
- ▶ 3 Low Performing

School Profile (2015-16)

Board Chair

Jane Dimyan-Ehrenfeld

CEO

Heather D. Wathington, Ph.D.

Grades Served

Serves ages 17 to 24.

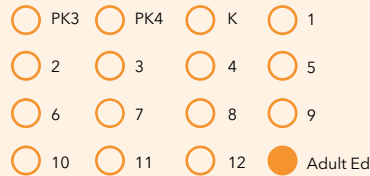
Current Grades Future Grades

Director

Sarah Navarro

First School Year

2012-13



Adult Education 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)

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

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

(2014–15)

Adult Education



Weighted Score

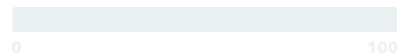
Student Progress: Improvement of One or More Levels

56.3%

Adult Basic Education (ABE) Performance

Weighted ABE Score **56.3%**

ABE Level 1
n<10*



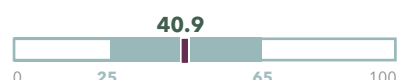
ABE Level 2
15 students



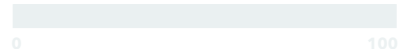
ABE Level 3
45 students



ABE Level 4
22 students



ABE Level 5
N/A



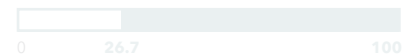
*Levels with results less than 10 students are not displayed but still included in the final score.

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

English as a Second Language (ESL) Performance

Weighted ESL Score **N/A**

ESL Level 1
N/A



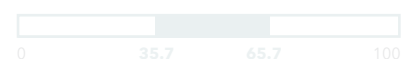
ESL Level 2
N/A



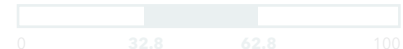
ESL Level 3
N/A



ESL Level 4
N/A



ESL Level 5
N/A



ESL Level 6**
N/A



Student Achievement: GED or NEDP Attainment **

73.7%

Obtained Secondary Credential

19 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

28.8%

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

21.0%

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



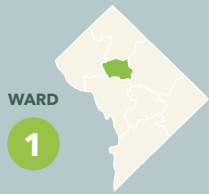
Certification

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).

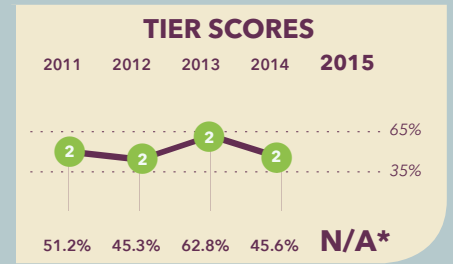
***Percent of students successfully contacted via Career and College Readiness Surveys by the school.



Meridian PCS

2120 13th Street NW
Washington, DC 20009

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



School Profile (2015-16)

Board Chair

Christopher Siddall

Head of Schools

Tamara Cooper

Grades Served

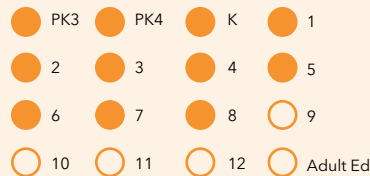
Current Grades Future Grades

Interim Principal

Michelle Taylor

First School Year

1999-2000



Score Explanations

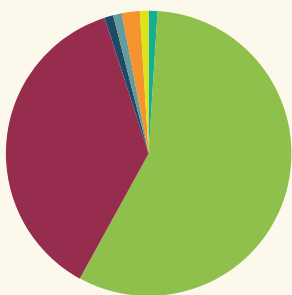
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
639



Asian	1.3%
Black Non-Hispanic	59.9%
Hispanic / Latino	36.6%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	1.6%
Multiracial	0.2%

English Language Learner
27.6%

Economically Disadvantaged
>60%*

Special Education
12.7%

At-Risk Population
48.7%

* 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

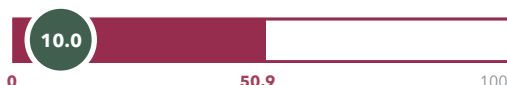


PARCC: Mathematics

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

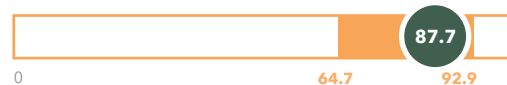
Attendance

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.

Meridian PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



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

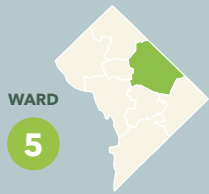
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

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





Mundo Verde Bilingual PCS

30 P Street NW
Washington, DC 20001

202-750-7060
www.mundoverdepcs.org

School Profile (2015-16)

Board Chair

Lisa Landmeier

Executive Director

Kristin Scotchmer

Grades Served

Is part of the PK-12 DCI network.

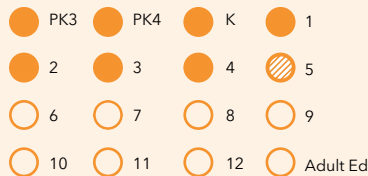
Current Grades Future Grades

Principal

Dahlia Aguilar

First School Year

2011-12



Score Explanations

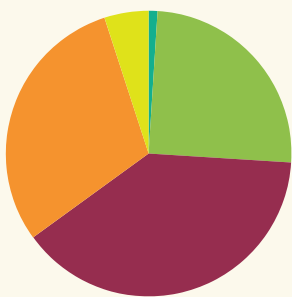
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
404



Asian	1.2%
Black Non-Hispanic	24.5%
Hispanic / Latino	39.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	30.2%
Multiracial	5.0%

English Language Learner
20.8%

Economically Disadvantaged
32.9%

Special Education
7.4%

At-Risk Population
14.4%

A Note from the School

Mundo Verde is a Expeditionary Learning, language immersion school where students in preK - kindergarten are taught and assessed exclusively in Spanish, and 50% of instruction in grades 1-4 is in Spanish. Mundo Verde aims to foster high levels of academic achievement among a diverse group of students by preparing them to be successful and compassionate global stewards of their communities. Mundo Verde is proud to have improved it's scores on the CLASS evaluation in 2014-15. Scores displayed below are a two-year weighted average. Mundo Verde's true 2014-15 scores are: 6.3 Emotional Support, 6.0 Classroom Organization, 2.3 Instructional Support. Additionally, in the bilingual grades, 73% of students achieved a year of growth in at least one language.

Mundo Verde Bilingual PCS

2015 School Performance Report

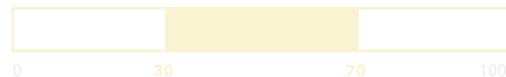
(2014–15)

Grades Measured: PK3–3

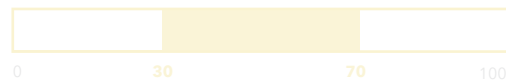


Student Progress: Academic Improvement Over Time

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)

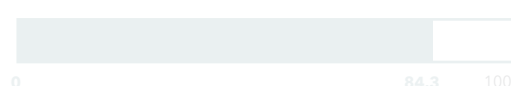
3rd Grade ELA

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.

Mundo Verde Bilingual PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–3

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



PK Social Emotional Learning: Teaching Strategies GOLD™

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



K-2 Reading: Fountas & Pinnell and EDL2 (Spanish)

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



K-2 Math: Group Mathematics Assessment and Diag. Evaluation (GMADE™)

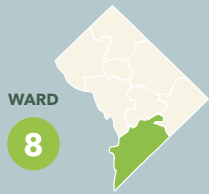
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



Education for Sustainability Audit

Percent of "achieving" ratings received on the 12 domains of the Education for Sustainability Audit observation tool

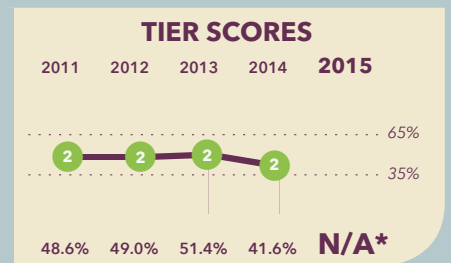




National Collegiate Preparatory Public Charter High School

4600 Livingston Road SE
Washington, DC 20032

202-832-7737
www.nationalprepdcc.org



School Profile (2015-16)

Board Chair

Ty Johnson

Founder & Executive Director

Jennifer L. Ross, MSW, LCSW

Chief Academic Officer

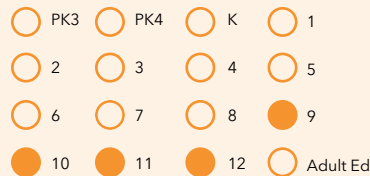
Dianne Brown, Ed.D.

First School Year

2009-10

Grades Served

Current Grades Future Grades



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
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.

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

(2014–15)

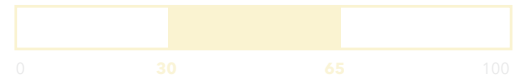
Grades Measured: 9–12



Student Progress: Academic Improvement Over Time

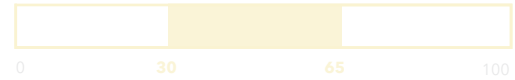
Student growth on the state assessment in ELA

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



National Collegiate Preparatory Public Charter High School

2015 School Performance Report

(2014–15)

Grades Measured: 9–12

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

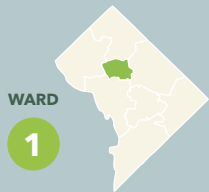
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



The Next Step/El Próximo Paso PCS

3047 15th Street NW
Washington, DC 20009

202-319-2249
www.nextsteppcs.org

TIER

- 1 High Performing
- 2 **Mid Performing**
- 3 Low Performing

School Profile (2015-16)

Board Chair

Rachel Sussman

Executive Director

Julie Meyer

Grades Served

Serves ages 16 to 24.

Current Grades Future Grades

Day School Principal

Arturo Martinez

First School Year

1998-99



Adult Education 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:

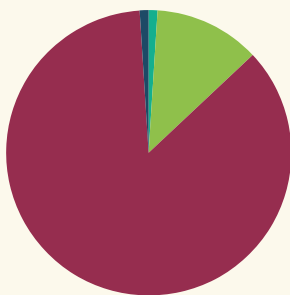
Tier 1 schools meet standards of high performance

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)

Total Enrollment
363



Asian	0.6%
Black Non-Hispanic	12.4%
Hispanic / Latino	86.8%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
78.7%*

Special Education
6.2%*

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

A Note from the School

The mission of The Next Step/El Próximo Paso PCS is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education. The Next Step/El Próximo Paso is a bilingual, adult basic education, General Education Development (GED) and English as a Second Language (ESL) program serving students ages 16-24 with full-time day and part-time evening programs. The Next Step/El Próximo Paso offers a full academic program in English and Spanish with flexible pacing. Class sizes are small, and student support services are extensive. The Next Step/El Próximo Paso's curriculum is aligned with Common Core standards and uses individual learning plans, instructional technology, and tutors to accommodate a diverse student body. Students receive guidance to continue their education at community college and vocational programs, and in advanced English courses.

The Next Step/El Próximo Paso PCS

2015 School Performance Report

(2014–15)

Adult Education



Weighted Score

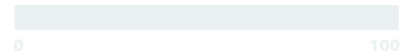
Student Progress: Improvement of One or More Levels

47.6%

Adult Basic Education (ABE) Performance

Weighted ABE Score **68.5%**

ABE Level 1
n<10*



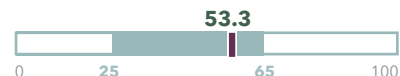
ABE Level 2
16 students



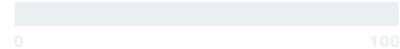
ABE Level 3
26 students



ABE Level 4
15 students



ABE Level 5
n<10*



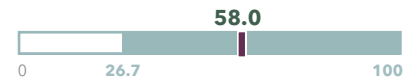
*Levels with results less than 10 students are not displayed but still included in the final score.

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

English as a Second Language (ESL) Performance

Weighted ESL Score **41.1%**

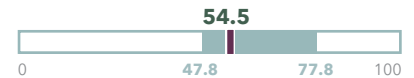
ESL Level 1
143 students



ESL Level 2
30 students



ESL Level 3
11 students



ESL Level 4
12 students



ESL Level 5
n<10*



ESL Level 6**
N/A



Student Achievement: GED or NEDP Attainment **

64.7%

Obtained Secondary Credential

34 students attempted a secondary diploma



College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

Entered Employment or Entered Postsecondary

84 students responded to the survey, Survey Response Rate: 52.5%***



Retained Employment or Entered Postsecondary

36 students responded to the survey, Survey Response Rate: 59.0%***



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

89.5%

Attendance



Retention

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



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

Reading

Percent of students with pre and post test results gaining one grade level or better in Reading on Spanish Test of Basic Education (Spanish TABE)



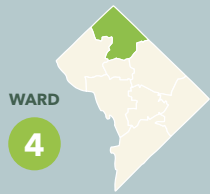
Math

Percent of students with pre and post test results gaining one grade level or better in Math on Spanish Test of Basic Education (Spanish TABE)



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

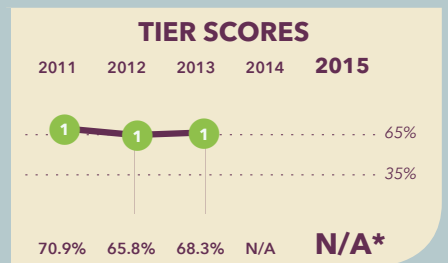
***Percent of students successfully contacted via Career and College Readiness Surveys by the school.



Paul PCS - Middle School

5800 8th Street NW
Washington, DC 20011

202-291-7499
www.paulcharter.org



School Profile (2015-16)

Board Chair

Roberta Colton

CEO

Jami Dunham

Grades Served

Is part of a 6-12 network.

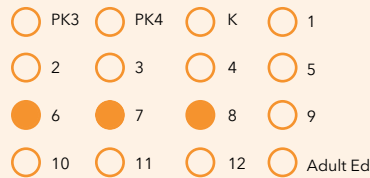
Current Grades Future Grades

Principal

Danielle Singh

First School Year

2000-01



Score Explanations

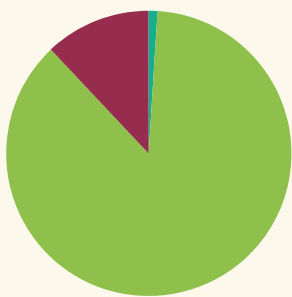
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
376



Asian	0.3%
Black Non-Hispanic	88.0%
Hispanic / Latino	11.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
6.4%

Economically Disadvantaged
42.6%

Special Education
13.8%

At-Risk Population
44.4%

A Note from the School

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

Paul PCS - 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

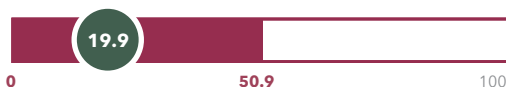


PARCC: Mathematics

Approaching College and Career Ready and Above



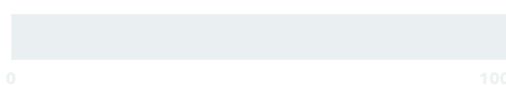
College and Career Ready



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

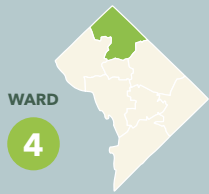


Re-enrollment

Percent of students eligible to re-enroll



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

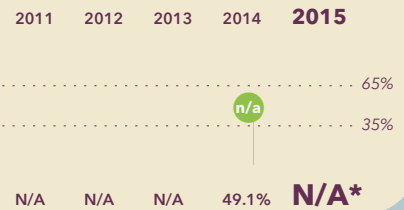


Paul PCS - International High School

5800 8th Street NW
Washington, DC 20011

202-291-7499
www.paulcharter.org

TIER SCORES



School Profile (2015-16)

Board Chair

Roberta Colton

CEO

Jami Dunham

Grades Served

Is part of a 6-12 network.

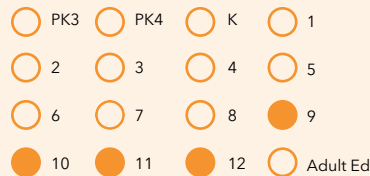
Current Grades Future Grades

Principal

Kenya Wilson

First School Year

2013-14



High School Score Explanations

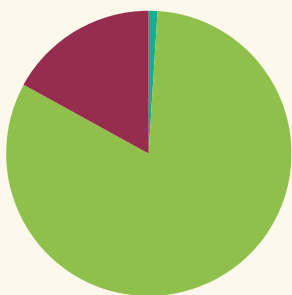
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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%

English Language Learner
7.4%

Economically Disadvantaged
38.5%

Special Education
13.5%

At-Risk Population
52.0%

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

KEY



Student Progress: Academic Improvement Over Time

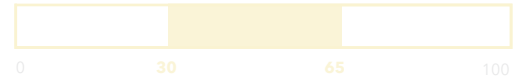
Student growth on the state assessment in ELA

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)

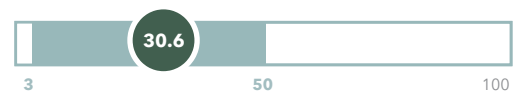


Five-Year Graduation Rate



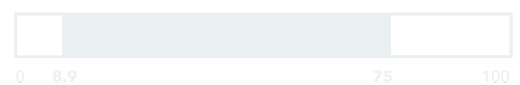
PSAT Performance (11th grade)

Percent of students scoring 80 or above

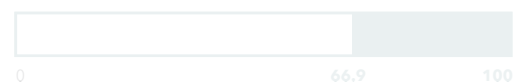


SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



College Acceptance Rate



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

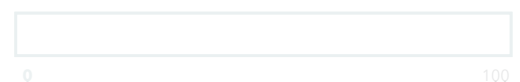


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Paul PCS - International High School

2015 School Performance Report

(2014–15)

Grades Measured: 9–11

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

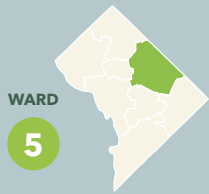
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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

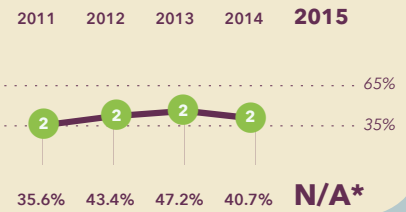


Perry Street Preparatory PCS

1800 Perry Street NE
Washington, DC 20018

202-529-4400
www.pspdc.org

TIER SCORES



School Profile (2015-16)

Board President

Cynthia Brown

Principal

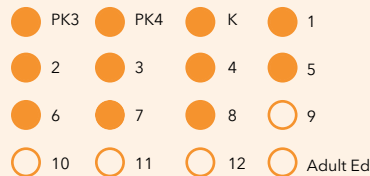
Rachel Crouch

Grades Served

Current Grades Future Grades

First School Year

1998-99



Score Explanations

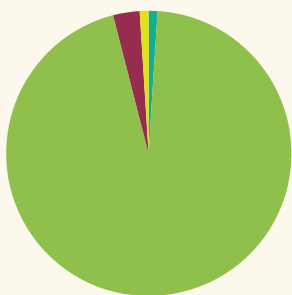
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
399



Asian	0.3%
Black Non-Hispanic	96.7%
Hispanic / Latino	2.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.5%

English Language Learner
2.0%

Economically Disadvantaged
76.2%

Special Education
16.0%

At-Risk Population
55.6%

A Note from the School

Perry Street Preparatory PCS uses rigorous academic instruction, a safe and secure learning environment, and strong family relationships to empower our students to be ready to enter and succeed in college and thrive in a global society. Our goal is to provide every student, PK-8, with the knowledge, abilities, attitudes, and support needed to succeed in college and beyond. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares him or her for unlimited global opportunities.

Perry Street Preparatory PCS

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

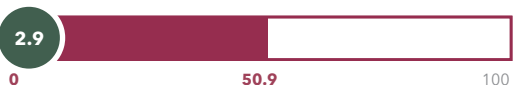


PARCC: Mathematics

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.

Perry Street Preparatory PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8



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)

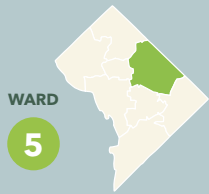
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: TerraNova®

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

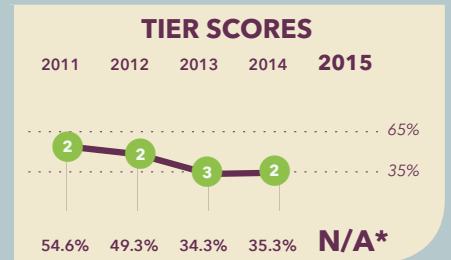




Potomac Preparatory PCS

4401 8th Street NE
Washington, DC 20017

202-526-6003
www.potomacprep.org



School Profile (2015-16)

Board Chair

Nichollette Smith-Bligen

Principal

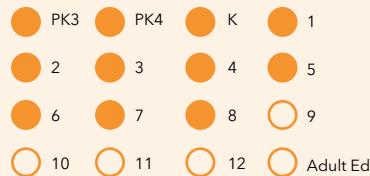
Marian White-Hood, Ph.D.

Grades Served

Current Grades Future Grades

First School Year

2005-06



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.

Student Demographics (2014-15)

Total Enrollment
425



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

English Language Learner
0.0%

Economically Disadvantaged
>60%*

Special Education
16.9%

At-Risk Population
62.1%

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

A Note from the School

The mission of 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

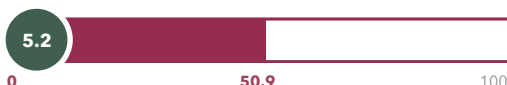


PARCC: Mathematics

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.

Potomac Preparatory PCS

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8

KEY



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

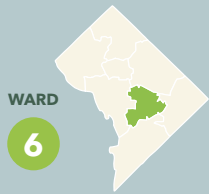


K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

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



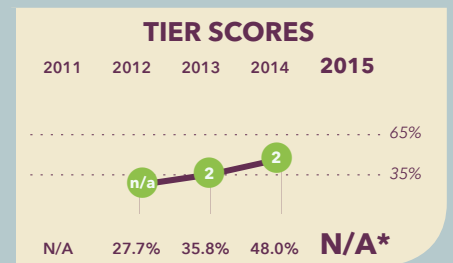
For a more detailed explanation of the indicators, see our technical guide.



Richard Wright PCS for Journalism and Media Arts

770 M Street SE
Washington, DC 20003

202-388-1011
www.richardwrightpcs.org



School Profile (2015-16)

Board Chair

Rhonda Wells-Wilbon,
Ph.D.

Head of School & CEO

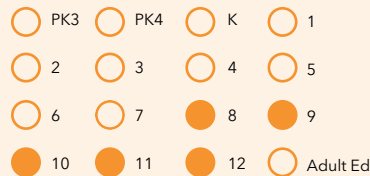
Marco Clark, Ph.D.

Grades Served

Current Grades Future Grades

First School Year

2011-12



High School Score Explanations

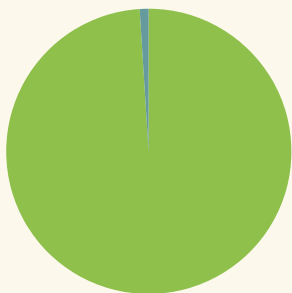
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
305



Asian	0.0%
Black Non-Hispanic	99.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	1.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
0.3%

Economically Disadvantaged
>60%*

Special Education
19.3%

At-Risk Population
75.4%

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

A Note from the School

The mission of Richard Wright PCS for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages, and a curriculum focused on strong writing skills and vocabulary.

Richard Wright PCS for Journalism and Media Arts

2015 School Performance Report

(2014–15)

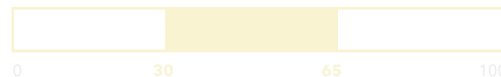
Grades Measured: 8–12



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



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



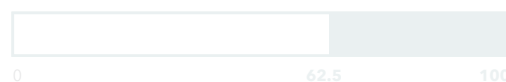
Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Four-Year Graduation Rate



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

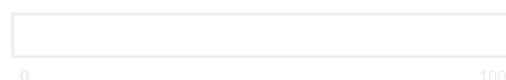


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement

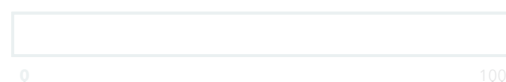


Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Richard Wright PCS for Journalism and Media Arts

2015 School Performance Report

(2014–15)

Grades Measured: 8–12

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

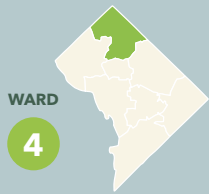
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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

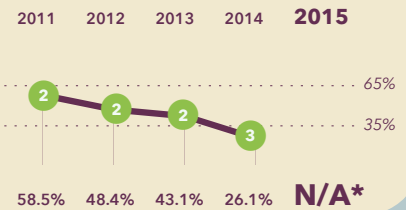


Roots PCS

15 Kennedy Street NW
Washington, DC 20011

202-882-8073
www.rootspcs.org

TIER SCORES



School Profile (2015-16)

Board Chair

Gilda Sherrod-Ali

Founder & Principal

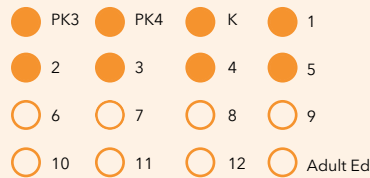
Bernida Thompson,
Ed.D.

Grades Served

Current Grades Future Grades

First School Year

1999-2000



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.

Student Demographics (2014-15)

Total Enrollment
95



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.

(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

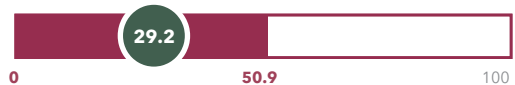


PARCC: Mathematics

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.

(2014–15)

Grades Measured: PK3–5



Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD™

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



PK Math: Teaching Strategies GOLD™

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



K-2 Reading: Scholastic Reading Assessment (SRA)

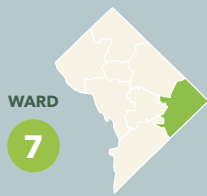
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: McGraw-Hill My Math

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

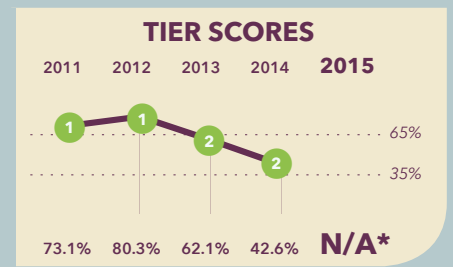




SEED Public Charter School of Washington, DC (Middle School)

4300 C Street SE
Washington, DC 20019

202-248-7773
www.seedschooldc.org



School Profile (2015-16)

Board Chair

Vasco Fernandes

Head of School

Adrian Manuel, Ed.D.

Grades Served

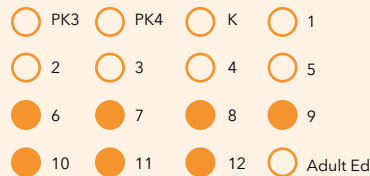
Current Grades Future Grades

Principal

Sean McDonald

First School Year

1998-99



Score Explanations

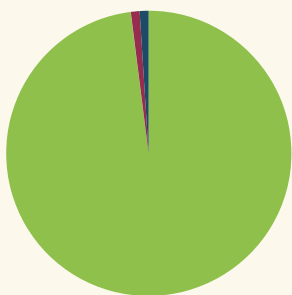
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

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 (Middle School)

2015 School Performance Report

(2014–15)

Grades Measured: 6–8

KEY



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

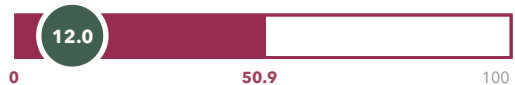


PARCC: Mathematics

Approaching College and Career Ready and Above



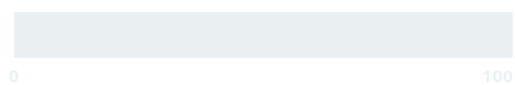
College and Career Ready



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

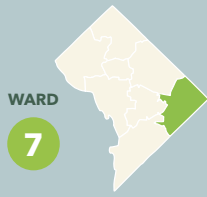


Re-enrollment

Percent of students eligible to re-enroll



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

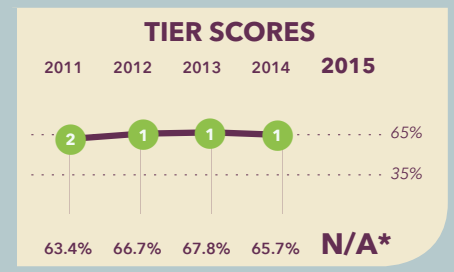


WARD
7

SEED Public Charter School of Washington, DC (High School)

4300 C Street SE
Washington, DC 20019

202-248-7773
www.seedschooldc.org



School Profile (2015-16)

Board Chair

Vasco Fernandes

Head of School

Adrian Manuel, Ed.D.

Grades Served

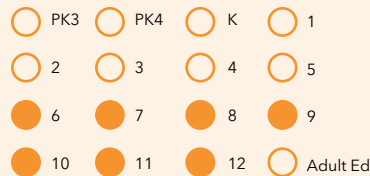
● Current Grades ● Future Grades

Principal

Sean McDonald

First School Year

1998-99



High School Score Explanations

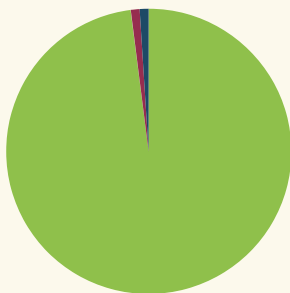
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
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

KEY



Student Progress: Academic Improvement Over Time

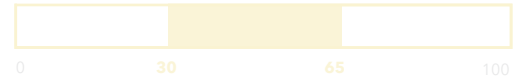
Student growth on the state assessment in ELA

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)

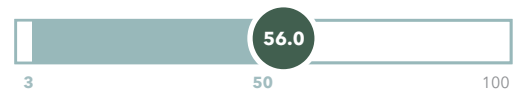


Five-Year Graduation Rate



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

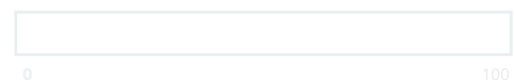


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



SEED Public Charter School of Washington, DC (High School)

2015 School Performance Report

(2014–15)

Grades Measured: 9–12

KEY



School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

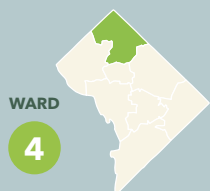
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



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



Sela PCS

6015-17 Chillum Place NE
Washington, DC 20011

202-670-7352
www.selapcs.org

School Profile (2015-16)

Board Chair

Jessica Lieberman,
Ph.D.

Head of School

Natalie Arthurs, Ph.D.

Grades Served

Current Grades Future Grades

First School Year

2013-14



Score Explanations

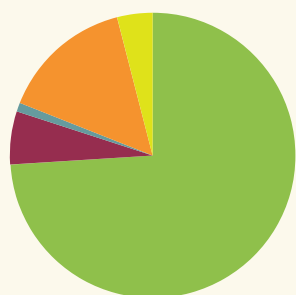
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
86



Asian	0.0%
Black Non-Hispanic	74.4%
Hispanic / Latino	5.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	1.2%
White Non-Hispanic	15.1%
Multiracial	3.5%

English Language Learner
9.3%

Economically Disadvantaged
59.3%

Special Education
12.8%

At-Risk Population
27.9%

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

KEY



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™

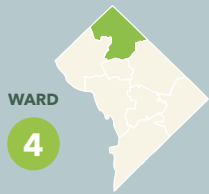
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD™

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





Shining Stars Montessori Academy PCS

6015 Chillum Place NE
Washington, DC 20011

202-723-1467
www.shiningstarspcs.org

School Profile (2015-16)

Board Chair

Nigel Atwell, Esq.

Executive Director

Regina Rodriguez

Grades Served

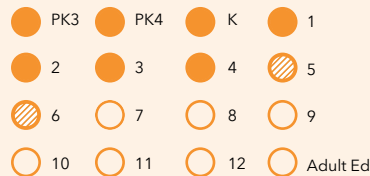
Current Grades Future Grades

Principal

Deborah Golanski

First School Year

2011-12



Score Explanations

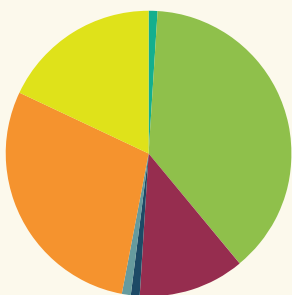
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
118



Asian	0.8%
Black Non-Hispanic	39.0%
Hispanic / Latino	11.9%
Native American / Alaska Native	0.8%
Pacific Islander / Native Hawaiian	0.8%
White Non-Hispanic	28.8%
Multiracial	17.8%

English Language Learner
10.7%

Economically Disadvantaged
28.8%

Special Education
6.3%

At-Risk Population
17.8%

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

KEY

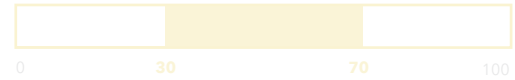


Student Progress: Academic Improvement Over Time

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

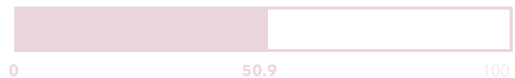


PARCC: Mathematics

Approaching College and Career Ready and Above



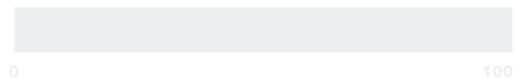
College and Career Ready



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

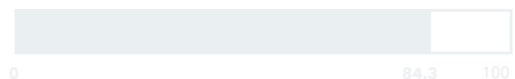
3rd Grade ELA

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

KEY



Early Childhood Student Outcomes on School-Selected Assessments

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

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



PK Math: Test of Early Mathematics Ability (TEMA)

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



K-2 Reading: Dynamic Indicators of Basic Early Lit. Skills (DIBELS) and PPVT

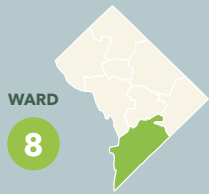
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

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



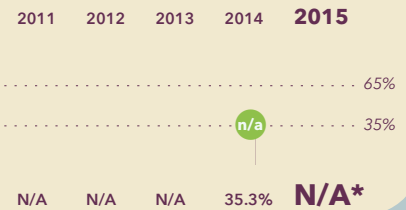


Somerset Preparatory Academy PCS

3301 Wheeler Road SE
Washington, DC 20032

202-562-9170
www.somersetdc.com

TIER SCORES



School Profile (2015-16)

Board Chair

Jud Starr

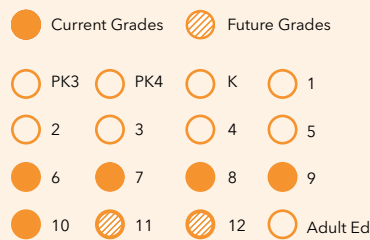
Principal & Chief Administrative Officer

Jim Griffin

First School Year

2013-14

Grades Served



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.

Student Demographics (2014-15)

Total Enrollment
240



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
18.3%

At-Risk Population
70.0%

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

A Note from the School

The 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

KEY



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

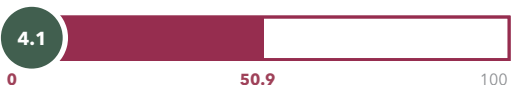


PARCC: Mathematics

Approaching College and Career Ready and Above



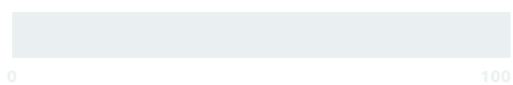
College and Career Ready



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

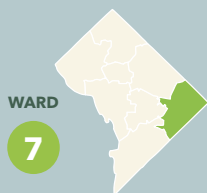


Re-enrollment

Percent of students eligible to re-enroll



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



St. Coletta Special Education PCS

1901 Independence Avenue SE
Washington, DC 20003

202-350-8680
www.stcoletta.org

School Profile (2015-16)

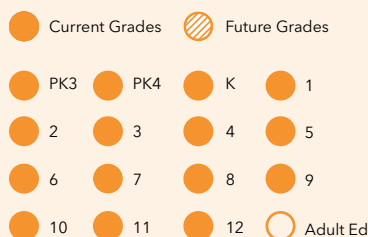
Board Chair

Peggy O'Brien

Executive Director

Sharon Raimo

Grades Served



Principal

Janice Corazza

First School Year

2006-07

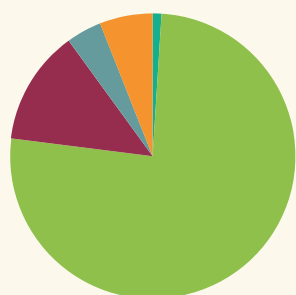
Alternative Accountability

For schools who do not receive a **Performance Management Framework (PMF)** score, DC PCSB has implemented the Accountability Plan system to measure academic performance. Accountability plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by DC PCSB and are not tiered. St. Coletta is the only school that received an Accountability plan for 2014-15.

Student Demographics (2014-15)

Total Enrollment

252



Asian	0.4%
Black Non-Hispanic	76.2%
Hispanic / Latino	12.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	4.4%
White Non-Hispanic	6.3%
Multiracial	0.0%

English Language Learner

8.0%

Economically Disadvantaged

69.8%

Special Education

100.0%

At-Risk Population

46.4%

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.

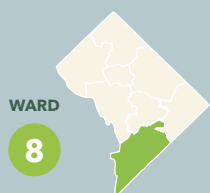
St. Coletta Special Education PCS

2015 School Performance Report

(2014–15)

Grades Measured: Non-Graded

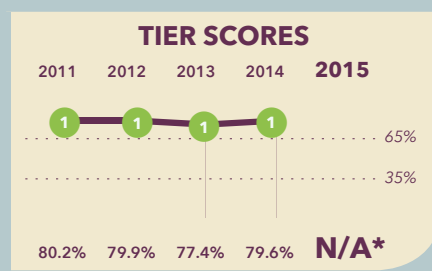
Student Achievement Targets	Achievement Results	Met Target?
<div></div> 75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing, or Mastered level.	The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 86.9% .	<div></div>
<div></div> 68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.	The percentage of students who received Expanding, Progressing, or Mastered on their objectives was 75.3% .	<div></div>
Leading Indicators Targets	Leading Indicators Results	Met Target?
<div></div> Students will attend school 88% of the school days	Students attended 88.6% of the school days.	<div></div>
Gateway Targets	Gateway Results	Met Target?
<div></div> 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	100.0% of students who were eligible graduated with a High School Certificate (IEP Certificate of Completion).	<div></div>
TOTAL TARGETS MET		<div>4</div> OF <div>4</div>



Thurgood Marshall Academy PCS

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

202-563-6862
www.thurgoodmarshallacademy.org



School Profile (2015-16)

Board Chair

Kannon Shanmugam

Executive Director

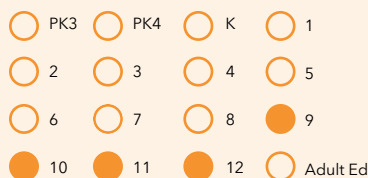
Richard Pohlman

Grades Served

Current Grades Future Grades

First School Year

2001-02



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
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%

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

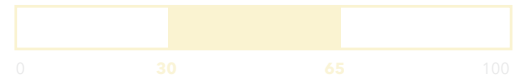
KEY



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

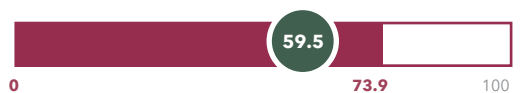


College and Career Ready



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

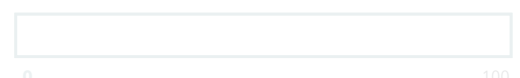


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Thurgood Marshall Academy PCS

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

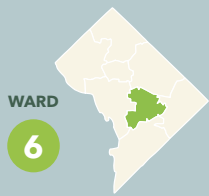
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



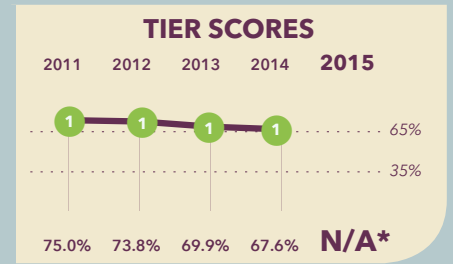
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.



Two Rivers PCS - 4th Street

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

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



School Profile (2015-16)

President

Pam Jackson

Executive Director

Jessica Wodatch

Grades Served

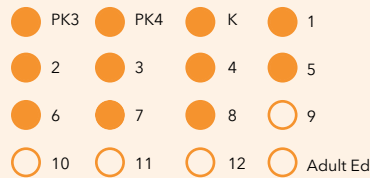
Current Grades Future Grades

Principal

Caroline Mwendwa-Baker (ES)
Elaine Hou (MS)

First School Year

2004-05



Score Explanations

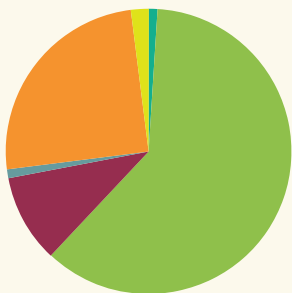
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

Student Demographics (2014-15)

Total Enrollment
518



Asian	0.6%
Black Non-Hispanic	61.6%
Hispanic / Latino	9.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	25.5%
Multiracial	2.3%

English Language Learner
3.9%

Economically Disadvantaged
45.2%

Special Education
23.9%

At-Risk Population
26.1%

A Note from the School

The mission of Two Rivers PCS is to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society. Two Rivers uses 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



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

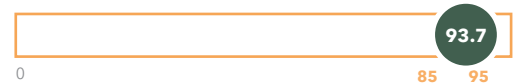
Approaching College and Career Ready and Above



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.

Two Rivers PCS - 4th Street

2015 School Performance Report

(2014–15)

Grades Measured: PK3–8

KEY



Early Childhood Student Outcomes on School-Selected Assessments

PK Reading: Brigance™ Developmental Assessment (IED III)

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



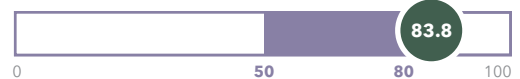
PK Math: Brigance™ Developmental Assessment (IED III)

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



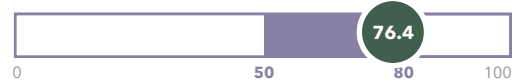
K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®) and mCLASS®

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

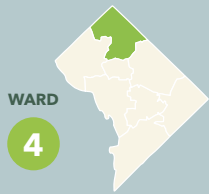


K-2 Math: NWEA™ Measures of Academic Progress® (MAP®) and mCLASS®

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



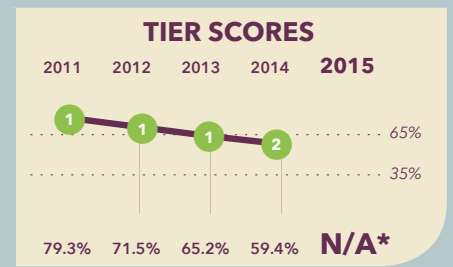
** This rate does not include 15 students who took Algebra I, of whom 93.3% scored Levels 3 and above and 60.0% scored Levels 4 and above.



Washington Latin PCS - Middle School

5200 2nd Street NW
Washington, DC 20011

202-223-1111
www.latinpcs.org



School Profile (2015-16)

Board Chair

Chinesom Ejiasa

Head of School

Martha Cutts

Grades Served

Is part of a 5-12 network.

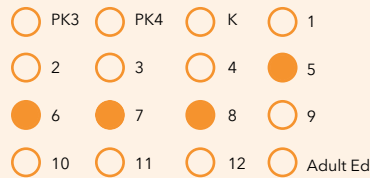
Current Grades Future Grades

Principal

Diana Smith

First School Year

2006-07



Score Explanations

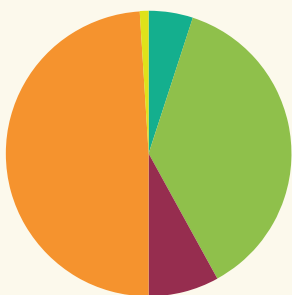
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for 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.

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.

Washington Latin PCS - Middle School

2015 School Performance Report

(2014–15)

Grades Measured: 5–8

KEY



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

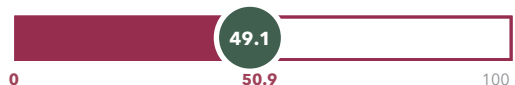


PARCC: Mathematics

Approaching College and Career Ready and Above



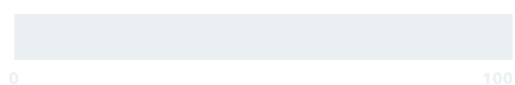
College and Career Ready



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

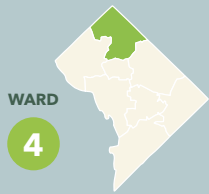


Re-enrollment

Percent of students eligible to re-enroll



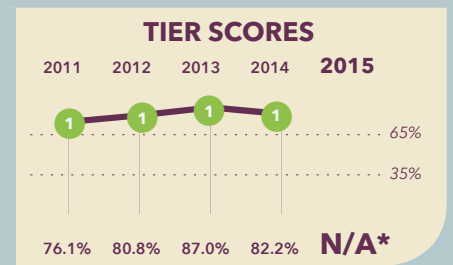
Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.



Washington Latin PCS – Upper School

5200 2nd Street NW
Washington, DC 20011

202-223-1111
www.latinpcs.org



School Profile (2015-16)

Board Chair

Chinesom Ejiasa

Head of School

Martha Cutts

Grades Served

Is part of a 5-12 network.

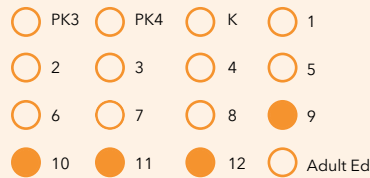
Current Grades Future Grades

Principal

Diana Smith

First School Year

2006-07



High School Score Explanations

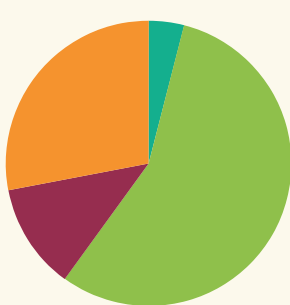
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

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
304



Asian	3.4%
Black Non-Hispanic	56.3%
Hispanic / Latino	12.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	28.2%
Multiracial	0.0%

English Language Learner
2.0%

Economically Disadvantaged
27.0%

Special Education
10.5%

At-Risk Population
23.4%

A Note from the School

Washington Latin PCS provides a challenging, classical education that is accessible to students in all wards of the District of Columbia. At our school, we believe that people, words, and ideas matter. We believe that student performance is enhanced by small class sizes where students are known and don't fall through the cracks. Student anonymity is the enemy of our mission; we aim to know each student's strengths and challenges. At the heart of our school lies our classical curriculum, a body of material tested over time as essential for a human being. We shape our units around eternal moral questions, and we encourage reflection and debate. The diversity of our community provides multiple perspectives on these moral issues and requires all members of our community to consider their own biases. We believe that the great end of education, especially in a global 21st century, is a deep understanding of the motivations and behavior of oneself and others.

Washington Latin PCS - Upper School

2015 School Performance Report

(2014–15)

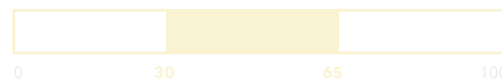
Grades Measured: 9–12



Student Progress: Academic Improvement Over Time

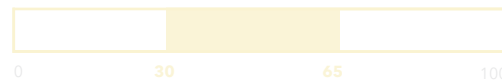
Student growth on the state assessment in ELA

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)

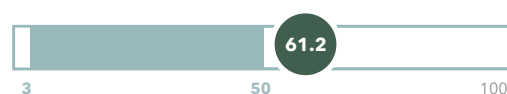


Five-Year Graduation Rate



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

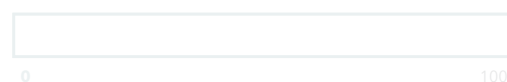


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Washington Latin PCS - Upper 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

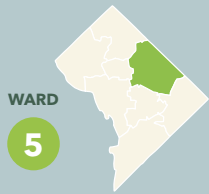
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



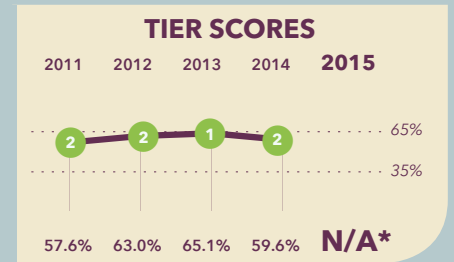
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.



Washington Mathematics Science Technology PCHS

1920 Bladensburg Road NE
Washington, DC 20002

202-636-8011
www.wmstpchs.org



School Profile (2015-16)

Board Chair

Deneen Long-White,
PH.D.

Head of School

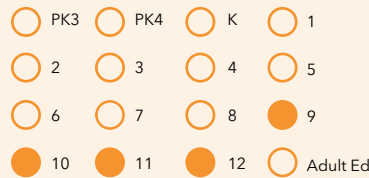
N'Deye Diagne, Ph.D.

Grades Served

Current Grades Future Grades

First School Year

1998-99



High School Score Explanations

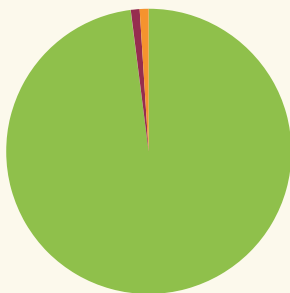
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Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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

Student Demographics (2014-15)

Total Enrollment
335



Asian	0.0%
Black Non-Hispanic	97.9%
Hispanic / Latino	1.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.9%
Multiracial	0.0%

English Language Learner
0.9%

Economically Disadvantaged
>60%*

Special Education
23.0%

At-Risk Population
67.5%

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

A Note from the School

The mission of Washington Mathematics Science Technology PCHS is to provide a rigorous education, integrating mathematics and science instruction with technology, that will enhance analytical reasoning development and result in highly motivated, successful students prepared for further study in mathematics, science, or technology and related careers.

Washington Mathematics Science Technology PCHS

2015 School Performance Report

(2014–15)

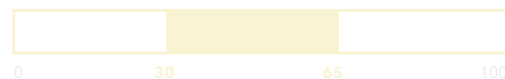
Grades Measured: 9–12



Student Progress: Academic Improvement Over Time

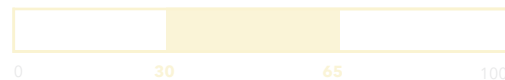
Student growth on the state assessment in ELA

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

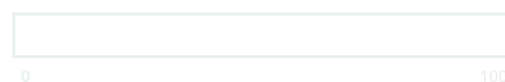


College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



Washington Mathematics Science Technology PCHS

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

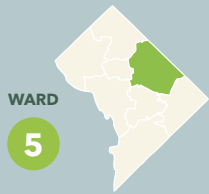
Percent of students eligible to re-enroll



9th Grade on Track to Graduate



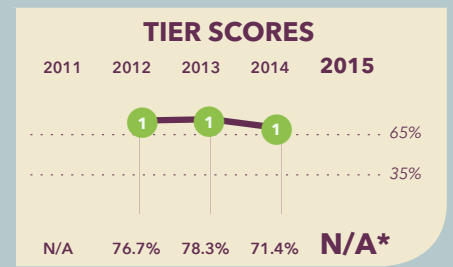
Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.



Washington Yu Ying PCS

220 Taylor Street NE
Washington, DC 20017

202-635-1950
www.washingtonyuying.org



School Profile (2015-16)

Board Chair

Maurice Smith

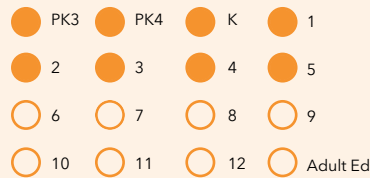
Head of School

Maquita Alexander

Grades Served

Is part of the PK-12 DCI network.

Current Grades Future Grades



First School Year

2008-09

Score Explanations

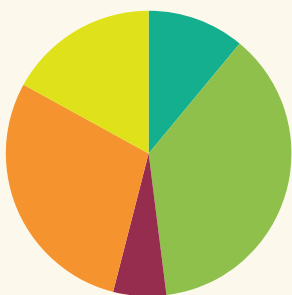
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Student Demographics (2014-15)

Total Enrollment
528



Asian	10.8%
Black Non-Hispanic	36.9%
Hispanic / Latino	6.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	29.0%
Multiracial	17.0%

English Language Learner
5.9%

Economically Disadvantaged
9.5%

Special Education
8.3%

At-Risk Population
4.4%

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

(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

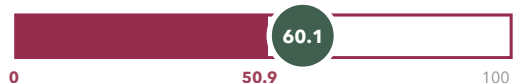


PARCC: Mathematics

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

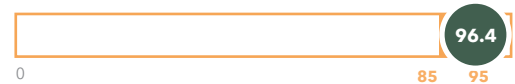
Approaching College and Career Ready and Above



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.

Washington Yu Ying PCS

2015 School Performance Report

(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)

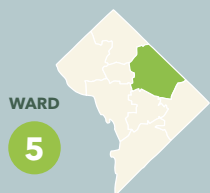
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



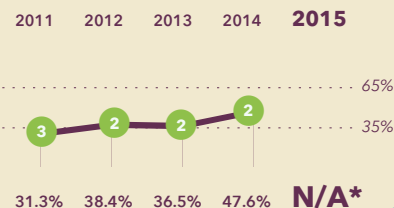


William E. Doar, Jr. PCS for the Performing Arts

705 Edgewood Street NE
Washington, DC 20017

202-269-4646
www.wedjschool.us

TIER SCORES



School Profile (2015-16)

Board Chair

Cindy Gertz

Executive Director

John Goldman

Grades Served

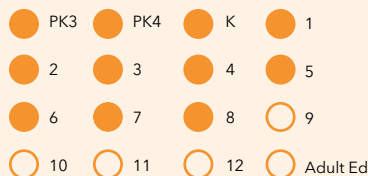
Current Grades Future Grades

Head of Academics

Demetria Gartrell

First School Year

2004-05



Score Explanations

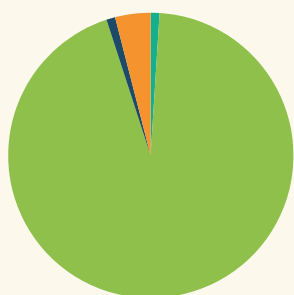
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Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

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Student Demographics (2014-15)

Total Enrollment
439



Asian	0.2%
Black Non-Hispanic	95.4%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.5%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	3.9%
Multiracial	0.0%

English Language Learner
3.0%

Economically Disadvantaged
>60%*

Special Education
10.7%

At-Risk Population
53.5%

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

A Note from the School

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

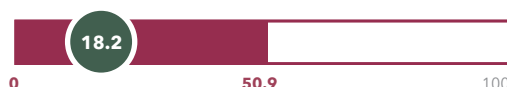


PARCC: Mathematics

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

PK Pre-Literacy: mCLASS®:CIRCLE™

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



PK Math: mCLASS®:CIRCLE™

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



K-2 Reading: mCLASS®: Reading

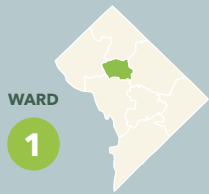
Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



K-2 Math: mCLASS®: Math

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





YouthBuild PCS

3014 14th Street NW
Washington, DC 20009

202-319-0141
www.youthbuildpcs.org

TIER

- 1 High Performing
- 2 Mid Performing
- 3 Low Performing

School Profile (2015-16)

Board Chair

Mark Jordan

Head of School

Andrew Touchette

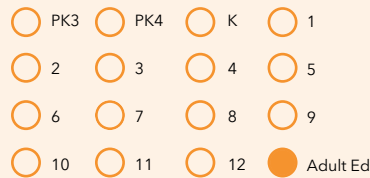
Grades Served

Serves ages 16 to 24.

Current Grades Future Grades

First School Year

2005-06



Adult Education 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:

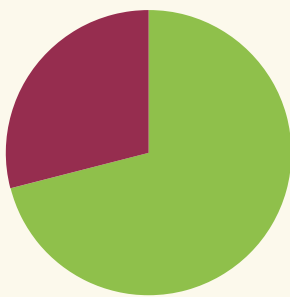
Tier 1 schools meet standards of high performance

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)

Total Enrollment
112



Asian	0.0%
Black Non-Hispanic	70.5%
Hispanic / Latino	29.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

English Language Learner
9.5%*

Special Education
18.9%*

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

A Note from the School

YouthBuild PCS is an alternative school for young adults ages 16-24. YouthBuild PCS seeks to transform students' lives by re-engaging them in education in a non-traditional school environment. YouthBuild PCS prepares students for 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.

YouthBuild PCS

2015 School Performance Report

(2014–15)

Adult Education



Weighted
Score

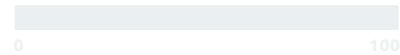
Student Progress: Improvement of One or More Levels

44.3%

Adult Basic Education (ABE) Performance

Weighted ABE Score **38.3%**

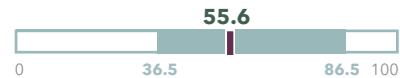
ABE Level 1
*n<10**



ABE Level 2
13 students



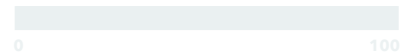
ABE Level 3
18 students



ABE Level 4
10 students



ABE Level 5
N/A



*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.

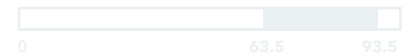
English as a Second Language (ESL) Performance

Weighted ESL Score **59.9%**

ESL Level 1
14 students



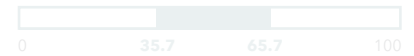
ESL Level 2
*n<10**



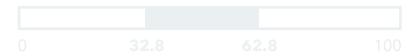
ESL Level 3
N/A



ESL Level 4
N/A



ESL Level 5
N/A



ESL Level 6**
N/A



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

98.0%

Entered Employment or Entered Postsecondary

*42 students responded to the survey, Survey Response Rate: 75.4%****



Retained Employment or Entered Postsecondary

*42 students responded to the survey, Survey Response Rate: 85.7%****



Entered Postsecondary (Prior Program Year)

N/A



Leading Indicators: Predictors of Future Student Progress and Achievement

61.1%

Attendance



Retention

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



TIER 2

YouthBuild PCS

2015 School Performance Report

(2014–15)

Adult Education



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

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



Certification

Percent of students earning a Home Builders' Institute Pre-Apprenticeship Certificate Training (HBI-PACT) or National Center for Construction Education and Research (NCCER) certificate



Certification

Percent of exiting students enrolled in Child Development Associate (CDA) course for 120+ hours or more earning a CDA 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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