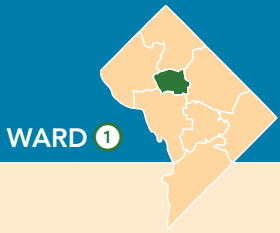




2012 School Performance Report



AppleTree Early Learning PCS – Columbia Heights

2750 14th Street, NW
Washington, DC 20009

(202) 667-9490

www.appletreeinstitute.org

School Profile

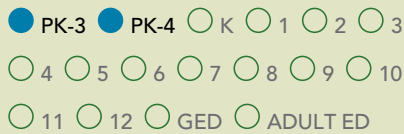
Board Chair:
Jack McCarthy

First School Year: 2007–08

Principal:
LaRon Martin

Total Enrollment: 146

2012–13 Grades:



2012–13 Application Deadline:
March 15, 2013 (Common App Date)

Before Care After Care

Percentage of Highly Qualified Teachers: 90%

Student-to-Teacher Ratio: 20 to 3

School Mission:

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

Accountability Plans

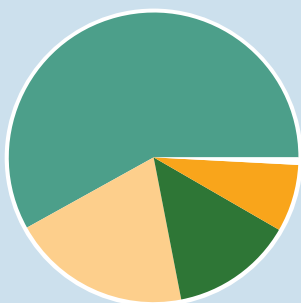
For schools with students in grades PK–2, adult learners, students preparing for GED, or dedicated special education programs, the DC Public Charter School Board has implemented the **Accountability Plan** system as part of the Performance Management Framework (PMF) to measure academic performance. Schools and programs using the accountability plan will not be tiered for the 2011–12 school year. Accountability plan results are determined by whether the school met or missed its established targets.

We hope this information will improve transparency of charter school accountability for students across the educational spectrum, and that parents and community members will use this information to make informed decisions about school options.

Unique School Characteristics

- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum; vouchers accepted

Student Demographics



African American	58.2%
Hispanic/Latino	19.9%
Caucasian	13.7%
Asian/Pacific Islander	7.5%
Native American/Indian	0.7%
Other	0.0%

English Language Learners: 29.5%

Low Income: 56.8%

Special Education: 5.5%

Transportation



Metro/Bus Service*
Columbia Heights Metro Station/52,53,54

*Please check www.wmata.com for updates.

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Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 13.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 1.1 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 19.5 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 1.3 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 10.1 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 6.3 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	91.2% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	97.3% of students achieved a standard score at or above the normal range.	Yes

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2012 School Performance Report

- 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Early Math Ability (TEMA).

89.2% of students achieved a standard score at or above the normal range.

Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none">On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.	The average daily attendance was 91.6%.	Yes
TOTAL TARGETS MET		10 OF 10