Dear Friends,

The DC Public Charter School Board (PCSB) is pleased to provide this school performance report as a way to share how PCSB evaluates each public charter school. Although each charter school is unique, the Performance Management Framework (PMF) allows the Board and the public to look at school performance across common measures. The elementary, middle, and high schools are evaluated based on student progress over time; student achievement during the previous school year; gateway measures — including SAT scores and other outcomes aligned to college and career readiness that are necessary for future educational success; and leading indicators such as attendance and re-enrollment rates, which predict student progress and achievement. Schools that have early childhood or adult education programs and schools that have 100 percent special needs students who did not take the DC CAS are evaluated through Accountability Plans based on student progress, student achievement, and other measures.

We hope parents and community members will use these performance reports to make informed decisions about their education options and to get involved with their local school community. Always feel free to contact PCSB with questions or comments at (202) 328-2660, by email at dcpublic@dcpcsb.org, or follow us on Twitter, @dcpcsb.

Best wishes,

Brian W. Jones, J.D.
Chairman

What is the PCSB School Performance Report?

PCSB produces a detailed annual performance report for each public charter school it oversees. The report card shows a school’s performance on the Performance Management Framework (PMF), including the total percent score and rating in one of three performance tiers. The report cards also show an Accountability Plan for early childhood or adult education programs or schools that have 100 percent students with disabilities. In addition, each report card has a demographic profile of each school.

How can parents and guardians use the school report card?

Parents can use the school report card to find out how a public charter school is performing and as a guide to help them select a new school for their children.

Does the PMF replace the state’s Accountability Index and its Annual Measurable Objectives?

No, the results of the reports are not meant to replace the state reporting. The Office of the State Superintendent of Education (OSSE) will continue to evaluate school performance. PCSB, as the sole authorizer of DC public charter schools, has the legal authority to open or close a school and perform ongoing monitoring. PCSB’s school performance report examines additional school performance indicators, which gives PCSB a broader perspective on how each public charter school is doing academically.

Where did PCSB get the data for the school report cards?

The data come from a variety of sources, including state test data from OSSE, the College Board (PSAT and AP scores), Educational Testing Service (SAT scores), and PCSB’s internal data systems that track attendance and enrollment. Accountability plan data submitted by public charter schools were verified by PCSB staff. Public charter school leaders were given the data for their schools for fact-checking before the reports were released to the public.

About the DC Public Charter School Board

Mission

The Board’s mission is 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.

Vision

The Board’s vision is to lead the transformation of public education in DC, and serve as a national role model for charter school authorizing and accountability.
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- BASIS DC PCS (Ward 2)
- Creative Minds International PCS (Ward 1)
- DC Scholars PCS (Ward 7)
- KIPP DC – Lead Academy PCS (Ward 6)
- LAYC Career Academy PCS (Ward 1)
## School Lists

### Tier 1 (65.0–100.0%)

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<th>Grade Levels</th>
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<tr>
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<td>6–9</td>
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</tr>
<tr>
<td>Community Academy PCS – Butler Global</td>
<td>2</td>
<td>PK3–5</td>
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<tr>
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<td>Howard University Middle School of Mathematics and Science PCS</td>
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<td>Washington Yu Ying PCS</td>
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### HIGH SCHOOLS

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<td>Washington Latin PCS – Upper School</td>
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## Tier 2 (35.0–64.9%)

### ELEMENTARY/MIDDLE SCHOOLS

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</tr>
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<td>PK4–8</td>
<td>37.0%</td>
</tr>
<tr>
<td>Center City PCS – Capitol Hill</td>
<td>6</td>
<td>PK4–8</td>
<td>59.5%</td>
</tr>
<tr>
<td>Center City PCS – Shaw</td>
<td>2</td>
<td>PK4–5</td>
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<tr>
<td>Center City PCS – Trinidad</td>
<td>5</td>
<td>PK4–6</td>
<td>61.1%</td>
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<tr>
<td>Cesar Chavez PCS for Public Policy – Parkside Middle School</td>
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<td>55.4%</td>
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<tr>
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</tr>
<tr>
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<td>8</td>
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<td>49.6%</td>
</tr>
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<td>Friendship PCS – Technology Preparatory Academy</td>
<td>8</td>
<td>6–9</td>
<td>50.1%</td>
</tr>
<tr>
<td>Friendship PCS – Woodridge Elementary &amp; Middle</td>
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<td>50.0%</td>
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<tr>
<td>Hope Community PCS – Lamond</td>
<td>4</td>
<td>PK3–8</td>
<td>58.9%</td>
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<tr>
<td>Hope Community PCS – Tolson</td>
<td>5</td>
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<tr>
<td>Imagine Southeast PCS</td>
<td>8</td>
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<td>35.6%</td>
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<tr>
<td>Mary McLeod Bethune Day Academy PCS</td>
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<td>Potomac Lighthouse PCS</td>
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<td>48.4%</td>
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<td>37.1%</td>
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<td>5</td>
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<td>38.4%</td>
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### HIGH SCHOOLS

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<th>School Name</th>
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<th>Grade Levels</th>
<th>Overall Percentage</th>
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<td>Capital City PCS – Upper (High School)</td>
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<td>9–12</td>
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<td>Cesar Chavez PCS for Public Policy – Capitol Hill</td>
<td>6</td>
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<tr>
<td>Cesar Chavez PCS for Public Policy – Parkside High School</td>
<td>7</td>
<td>9–12</td>
<td>56.6%</td>
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<td>Friendship PCS – Collegiate Academy</td>
<td>7</td>
<td>9–12</td>
<td>62.8%</td>
</tr>
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<td>Hospitality PCS</td>
<td>4</td>
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<td>38.2%</td>
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<tr>
<td>National Collegiate Preparatory Public Charter High School</td>
<td>8</td>
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<td>49.0%</td>
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<td>Perry Street Preparatory PCS – Upper School</td>
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<td>37.6%</td>
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<td>Washington Mathematics Science &amp; Technology</td>
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<td>9–12</td>
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<td>Tier</td>
<td>(0.0–34.9%)</td>
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<td><strong>ELEMENTARY/MIDDLE SCHOOLS</strong></td>
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<td>Arts &amp; Technology Academy PCS</td>
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<td><strong>HIGH SCHOOLS</strong></td>
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There are no charter schools in Ward 3.
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<th>2011–12 Grade Levels</th>
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## Elementary/Middle Schools

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<th>Overall Percentage</th>
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<td>E.L. Haynes PCS – Georgia Avenue</td>
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</tr>
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<td>Howard University Middle School of Mathematics and Science PCS</td>
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<td>Meridian PCS</td>
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<td>58.9%</td>
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<td>Paul PCS</td>
<td>6–9</td>
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*There are no charter schools in Ward 3.*
## Elementary/Middle Schools (cont.)

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<th>2011–12 Grade Levels</th>
<th>Tier</th>
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<td><strong>WARD 5 (cont.)</strong></td>
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<td>Potomac Lighthouse PCS – Lower School</td>
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<td>Tree of Life PCS</td>
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<td>35.5%</td>
</tr>
<tr>
<td>Washington Yu Ying PCS</td>
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<td>76.7%</td>
</tr>
<tr>
<td><strong>WARD 6</strong></td>
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<td>Friendship PCS – Chamberlain Elementary &amp; Middle</td>
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<td>Friendship PCS – Technology Preparatory Academy</td>
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<td>50.1%</td>
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<td>Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School</td>
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<td>35.6%</td>
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<td>PK3–5</td>
<td>2</td>
<td>37.1%</td>
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</table>

*Options PCS and Maya Angelou PCS high school are not receiving a PMF rank this year because these schools serve a significantly different population from other K–12 schools. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.

**Richard Wright PCS for Journalism and Media Arts is not receiving a PMF rank this year because it first opened in the 2011–12 school year, and a school in its first year of operation does not receive a PMF score. Data have been reported on all measures, where available. Beginning in the 2012–13 school year, Richard Wright PCS for Journalism and Media Arts will be held to the same performance framework as other public charter schools.
<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2011–12 Grade Levels</th>
<th>Tier</th>
<th>Overall Percentage</th>
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<tr>
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<td>Hospitality PCS</td>
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<tr>
<td>Washington Latin PCS – Upper School</td>
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<td>80.8%</td>
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<tr>
<td><strong>WARD 5</strong></td>
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<td>**</td>
<td>27.7%</td>
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<td>Friendship PCS – Collegiate Academy</td>
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<tr>
<td><strong>WARD 8</strong></td>
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<tr>
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<td>79.9%</td>
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</table>

*Options PCS and Maya Angelou PCS high school are not receiving a PMF rank this year because these schools serve a significantly different population from other K–12 schools. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.

**Richard Wright PCS for Journalism and Media Arts is not receiving a PMF rank this year because it first opened in the 2011–12 school year, and a school in its first year of operation does not receive a PMF score. Data have been reported on all measures, where available. Beginning in the 2012–13 school year, Richard Wright PCS for Journalism and Media Arts will be held to the same performance framework as other public charter schools.
## Adult Education (Untiered)

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2011–12 Grade Levels</th>
<th>Targets Met</th>
<th>Total Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARD 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booker T. Washington PCS</td>
<td>9–12 &amp; Adult Ed</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Carlos Rosario International PCS</td>
<td>Adult Ed</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Education Strengthens Families PCS</td>
<td>PK3 &amp; Adult Ed</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>The Next Step/El Próximo Paso PCS</td>
<td>Adult Ed</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>YouthBuild PCS</td>
<td>Adult Ed</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

**WARD 6**

<table>
<thead>
<tr>
<th>Public Charter School</th>
<th>2011–12 Grade Levels</th>
<th>Targets Met</th>
<th>Total Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Coletta Special Education PCS</td>
<td>PK3–12 &amp; Adult Ed</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

This is the complete list of adult education programs. All wards are represented.

Note: For schools that serve several grade level configurations (e.g., elementary, middle, and high school or middle and high school), the scores in the school listings — which are broken into elementary/middle schools, high school, early childhood, and adult education — only reflect results from the corresponding grade levels for those schools. For more information, see the school performance report on the PCSB website, www.dcpcsboard.org.
How to Read the Scorecard

What information is included?

The report card lists a school’s overall percent score and 2012 tier. It also has basic information about the school’s leadership, grades, mission, unique school characteristics, student demographics, and available transportation options. For schools that have a PMF score from last year, that information is also included.
What are the points?

Charter schools earn points in four different categories: student progress over time, student achievement, gateway measures, and leading indicators. Within each category are specific measures, such as average DC CAS scores, SAT scores, and attendance rate. A school’s score on a measure is translated into a point value. The school performance report shows both the points the school earned for that measure and the possible number of points the school could earn. Where data are not yet available, the points possible and points earned equal zero. The report also shows the percentage of possible points, which is the points earned divided by the points possible. Ultimately, the points are summed for the schools to receive an overall score.

What are the academic measures?

**Grades measured: 3–8**

**Student Progress (40 points): Academic improvement over time**

- **Growth on DC-CAS Reading over time**
  - Points Earned: 62
  - Percent of Possible Points: 68.1%

- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 68
  - Percent of Possible Points: 93.2%

**Student Achievement (25 points): Meeting or exceeding academic standards**

- **Elementary grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 69
    - Percent of Possible Points: 60.3%

- **Advanced only**
  - Points Earned: 11
  - Percent of Possible Points: 44.0%

- **Middle grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 62
    - Percent of Possible Points: 50.7%

- **Advanced only**
  - Points Earned: 22
  - Percent of Possible Points: 64.6%

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- **Proficient and Advanced 3rd grade Reading**
  - Points Earned: 74
  - Percent of Possible Points: 71.0%

- **Proficient and Advanced 8th grade Mathematics**
  - Points Earned: 70
  - Percent of Possible Points: 61.7%

**Leading Indicators (20 points): Predictors of future student progress and achievement**

- **Attendance**
  - Points Earned: 85
  - Percent of Possible Points: 100.0%

- **Re-enrollment in this school**
  - Points Earned: 57
  - Percent of Possible Points: 100.0%

**TOTAL SCORE**

- **Points Earned: 55.6**
- **Percent of Possible Points: 55.6%**

**MORE ABOUT GROWTH OVER TIME**

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

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

For more information on how the metrics are calculated, or updates made to the floors, please see the PMF Guidelines and Technical Guide in the PMF section of the PCSB website, [www.dcpsb.org](http://www.dcpsb.org).
What is an Accountability Plan?

For schools that have early childhood or adult education programs, and/or students in dedicated special education programs, PCSB uses an Accountability Plan — which gives schools the autonomy to set performance targets based on their unique student populations — to measure and report academic performance.

Each school’s Accountability Plan is developed in concert with PCSB staff, school leadership, and the school’s board of trustees. PCSB must approve each plan. Schools are provided guidance on the minimum and maximum number of targets to include in the Accountability Plan as well as criteria for identifying assessments and other performance measures. As such, each school’s Accountability Plan contains appropriate measures to evaluate its unique student population and mission.

As with the PMF, the Accountability Plan addresses student progress, student achievement, gateway measures, and leading and other indicators. Unlike the PMF, schools and programs using the Accountability Plan are not tiered for the 2011–12 school year. Accountability Plan results are determined by whether the school met or missed its established targets through data verification by PCSB staff.

During the 2012–13 school year, PCSB will be working with school taskforces to develop pilot frameworks to measure school performance in early childhood and adult education programs. If approved by the PCSB Board, these frameworks will replace accountability plans during the 2013–14 school year.

I want to get involved. What should I do next?

- Talk to your child’s teachers.
- Talk to your school’s principal.
- Volunteer at the school.
- Join the school’s parent organization.
- Talk to your school’s Board of Trustees.

Where can I find more information about public charter schools?

Read the school performance report online, www.dcpchs.org, or pick up a printed copy at your local library, where you can also find PCSB’s new parent guide to the reports. You can also download the new mobile app MyDCCharters at dcpchs.boopsie.com, which has school performance data and helps you look for charter schools near you.
2012 Individual Public Charter School Performance Reports
Achievement Preparatory Academy PCS

School Profile

Board Chair: John Green
Executive Director: Shantelle Wright
Total Enrollment: 202
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

School Mission:
The mission of Achievement Preparatory Academy ("Achievement Prep") is to prepare students in grades four through eight to excel as high-achieving scholars and leaders in high school, college and beyond.

Unique School Characteristics
- Recipient of 2011 EPIC Award - Silver Gain Status
- Expanded middle school program
- College preparatory curriculum
- Extended school day and school year

Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 88.0%
Special Education: 10.2%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
A6,7,46; M8,9

*Please check www.wmata.com for updates.
### Achievement Preparatory Academy PCS
#### 2012 School Performance Report

**Grades measured: 4–8**

<table>
<thead>
<tr>
<th><strong>Student Progress (40 points): Academic improvement over time</strong></th>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td></td>
<td></td>
<td></td>
<td>14.4</td>
<td>20.0</td>
<td>71.8%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td></td>
<td></td>
<td></td>
<td>20.0</td>
<td>20.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></th>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>24</td>
<td>63.7</td>
<td>100</td>
<td>2.6</td>
<td>5.0</td>
<td>52.3%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>7.9</td>
<td></td>
<td>100</td>
<td>0.39</td>
<td>1.25</td>
<td>31.6%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>25</td>
<td>84.2</td>
<td>100</td>
<td>4.1</td>
<td>5.0</td>
<td>81.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>15.6</td>
<td></td>
<td>100</td>
<td>1.25</td>
<td>1.25</td>
<td>100.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>28</td>
<td>78.2</td>
<td>100</td>
<td>3.5</td>
<td>5.0</td>
<td>69.9%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>12.8</td>
<td></td>
<td>100</td>
<td>0.64</td>
<td>1.25</td>
<td>51.3%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>24</td>
<td>89.7</td>
<td>100</td>
<td>4.3</td>
<td>5.0</td>
<td>86.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>33.3</td>
<td></td>
<td>100</td>
<td>1.25</td>
<td>1.25</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></th>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>15.0</td>
<td>15.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></th>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td>10.0</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td></td>
<td></td>
<td>8.9</td>
<td>10.0</td>
<td>88.8%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>86.3</td>
<td>100.0</td>
<td>100.0</td>
<td>86.3%</td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
AppleTree Early Learning Public Charter School (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.

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.

**Student Demographics**

- **African American**: 66.7%
- **Hispanic/Latino**: 8.3%
- **Caucasian**: 16.7%
- **Asian/Pacific Islander**: 8.3%
- **Native American/Indian**: 0.0%
- **Other**: 0.0%

**English Language Learners**: 17.1%
**Low Income**: 63.9%
**Special Education**: 8.3%
## Student Progress Targets

| 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 |
| 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 3.7 points. | Yes |
| 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 18.3 points. | Yes |
| 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 1.8 points. | Yes |
| 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 12.4 points. | Yes |
| 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 decreased an average of 0.5 points. | No |

## Student Achievement Targets

| 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). | 92.0% of students achieved a standard score at or above the normal range. | Yes |
| 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 |
### 2012 School Performance Report

88.0% of students achieved a standard score at or above the normal range.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>The average daily attendance was 92.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

9 OF 10
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:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
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

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

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.

Transportation

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

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Students increased an average of 13.7 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 1.1 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 19.5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 1.3 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 10.1 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 6.3 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>91.2% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>97.3% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.</td>
<td>The average daily attendance was 91.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

10 OF 10
AppleTree Early Learning PCS – Douglass Knoll

2017 Savannah Terrace, SE
Washington, DC 20020
(202) 629-2545
www.appletreeinstitute.org

School Profile

Board Chair: Jack McCarthy
First School Year: 2011–12
Principal: Shannon Anderson
Total Enrollment: 78
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
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.

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

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.

Student Demographics

- African American: 98.7%
- Hispanic/Latino: 1.3%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 2.5%
Low Income: 98.7%
Special Education: 1.3%

Transportation

Metro/Bus Service*
Congress Heights Metro Station/W4

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students increased an average of 13.7 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students increased an average of 3.7 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students increased an average of 18.3 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students increased an average of 1.8 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students increased an average of 12.4 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students decreased an average of 0.5 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.3% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
<tr>
<td>96.1% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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).

74.2% of students achieved a standard score at or above the normal range.

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.</td>
<td>The average daily attendance was 85.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

| 9 OF 10 |
AppleTree Early Learning PCS – Lincoln Park

138 12th Street, NE
Washington, DC 20002

School Profile

Board Chair: Jack McCarthy
Principal: Eneida Thomas
Total Enrollment: 58
2012–13 Grades:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
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.

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

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.

Student Demographics

- African American 70.7%
- Hispanic/Latino 5.2%
- Caucasian 20.7%
- Asian/Pacific Islander 3.4%
- Native American/Indian 0.0%
- Other 0.0%

- English Language Learners: 8.6%
- Low Income: 46.6%
- Special Education: 1.7%

Transportation

Metro/Bus Service:
Eastern Market Metro Station/90,92,93

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Students increased an average of 6.2 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students decreased an average of 4.1 points.</td>
<td>No</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 27.5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 5.1 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 13.2 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 0.7 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>93.1% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>100% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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).

100% of students achieved a standard score at or above the normal range.

Yes

85% of pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.

The average daily attendance was 83.3%.

No

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.</td>
<td>The average daily attendance was 83.3%.</td>
<td>No</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET **8 OF 10**
AppleTree Early Learning PCS – Oklahoma Avenue

School Profile

Board Chair:
Jack McCarthy

Principal:
Nazo Burgy

Total Enrollment: 146

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

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.

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

Transportation

*Please check www.wmata.com for updates.

Students Demographics

- African American: 94.5%
- Hispanic/Latino: 1.4%
- Caucasian: 2.1%
- Asian/Pacific Islander: 0.7%
- Native American/Indian: 1.4%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 82.9%
Special Education: 1.4%

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.
## Student Progress Targets

| 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 7.2 points. | Yes |
| 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 decreased an average of 2.7 points. | No |
| 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 25.1 points. | Yes |
| 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 decreased an average of 0.5 points. | No |
| 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 14.9 points. | Yes |
| 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 6.6 points. | Yes |

## Student Achievement Targets

| 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). | 92.7% of students achieved a standard score at or above the normal range. | Yes |
| 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). | 98.7% of students achieved a standard score at or above the normal range. | Yes |
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).

91.3% of students achieved a standard score at or above the normal range.

Leading Indicators Targets | Leading Indicators Results | Met Target?
--- | --- | ---
85% of pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. | The average daily attendance was 87.6%. | Yes

TOTAL TARGETS MET | 8 OF 10
AppleTree Early Learning PCS – Parklands

2011 Savannah Street, SE
Washington, DC 20020
(202) 506-1890
www.appletreeinstitute.org

School Profile

Board Chair: Jack McCarthy
Principal: Shannon Anderson
Total Enrollment: 74
2012–13 Grades: PK-3
2012–13 Application Deadline: March 15, 2013 (Common App Date)
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.

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

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.

Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 1.3%
- Low Income: 97.3%
- Special Education: 2.7%

Transportation

Metro/Bus Service*
Congress Heights Metro Station/32; 94; W2,3

*Please check www.wmata.com for updates.
## AppleTree Early Learning PCS – Parklands

### 2012 School Performance Report

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Students increased an average of 9.5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 0.4 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 24.6 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 6.5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 11.3 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 3.6 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>90.3% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>96.1% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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).

74.2% of students achieved a standard score at or above the normal range.

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.</td>
<td>The average daily attendance was 85.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

9 OF 10
AppleTree Early Learning PCS – Riverside

680 I Street, SW
Washington, DC 20024

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.

Board Chair: Jack McCarthy
Principal: Ryan Tauriainen
Total Enrollment: 39
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 90%
Student-to-Teacher Ratio: 20 to 3

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.

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: 94.9%
- Hispanic/Latino: 5.1%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 10.0%
Low Income: 76.9%
Special Education: 2.6%

Transportation

Metro/Bus Service*
Waterfront Metro Station/A9; A42, 46, 48; V7, 8, 9

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Students increased an average of 13.7 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 3.7 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 18.3 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 1.8 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students increased an average of 12.4 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>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).</td>
<td>Students decreased an average of 0.5 points.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
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</thead>
<tbody>
<tr>
<td>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).</td>
<td>92.0% of students achieved a standard score at or above the normal range.</td>
<td>Yes</td>
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<td>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).</td>
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<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.</td>
<td>The average daily attendance was 92.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| TOTAL TARGETS MET | 9 OF 10 |
School Profile

Board Chair: Kimberly A. Smith
First School Year: 1999–2000
Executive Director: Marva P. McClure
Total Enrollment: 602

2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

School Mission:
The Arts & Technology Academy PCS partners with our children and families to help students achieve their highest potential by providing an academic- and artistic-rich foundation infused with technology that is designed to foster intellectual mastery, creative exploration, critical thinking and social skills.

Unique School Characteristics
- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus; standards-based curriculum
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring
- Newly renovated classrooms and technology
- Safe and nurturing learning environment

Student Demographics

- African American: 99.5%
- Hispanic/Latino: 0.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 0.0%
- Low Income: 90.0%
- Special Education: 9.5%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:
- Tier 1 schools meet standards of high performance;
- Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and
- Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
96, 97; U5, 6; W4

*Please check www.wmata.com for updates.
## Grades measured: 3–5

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Arts & Technology Academy PCS

5300 Blaine Street, NE
Washington, DC 20019

(202) 398-6811
www.dcata.org

School Profile

Board Chair: Kimberly A. Smith
First School Year: 1999–2000
Executive Director: Marva P. McClure
Total Enrollment: 602

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 20 to 1

School Mission:
The Arts & Technology Academy Public Charter School will provide an academically challenging, technologically rich, child-centered environment, where each student develops a strong intellectual, moral, environmentally conscious, and artistic foundation.

Unique School Characteristics:
- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus; standards-based curriculum
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring

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.

Student Demographics

- African American: 99.5%
- Hispanic/Latino: 0.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 90.0%
- Special Education: 9.5%

Transportation

Metro/Bus Service*
96,97; U5,6; W4

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>99% of students demonstrated expectations of growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>69.7% of students increased one level or maintained benchmark.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.5% of students scored at or above benchmark.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 90.7%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 93.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

3 OF 5
Transportation

School Profile

Board Chair: Richard English, Ph.D.
First School Year: 1999–2000
Executive Director: Edward Pinkard
Total Enrollment: 360
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
The mission of Booker T. Washington Public Charter School for Technical Arts is to educate students in grades 9 through 12, adults, and others for the construction and building trades and prepare them for life-long learning; educate students to meet college matriculation requirements; train students for construction apprenticeship programs; develop life skills for long-term success; and create opportunities for employment and entrepreneurship.

Unique School Characteristics
- Curriculum for college-bound students, GED preparation, workplace skills development and career and technical training programs
- Nationally NCCER certified in carpentry, plumbing, electrical wiring, AutoCAD and job internships
- Men’s and women’s basketball programs

Student Demographics

- African American: 95.8%
- Hispanic/Latino: 2.8%
- Caucasian: 1.1%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 3.9%
- Low Income: 41.7%
- Special Education: 11.1%

Tier Explanations

1. High Performing
   - Schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:
   - Tier 1 schools meet standards of high performance;
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

2. Mid Performing
3. Low Performing

Student-to-Teacher Ratio: 15 to 1

Total Score: 30.0%
2011 Score: 36.1%

Transportation

 Metro/Bus Service*
- U Street Metro Station/52,53,54

*Please check www.wmata.com for updates.
### Booker T. Washington PCS
#### 2012 School Performance Report

**Grades measured: 9–12**

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (15 points): Test score improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>15</td>
<td>55.1</td>
<td>71.7%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>65</td>
<td>100</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>5</td>
<td>35.2</td>
<td>14.9%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>10</td>
<td>65</td>
<td>100</td>
</tr>
<tr>
<td><strong>Student Achievement (30 points): Meeting or exceeding standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading 10th DC-CAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>22</td>
<td>31.0</td>
<td>29.3%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>35</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>4.9</td>
<td>26</td>
<td>19.5%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>23</td>
<td>19.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>35</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>0.0</td>
<td>20</td>
<td>0.0%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>18</td>
<td>1.8</td>
<td>12.1%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Gateway (30 points): Outcomes aligned to college and career readiness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>23</td>
<td>73.0</td>
<td>48.4%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>25</td>
<td>25.5</td>
<td>48.0%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>20</td>
<td>20.0</td>
<td>15.9%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>College acceptance rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>10</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Leading Indicators (25 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>23</td>
<td>87.7</td>
<td>27.0%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>23</td>
<td>68.8</td>
<td>16.6%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>23</td>
<td>60.9</td>
<td>30.7%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>25</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points Earned</td>
<td>60</td>
<td>30.0</td>
<td>30.0%</td>
</tr>
<tr>
<td>Points Possible</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

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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.

**School Profile**

- **Board Chair:** Richard English, Ph.D.
- **Executive Director:** Edward Pinkard
- **Total Enrollment:** 360
- **2012–13 Grades:**
  - PK-3
  - PK-4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - GED
  - ADULT ED
- **2012–13 Application Deadline:** March 25, 2013
- **Percentage of Highly Qualified Teachers:** 95%
- **Student-to-Teacher Ratio:** 15 to 1

**Unique School Characteristics**

- Curriculum for college-bound students, GED preparation, workplace skills development and career and technical training programs
- Nationally NCCER certified in carpentry, plumbing, electrical wiring, AutoCAD and job internships
- Men’s and women’s basketball programs

**School Mission:**

The mission of Booker T. Washington Public Charter School for Technical Arts is to educate students in grades 9 through 12, adults, and others for the construction and building trades and prepare them for life-long learning; educate students to meet college matriculation requirements; train students for construction apprenticeship programs; develop life skills for long-term success; create opportunities for employment and entrepreneurship.

**Accountability Plans**

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**Student Demographics**

- African American: 95.8%
- Hispanic/Latino: 2.8%
- Caucasian: 1.1%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.0%
- Other: 0.0%

**Transportation**

- U Street Metro Station/52,53,54

*Please check www.wmata.com for updates.*
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 70% of students whose CASAS Life and Work and Employability pre-test scores are 153-201 will progress 5 points on the CASAS life and Work and Employability Reading and Math Assessments for those who post test.</td>
<td>83% (5 of 6 students) progressed 5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 70% of students whose CASAS reading and math pre-test score is 211+ will progress 3 points on the CASAS Life and Work and Employability assessments for those who post test.</td>
<td>76% progressed 3 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 80% of Virtual Enterprise Program students receive certificates for the completion of the following: Computer Literacy, Office Machines, MS Word, Excel, Data Entry, Keyboarding (40wpm), and/or Entrepreneurship.</td>
<td>62% (8 of 13 students) of Virtual Enterprise Program students.</td>
<td>No</td>
</tr>
<tr>
<td>▪ 80% of Career Preparation Training students will be awarded at least 2 certificates: OSHA-10 licensure hours; CPR Certificate, Flagger Certificate, HVAC Certificate, Plumbing Certificate.</td>
<td>87% (55 of 63 students) of Career Preparation Training students were awarded 2 certificates or more.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 25% of GED students at the Adult Secondary and Advanced Secondary levels who pass all 5 subject areas of GED Practice Tests will pass the official GED exam.</td>
<td>33.3% of GED students (1 of 3 students) passed the official GED.</td>
<td>Yes</td>
</tr>
<tr>
<td>▪ 70% of the National External Diploma Program (NEDP) students enrolled by October 5, 2011 will have completed all NEDP requirements for a high school diploma by June 2012.</td>
<td>92% (12 of 13 students) earned the National External Diploma by June 2012.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ GED student average attendance rate will be 70%.</td>
<td>GED student average attendance rate was 87%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Specific Measures Targets</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ 60% of GED students will achieve at least three life skill goals within six months after enrollment.</td>
<td>80% of GED students achieved at least three life skill goals within six months after enrollment.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

7 OF 8
2012 School Performance Report

Bridges PCS

1250 Taylor Street, NW
Washington, DC 20011
(202) 545-0515
www.bridgespcs.org

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.

School Profile

Board Chair: Betsy Centofanti
First School Year: 2005–06
Executive Director: Olivia Smith
Total Enrollment: 85
2012–13 Grades:
- PK-3
- PK-4
- K 1 2 3
- 4 5 6 7 8 9 10
- 11 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
☑ Before Care ☑ After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 8 to 1

School Mission:

Bridges Public Charter School'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.

Unique School Characteristics

- Successfully educate children with and without special needs in inclusive and special education classrooms
- 100% of parents recommend the school (2011-12 parent survey)
- Received approval for elementary school program expansion; will serve grades PK3 to 5 by the 2017-18 school year
- Strong foundation for elementary school through hands-on and play-based instruction

Student Demographics

- African American 43.5%
- Hispanic/Latino 29.4%
- Caucasian 22.4%
- Asian/Pacific Islander 4.7%
- Native American/Indian 0.0%
- Other 0.0%
- English Language Learners: 41.2%
- Low Income: 61.2%
- Special Education: 24.7%

Transportation

Metro/Bus Service*
Georgia Avenue Petworth Station/52,53,54; 70; S1; S2,4

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate a gain of 4 standard scale points or score at least 85 by the spring administration on the Peabody Picture Vocabulary Test (PPVT).</td>
<td>92% of students demonstrated a gain of 4 points or scored at least 85.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of pre-kindergarten-3 students will increase by 6 letters or master at least 11 by the spring administration of the Individual Growth and Development Indicators (IGDI) assessment.</td>
<td>84.9% of students increased by 6 letters or mastered at least 11.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of pre-kindergarten-4 students will increase by 6 letters or master at least 16 by the spring administration of the Individual Growth and Development Indicators (IGDI) assessment.</td>
<td>83.3% of students increased by 6 letters or mastered at least 16.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 96.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of year parent satisfaction survey.</td>
<td>99% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

5 OF 5
**School Profile**

<table>
<thead>
<tr>
<th>Board Chair:</th>
<th>First School Year: 2000–01</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Bennett</td>
<td></td>
</tr>
<tr>
<td>Executive Director:</td>
<td></td>
</tr>
<tr>
<td>Karen Dresden</td>
<td></td>
</tr>
</tbody>
</table>

Total Enrollment: 244

2012–13 Grades:

- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

GED

School Mission:

Capital City Public Charter School enables a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, acquire a love of learning, along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged and committed to personal and civic responsibility.

**Unique School Characteristics**

- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers

**Student Demographics**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>28.7%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>33.3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>29.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7.6%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learners: 27.0%

Low Income: 48.1%

Special Education: 13.9%

**Tier Explanations**

1. High Performing
   - For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:
   - Tier 1 schools meet standards of high performance;
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**Transportation**

- Metro/Bus Service*
  - Fort Totten or Takoma Metro Station/62,63

*Please check www.wmata.com for updates.
### Capital City PCS – Lower School
#### 2012 School Performance Report

<table>
<thead>
<tr>
<th>Grades measured: 3–8</th>
</tr>
</thead>
</table>

#### Student Progress (40 points): Academic improvement over time

- **Growth on DC-CAS Reading over time**
  - Points Earned: 56.5
  - Points Possible: 100
  - Percent of Possible Points: 66.3%

- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 52.1
  - Points Possible: 100
  - Percent of Possible Points: 55.3%

#### Student Achievement (25 points): Meeting or exceeding academic standards

- **Elementary grades DC-CAS Reading**
  - Proficient and Advanced:
    - Points Earned: 69.4
    - Points Possible: 100
    - Percent of Possible Points: 59.8%
  - Advanced only:
    - Points Earned: 15.3
    - Points Possible: 100
    - Percent of Possible Points: 61.1%

- **Elementary grades DC-CAS Mathematics**
  - Proficient and Advanced:
    - Points Earned: 56.9
    - Points Possible: 100
    - Percent of Possible Points: 49.2%
  - Advanced only:
    - Points Earned: 15.3
    - Points Possible: 100
    - Percent of Possible Points: 61.1%

- **Middle grades DC-CAS Reading**
  - Proficient and Advanced:
    - Points Earned: 65.3
    - Points Possible: 100
    - Percent of Possible Points: 52.1%
  - Advanced only:
    - Points Earned: 26.4
    - Points Possible: 100
    - Percent of Possible Points: 100.0%

- **Middle grades DC-CAS Mathematics**
  - Proficient and Advanced:
    - Points Earned: 68.1
    - Points Possible: 100
    - Percent of Possible Points: 58.1%
  - Advanced only:
    - Points Earned: 26.4
    - Points Possible: 100
    - Percent of Possible Points: 100.0%

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

- **Proficient and Advanced 3rd grade Reading**
  - Points Earned: 52.0
  - Points Possible: 100
  - Percent of Possible Points: 41.9%

- **Proficient and Advanced 8th grade Mathematics**
  - Points Earned: 70.8
  - Points Possible: 100
  - Percent of Possible Points: 62.8%

#### Leading Indicators (20 points): Predictors of future student progress and achievement

- **Attendance**
  - Points Earned: 97.3
  - Points Possible: 100
  - Percent of Possible Points: 100.0%

- **Re-enrollment in this school**
  - Points Earned: 83.8
  - Points Possible: 100
  - Percent of Possible Points: 81.3%

#### TOTAL SCORE

- **Tier: 1**
  - Points Earned: 65.3
  - Points Possible: 100
  - Percent of Possible Points: 65.3%

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Capital City PCS – Lower School

100 Peabody Street, NW
Washington, DC 20011
(202) 808-9800
www.ccpcs.org

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.

School Profile

Board Chair: David Bennett
Executive Director: Karen Dresden
Total Enrollment: 244

2012–13 Grades:
• PK-3
• PK-4
• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7
• 8
• 9
• 10
• 11
• 12
• GED
• ADULT ED

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

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission:
Capital City Public Charter School enables a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, acquire a love of learning, along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged and committed to personal and civic responsibility.

Unique School Characteristics
• Nationally recognized as a Mentor School for Expeditionary Learning
• Integrated arts program with instruction in drama, music, and visual arts
• Social curriculum creates strong, independent thinkers
• Project-based learning around compelling topics with fieldwork and service

Student Demographics

- African American: 28.7%
- Hispanic/Latino: 33.3%
- Caucasian: 29.5%
- Asian/Pacific Islander: 7.6%
- Native American/Indian: 0.8%
- Other: 0.0%

English Language Learners: 27.0%
Low Income: 48.1%
Special Education: 13.9%

Transportation

Metro/Bus Service*
Fort Totten or Takoma
Metro Station/62,63

*Please check www.wmata.com for updates.
### Capital City PCS – Lower School
#### 2012 School Performance Report

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>89% of pre-kindergarten through kindergarten students will demonstrate progress on at least 3 of the 6 key grade level literacy indicators, or score 100%, by the spring administration on the Phonemic Awareness Literacy Screening (PALS) assessment.</td>
<td>100% of students demonstrated progress or scored at the 100% mark.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of first and second-grade students will make at least the projected level of growth on the Developmental Reading Assessment (DRA).</td>
<td>75% of students made at least a year of growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of kindergarten through second-grade students will score at or above grade level on the Developmental Reading Assessment (DRA).</td>
<td>73.2% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten through second-grade students will attend school 91% of the days.</td>
<td>The average daily attendance was 97.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>At least 85% of eligible pre-kindergarten through second-grade students will re-enroll.</td>
<td>95.8% of students re-enrolled for the 2011-2012 school year.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Specific Measures Targets</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 95% of parents or guardians of pre-kindergarten through second-grade students will participate in a parent conference.</td>
<td>100% of parents participated in parent conferences.</td>
<td>Yes</td>
</tr>
<tr>
<td>At least 85% of kindergarten through second-grade students will score at grade level on the 6+1 Writing Traits spring assessment.</td>
<td>93% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

7 OF 7
Tier Explanations
For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics
- African American: 35.1%
- Hispanic/Latino: 58.0%
- Caucasian: 2.7%
- Asian/Pacific Islander: 3.8%
- Native American/Indian: 0.3%
- English Language Learners: 18.3%
- Low Income: 79.0%
- Special Education: 20.4%

Transportation
Metro/Bus Service*
Fort Totten or Takoma Metro Station/62,63

*Please check www.wmata.com for updates.
Grades measured: 9–12

Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Growth on DC-CAS Reading over time</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.9</td>
<td>3.8</td>
<td>51.1%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>33.7</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Reading 10th DC-CAS</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>46.3</td>
<td>27.1%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.9</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics 10th DC-CAS</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>36.6</td>
<td>20.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Advanced Placement and International Baccalaureate performance (12th)

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.2</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.0</td>
<td>43.7%</td>
</tr>
<tr>
<td>3.3</td>
<td>7.5</td>
</tr>
<tr>
<td>5.5</td>
<td>7.5</td>
</tr>
<tr>
<td>4.8</td>
<td>7.5</td>
</tr>
<tr>
<td>7.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

College acceptance rate

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>7.5</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.95</td>
<td>68.0%</td>
</tr>
<tr>
<td>98.5%</td>
<td>10.0</td>
</tr>
<tr>
<td>90.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>TIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.9</td>
<td>2</td>
</tr>
<tr>
<td>100.0</td>
<td>53.9%</td>
</tr>
</tbody>
</table>
2012 School Performance Report

Capital City PCS – Upper (Middle School)

100 Peabody Street, NW
Washington, DC 20011
(202) 808-9800
www.ccpcs.org

School Profile

Board Chair: David Bennett
Executive Director: Karen Dresden
Total Enrollment: 392
2012–13 Grades: PK-3, PK-4, 5, 6, 7, 8, 9, 10, 11, 12, GED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 13 to 1

School Mission:
Capital City Public Charter School enables a diverse group of students to meet high expectations, develop creativity, critical thinking, and problem-solving skills, achieve a deep understanding of complex subjects, acquire a love of learning, along with a strong sense of community and character. We will graduate young adults who are self-directed, intellectually engaged and committed to personal and civic responsibility.

Unique School Characteristics
- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service
- Wide range of extracurricular activities including sports teams

Student Demographics

- African American: 35.1%
- Hispanic/Latino: 58.0%
- Caucasian: 2.7%
- Asian/Pacific Islander: 3.8%
- Native American/Indian: 0.3%
- Other: 0.0%
- English Language Learners: 18.3%
- Low Income: 79.0%
- Special Education: 20.4%

Total Score: 63.5%
2011 Score: 75.2%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Fort Totten or Takoma Metro Station/62,63

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress (40 points): Academic improvement over time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>60.1</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.6</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Student Achievement (25 points): Meeting or exceeding academic standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>51.4</td>
<td>100</td>
<td>3.3</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.4</td>
<td>100</td>
<td>1.0</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>57.5</td>
<td>100</td>
<td>4.4</td>
</tr>
<tr>
<td>Advanced only</td>
<td>8.5</td>
<td>100</td>
<td>0.8</td>
</tr>
<tr>
<td>Gateway (15 points): Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>63.3</td>
<td>100</td>
<td>8.0</td>
</tr>
<tr>
<td>Leading Indicators (20 points): Predictors of future student progress and achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>96.7</td>
<td>100</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>86.4</td>
<td>100</td>
<td>8.9</td>
</tr>
<tr>
<td>TOTAL SCORE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIER 2</td>
<td>63.5</td>
<td>100.0</td>
<td>63.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Carlos Rosario International PCS

1100 Harvard Street, NW
Washington, DC 20009

(202) 797-4700
www.carlosrosario.org

School Profile

Board Chair: Alberto Gomez
First School Year: 1998–99

Executive Director: Sonia Gutierrez

2012–13 Grades:

- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Student-to-Teacher Ratio: 20 to 1

School Mission:
Carlos Rosario International Public Charter School’s mission is to provide education that prepares the diverse adult immigrant population of Washington, D.C. 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 and by fostering a safe and compassionate learning environment.

Unique School Characteristics

- Recognized by the U.S. Department of Education as a national model in adult education; hosts visits from more than 150 international businesses and other dignitaries annually
- Partnerships with Comptia, Microsoft IT Academy, Marriott, The Culinary Institute of America and Red Cross
- Designated examination testing site for DC National Nurse Aide Assessment Program

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.

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>25.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>68.7%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4.6%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learners: 91.7%
Low Income: 90.0%
Special Education: 0.0%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52,53,54; H1; H2,3,4; H8; 64

School Shuttle
Picks up and drops off students throughout the school day between 8:00 a.m. and 9:30 p.m.

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% [27 students enrolled; 19 advanced one grade level or more]</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>78% [673 students tested; 527 achieved a cut score of 70%]</td>
<td>Yes</td>
</tr>
<tr>
<td>87% [344 students completed Levels 1 and 4; 298 achieved the cut score]</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 81.1%</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Gateway Targets

<table>
<thead>
<tr>
<th>Gateway Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% [44 students took the GED; 41 passed]</td>
<td>Yes</td>
</tr>
<tr>
<td>100% [26 students enrolled; 26 students earned the certification]</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

6 OF 6
School Profile

Board Chair: Ralph F. Boyd, Jr.

Principal: Shavone Gibson

Total Enrollment: 227

2012–13 Grades:

PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

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

Before Care After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 9 to 1

Unique School Characteristics

- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product

- Extended learning program with chess, legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting

School Mission:
The Center City Public Charter Schools (Center City PCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics

- African American: 46.3%
- Hispanic/Latino: 52.0%
- Caucasian: 0.9%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 45.4%
- Low Income: 95.2%
- Special Education: 6.2%

Transportation

Metro/Bus Service*
52, 53, 54; 70

*Please check www.wmata.com for updates.
### Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading</td>
<td>60.0</td>
<td>20.0</td>
<td>75.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Math</td>
<td>70.7</td>
<td>20.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient and Advanced</th>
<th>Advanced only</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>41.7</td>
<td>5.9</td>
<td>1.2</td>
<td>5.0</td>
<td>23.3%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>49.4</td>
<td>11.8</td>
<td>0.59</td>
<td>1.25</td>
<td>47.1%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>51.9</td>
<td>11.1</td>
<td>0.56</td>
<td>1.25</td>
<td>44.4%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>55.6</td>
<td>22.2</td>
<td>1.11</td>
<td>1.25</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficient and Advanced</th>
<th>Advanced only</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade Reading</td>
<td>46.4</td>
<td>26.6</td>
<td>2.6</td>
<td>7.5</td>
<td>35.1%</td>
</tr>
<tr>
<td>8th grade Mathematics</td>
<td>50.0</td>
<td>21.6</td>
<td>2.7</td>
<td>7.5</td>
<td>36.2%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>96.7</td>
<td>85.95 100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>83.3</td>
<td>79.2%</td>
<td></td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>67.8</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

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.

School Profile

Board Chair: Ralph F. Boyd, Jr.  
Principal: Shavone Gibson  
Total Enrollment: 227  
2012–13 Grades:  
- PK-3  
- PK-4  
- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12  
- GED  
- ADULT ED  
First School Year: 2008–09  
School Mission:  
The Center City Public Charter Schools (Center City PCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics

- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting

Student Demographics

- African American: 46.3%
- Hispanic/Latino: 52.0%
- Caucasian: 0.9%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 45.4%
- Low Income: 95.2%
- Special Education: 6.2%

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.

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Transportation

Metro/Bus Service*  
52,53,54; 70  
*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students increased their score by an average of 13.7 points.</td>
<td>No</td>
</tr>
<tr>
<td>Students increased their score by an average of 9 points.</td>
<td>No</td>
</tr>
<tr>
<td>Students increased by an average of 5.6 reading levels.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.

### Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.

### First and second-grade students will increase by at least 3 Fountas & Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.8% of students scored low-risk.</td>
<td>No</td>
</tr>
</tbody>
</table>

### 85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.

### On average, kindergarten through second-grade students will attend school 92% of the days.

## TOTAL TARGETS MET

3 of 6
Center City PCS – Capitol Hill

School Profile

Board Chair: Ralph F. Boyd, Jr.
Principal: Sharise Deal
Total Enrollment: 212
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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Student Demographics

- African American: 97.6%
- Hispanic/Latino: 0.0%
- Caucasian: 0.9%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.5%
- Other: 0.0%
- English Language Learners: 0.9%
- Low Income: 64.6%
- Special Education: 13.7%

Transportation

Metro/Bus Service* Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.

Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
### Center City PCS – Capitol Hill
#### 2012 School Performance Report

#### Grades measured: 3–8

<table>
<thead>
<tr>
<th></th>
<th>Floor</th>
<th>Score</th>
<th>Goal</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>58.0</td>
<td>20.0</td>
<td>70.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0</td>
<td>30</td>
<td>70</td>
<td>55.0</td>
<td>20.0</td>
<td>62.5%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>0</td>
<td>24</td>
<td>100</td>
<td>54.5</td>
<td>5.0</td>
<td>40.3%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
<td>18.2%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>0</td>
<td>15</td>
<td>100</td>
<td>33.3</td>
<td>5.0</td>
<td>21.3%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.1</td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
<td>24.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>0</td>
<td>28</td>
<td>100</td>
<td>44.6</td>
<td>5.0</td>
<td>23.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>7.7</td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
<td>30.8%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>0</td>
<td>24</td>
<td>100</td>
<td>63.1</td>
<td>5.0</td>
<td>51.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
<td>1.25</td>
<td>18.5%</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>0</td>
<td>17</td>
<td>100</td>
<td>47.4</td>
<td>7.5</td>
<td>36.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>0</td>
<td>22</td>
<td>100</td>
<td>66.7</td>
<td>7.5</td>
<td>57.5%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
<td>95.2</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td></td>
<td></td>
<td>83.2</td>
<td>10.0</td>
<td>79.5%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>59.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Center City PCS – Capitol Hill

1503 East Capitol Street, SE
Washington, DC 20003

(202) 547-7556
www.centercitypcs.org

School Profile

Board Chair:
Ralph F. Boyd, Jr.

Principal:
Sharise Deal

Total Enrollment: 212

2012–13 Grades:
PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, Adult Ed

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

☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 94%

Student-to-Teacher Ratio: 9 to 1

Unique School Characteristics

- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
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Student Demographics

- African American 97.6%
- Hispanic/Latino 0.0%
- Caucasian 0.9%
- Asian/Pacific Islander 0.9%
- Native American/Indian 0.5%
- Other 0.0%
- English Language Learners: 0.9%
- Low Income: 64.6%
- Special Education: 13.7%

Transportation

Metro/Bus Service*
Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.</td>
<td>Students increased their score by an average of 16.6 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.</td>
<td>Students increased their score by an average of 6.4 points.</td>
<td>No</td>
</tr>
<tr>
<td>First and second-grade students will increase by at least 3 Fountas &amp; Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.</td>
<td>Students increased by an average of 5.8 reading levels.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>87.1% of students scored low-risk.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 91.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.1%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

5 of 6
Center City PCS – Congress Heights

School Profile

Board Chair: Ralph F. Boyd, Jr.
Principal: Niya White
Total Enrollment: 229
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 9 to 1

Unique School Characteristics
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
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2 Mid Performing
3 Low Performing
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Student Demographics

African American 100.0%
Hispanic/Latino 0.0%
Caucasian 0.0%
Asian/Pacific Islander 0.0%
Native American/Indian 0.0%
Other 0.0%

English Language Learners: 0.4%
Low Income: 91.3%
Special Education: 12.2%

Transportation

Metro/Bus Service* Congress Heights Metro Station/A2,42; A8,48

*Please check www.wmata.com for updates.
## Center City PCS – Congress Heights
### 2012 School Performance Report

### Grades measured: 3–8

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>54.4</td>
<td>20.0</td>
<td>61.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>44.7</td>
<td>20.0</td>
<td>36.8%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>29.8</td>
<td>5.0</td>
<td>7.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.8</td>
<td>1.25</td>
<td>7.0%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>24.6</td>
<td>5.0</td>
<td>10.9%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.8</td>
<td>1.25</td>
<td>7.0%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>37.5</td>
<td>5.0</td>
<td>13.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.2</td>
<td>1.25</td>
<td>4.9%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>39.5</td>
<td>5.0</td>
<td>20.7%</td>
</tr>
<tr>
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<td>2.5</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>18.8</td>
<td>7.5</td>
<td>1.7%</td>
</tr>
<tr>
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<td>50.0</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>91.2</td>
<td>10.0</td>
<td>62.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>74.6</td>
<td>10.0</td>
<td>53.6%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td><strong>37.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>37.0%</strong></td>
</tr>
</tbody>
</table>

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2012 School Performance Report

Center City PCS – Congress Heights

220 Highview Place, SE
Washington, DC 20032
(202) 562-7070
www.centercitypcs.org

School Profile

Board Chair: Ralph F. Boyd, Jr.
Principal: Niya White
Total Enrollment: 229
2012–13 Grades:
- PK: 3
- K: 1
- 1: 2
- 2: 3
- 3: 4
- 4: 5
- 5: 6
- 6: 7
- 7: 8
- 8: 9
- 9: 10
- 10: 11
- 11: 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care
After Care
Percentage of Highly Qualified Teachers: 94%
Student-to-Teacher Ratio: 9 to 1

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Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.4%
- Low Income: 91.3%
- Special Education: 12.2%

Transportation

Metro/Bus Service*
Congress Heights Metro
Station/A2,42; A8,48

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-kindergarten students will increase their score by an average of 15 points by the</td>
<td>Students increased their score by an average of 16.8 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>spring administration on the CIRCLE letter assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-kindergarten students will increase their score by an average of 12 points by the</td>
<td>Students increased their score by an average of 8.8 points.</td>
<td>No</td>
</tr>
<tr>
<td>spring administration on the CIRCLE math assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First and second-grade students will increase by at least 3 Fountas &amp; Pinnell reading</td>
<td>Students increased by an average of 7 reading levels.</td>
<td>Yes</td>
</tr>
<tr>
<td>levels by the spring administration on the Text Reading Comprehension (TRC) assessment.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of kindergarten through second-grade students will score in the low-risk range on the</td>
<td>86.1% of students scored low-risk.</td>
<td>Yes</td>
</tr>
<tr>
<td>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
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<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88%</td>
<td>The average daily attendance was 87.8%.</td>
<td>No</td>
</tr>
<tr>
<td>of the days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the</td>
<td>The average daily attendance was 92.7%.</td>
<td>Yes</td>
</tr>
<tr>
<td>days.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL TARGETS MET                                                                       |                                                                                 | 4 OF 6      |
2012 School Performance Report

Center City PCS – Petworth

510 Webster Street, NW
Washington, DC 20011
(202) 726-9212
www.centercitypcs.org

School Profile

Board Chair: Ralph F. Boyd, Jr.
First School Year: 2008–09
Principal: La Shada Ham and Toni Barton
Total Enrollment: 226
2012–13 Grades: 226
PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

2012–13 Application Deadline:
March 15, 2013 (Common App Date)
Before Care After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 9 to 1

Unique School Characteristics
Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product

School Mission:
The Center City Public Charter Schools (Center City PCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Extended learning program with chess, legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting

Student Demographics

- African American: 50.0%
- English Language Learners: 32.3%
- Hispanic/Latino: 48.7%
- Low Income: 78.8%
- Caucasian: 0.9%
- Asian/Pacific Islander: 0.0%
- Special Education: 13.3%
- Native American/Indian: 0.4%
- Other: 0.0%

Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Georgia Avenue-Petworth Metro Station/70; H8

*Please check www.wmata.com for updates.
Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time

- Floor: 0, Goal: 100
- Points Earned: 65.7
- Percent of Possible Points: 89.3%

Growth on DC-CAS Mathematics over time

- Floor: 0, Goal: 100
- Points Earned: 65.0
- Percent of Possible Points: 87.5%

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

- Proficient and Advanced
  - Floor: 0, Goal: 100
  - Points Earned: 47.9
  - Percent of Possible Points: 31.6%

- Advanced only
  - Floor: 0, Goal: 100
  - Points Earned: 1.4
  - Percent of Possible Points: 5.4%

Elementary grades DC-CAS Mathematics

- Proficient and Advanced
  - Floor: 0, Goal: 100
  - Points Earned: 52.7
  - Percent of Possible Points: 44.2%

- Advanced only
  - Floor: 0, Goal: 100
  - Points Earned: 9.5
  - Percent of Possible Points: 37.8%

Middle grades DC-CAS Reading

- Proficient and Advanced
  - Floor: 0, Goal: 100
  - Points Earned: 51.7
  - Percent of Possible Points: 33.3%

- Advanced only
  - Floor: 0, Goal: 100
  - Points Earned: 10.0
  - Percent of Possible Points: 40.0%

Middle grades DC-CAS Mathematics

- Proficient and Advanced
  - Floor: 0, Goal: 100
  - Points Earned: 63.3
  - Percent of Possible Points: 51.9%

- Advanced only
  - Floor: 0, Goal: 100
  - Points Earned: 13.3
  - Percent of Possible Points: 53.3%

Gateway (15 points): Outcomes in key subjects that predict future educational success

- Proficient and Advanced 3rd grade Reading
  - Floor: 0, Goal: 100
  - Points Earned: 31.8
  - Percent of Possible Points: 17.5%

- Proficient and Advanced 8th grade Mathematics
  - Floor: 0, Goal: 100
  - Points Earned: 72.2
  - Percent of Possible Points: 64.6%

Leading Indicators (20 points): Predictors of future student progress and achievement

- Attendance
  - Floor: 0, Goal: 100
  - Points Earned: 93.4
  - Percent of Possible Points: 84.0%

- Re-enrollment in this school
  - Floor: 0, Goal: 100
  - Points Earned: 88.7
  - Percent of Possible Points: 96.1%

TOTAL SCORE

- TIER 1
  - Points Earned: 69.3
  - Percent of Possible Points: 69.3%

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Center City PCS – Petworth

510 Webster Street, NW
Washington, DC 20011
(202) 726-9212
www.centercitypcs.org

School Profile

Board Chair:
Ralph F. Boyd, Jr.

First School Year: 2008–09

Principal:
La Shada Ham and Toni Barton

Total Enrollment: 226

2012–13 Grades:
PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

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

☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 9 to 1

School Mission:
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Unique School Characteristics

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Student Demographics

African American 50.0%
Hispanic/Latino 48.7%
Caucasian 0.9%
Asian/Pacific Islander 0.0%
Native American/Indian 0.4%
Other 0.0%

English Language Learners: 32.3%
Low Income: 78.8%
Special Education: 13.3%

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.

Transportation

Metro/Bus Service*
Georgia Avenue-Petworth
Metro Station/70; H8

*Please check www.wmata.com for updates.

DC Public Charter School Board © 2013
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students increased their score by an average of 19.3 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students increased their score by an average of 6.5 points.</td>
<td>No</td>
</tr>
<tr>
<td>Students increased by an average of 7.3 reading levels.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.3% of students scored low-risk.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 93.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

| 4 OF 6                                                                         |             |
Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:
- Tier 1 schools meet standards of high performance;
- Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and
- Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile

Board Chair: Ralph F. Boyd, Jr.
Principal: Demetria Gartrell
Total Enrollment: 230
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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Student Demographics

- African American 80.4%
- Hispanic/Latino 17.8%
- Caucasian 0.4%
- Asian/Pacific Islander 1.3%
- Native American/Indian 0.0%
- Other 0.0%
- English Language Learners: 11.3%
- Low Income: 90.0%
- Special Education: 15.2%

Transportation

Metro/Bus Service*
Mount Vernon Square-7th Street-Convention Center Metro Station/70

*Please check www.wmata.com for updates.
### Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>52.5</td>
<td>20.0</td>
<td>56.3%</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>56.2</td>
<td>20.0</td>
<td>65.5%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>30.0</td>
<td>5.0</td>
<td>8.0%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>2.9</td>
<td>1.25</td>
<td>11.4%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>Proficient and Advanced</td>
<td>38.6</td>
<td>5.0</td>
<td>77.5%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>4.3</td>
<td>1.25</td>
<td>17.1%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>Proficient and Advanced</td>
<td>43.2</td>
<td>5.0</td>
<td>86.4%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>4.1</td>
<td>1.25</td>
<td>16.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>Proficient and Advanced</td>
<td>44.6</td>
<td>5.0</td>
<td>88.8%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>2.7</td>
<td>1.25</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>30.3</td>
<td>7.5</td>
<td>40.4%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>59.1</td>
<td>7.5</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.6</td>
<td>10.0</td>
<td>93.6%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>82.5</td>
<td>10.0</td>
<td>82.5%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>TIER</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>50.4</td>
<td>100.0</td>
<td>50.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: Ralph F. Boyd, Jr.
Principal: Demetria Gartrell
Total Enrollment: 230
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 9 to 1

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Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>80.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>17.8%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.3%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learners: 11.3%
Low Income: 90.0%
Special Education: 15.2%

Transportation

Metro/Bus Service*
Mount Vernon Square-7th Street-Convention Center Metro Station/70

*Please check www wmata.com for updates.
### Student Progress Targets

<table>
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<tr>
<th>Target</th>
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<th>Met Target?</th>
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</thead>
<tbody>
<tr>
<td>Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.</td>
<td>Students increased their score by an average of 20.2 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.</td>
<td>Students increased their score by an average of 6.6 points.</td>
<td>No</td>
</tr>
<tr>
<td>First and second-grade students will increase by at least 3 Fountas &amp; Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.</td>
<td>Students increased by an average of 3.6 reading levels.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
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<tr>
<th>Target</th>
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<th>Met Target?</th>
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<td>85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
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### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Leading Indicators Results</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.9%.</td>
<td>Yes</td>
</tr>
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</table>

### TOTAL TARGETS MET

5 of 6
### Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:

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- **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

---

### School Profile

**Board Chair:** Ralph F. Boyd, Jr.  
**Principal:** Travis Bouldin  
**First School Year:** 2008–09  
**Total Enrollment:** 202  
**2012–13 Grades:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**School Mission:**

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---

### Student Demographics

- **African American:** 97.0%  
- **Hispanic/Latino:** 2.5%  
- **Caucasian:** 0.0%  
- **Asian/Pacific Islander:** 0.0%  
- **Native American/Indian:** 0.5%  
- **Other:** 0.0%  

- **English Language Learners:** 1.0%  
- **Low Income:** 78.2%  
- **Special Education:** 9.9%
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading</td>
<td>65.4</td>
<td>20.0</td>
<td>88.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Math</td>
<td>61.7</td>
<td>20.0</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>31.1</td>
<td>5.0</td>
<td>9.4%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.1</td>
<td>1.25</td>
<td>16.2%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Math</td>
<td>31.1</td>
<td>5.0</td>
<td>18.6%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.1</td>
<td>1.25</td>
<td>16.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>55.1</td>
<td>5.0</td>
<td>38.1%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.1</td>
<td>1.25</td>
<td>24.5%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Math</td>
<td>57.1</td>
<td>5.0</td>
<td>43.8%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.1</td>
<td>1.25</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>14.8</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>70.0</td>
<td>7.5</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.4</td>
<td>10.0</td>
<td>94.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>80.1</td>
<td>10.0</td>
<td>70.2%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>TIER</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>61.1</td>
<td>100.0</td>
<td>61.1%</td>
</tr>
</tbody>
</table>

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

School Profile

Board Chair: Ralph F. Boyd, Jr.
Principal: Travis Bouldin
Total Enrollment: 202
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 9 to 1

School Mission:
The Center City Public Charter Schools (Center City PCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting

Student Demographics

- African American: 97.0%
- Hispanic/Latino: 2.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.5%
- Other: 0.0%
- English Language Learners: 1.0%
- Low Income: 78.2%
- Special Education: 9.9%

Transportation

Metro/Bus Service*
- NoMa-Galludet U (New York Avenue) Metro Station/90,92,93; D3; D4; D8; X3

*Please check www.wmata.com for updates.
# Center City PCS – Trinidad

## 2012 School Performance Report

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment.</td>
<td>Students increased their score by an average of 15.2 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>- Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment.</td>
<td>Students increased their score by an average of 6.1 points.</td>
<td>No</td>
</tr>
<tr>
<td>- First and second-grade students will increase by at least 3 Fountas &amp; Pinnell reading levels by the spring administration on the Text Reading Comprehension (TRC) assessment.</td>
<td>Students increased by an average of 3.9 reading levels.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 85% of kindergarten through second-grade students will score in the low-risk range on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>87.7% of students scored low-risk.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 88.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>- On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

5 OF 6
Cesar Chavez PCS for Public Policy – Capitol Hill

School Profile

Board Chair: Albert Lord
First School Year: 1998–99
Principal: Daneen Keaton
Total Enrollment: 392
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED

School Mission:
The César Chávez Public Charter Schools for Public Policy provide a high quality public school option for young people residing in the District of Columbia’s most impoverished and underserved communities. The Chávez schools prepare D.C. students to succeed in competitive colleges so that they can use their lives to make a positive difference in the world.

Unique School Characteristics
- Collegiate Prep Program includes Advisory, AP Courses and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program

Student Demographics

- African American: 84.7%
- Hispanic/Latino: 15.3%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 2.3%
Low Income: 65.0%
Special Education: 15.0%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Eastern Market or Potomac Avenue Metro Station/32, 34, 36

*Please check www.wmata.com for updates.
For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: Albert Lord
First School Year: 2007–08
Principal: Bryan Eberwein
Total Enrollment: 320
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics
- Collegiate Prep Program includes Advisory, AP Courses and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program
- Extracurricular activities include varsity sports, debate and many other clubs

School Mission:
The César Chávez Public Charter Schools for Public Policy provide a high quality public school option for young people residing in the District of Columbia’s most impoverished and underserved communities. The Chávez schools prepare D.C. students to succeed in competitive colleges so that they can use their lives to make a positive difference in the world.

Student Demographics

- African American: 31.2%
- Hispanic/Latino: 68.7%
- Caucasian: 0.0%
- Asian/Pacific Islander: 1.1%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 43.2%
Low Income: 89.8%
Special Education: 12.6%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/62, 63, 70

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
Grades measured: 6–8

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
</tr>
<tr>
<td>0 30 70 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 11.2 20.0</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
</tr>
<tr>
<td>0 30 70 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 18.7 20.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DC-CAS Reading</strong></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 28 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 2.8 10.0</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
</tr>
<tr>
<td>0 25 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 0.6 2.5</td>
</tr>
</tbody>
</table>

| **DC-CAS Mathematics**                                                   |
| Proficient and Advanced                                                   |
| 0 24 100                                                                  |
| Points Earned Points Possible 6.4 10.0 | 64.3% |
| **Advanced only**                                                         |
| 0 25 100                                                                  |
| Points Earned Points Possible 2.2 2.5 | 88.5% |

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient and Advanced 8th grade Mathematics</strong></td>
</tr>
<tr>
<td>0 22 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 10.9 15.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td>0 85 95 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 8.9 10.0</td>
</tr>
<tr>
<td><strong>Re-enrollment in this school</strong></td>
</tr>
<tr>
<td>0 57 90 100</td>
</tr>
<tr>
<td>Points Earned Points Possible 5.0 10.0</td>
</tr>
</tbody>
</table>

TOTAL SCORE

| TIER 1 | 66.6% |
| 100.0  | 66.6% |

For a more detailed explanation of the indicators, see our user guide.
Cesar Chavez PCS for Public Policy – Parkside High School

3701 Hayes Street, NE 
Washington, DC 20019 
(202) 398-2230 
www.chavezschools.org

2012 School Performance Report

Transportation

School Profile

Board Chair: 
Albert Lord

Principal: 
Yvonne Waller

Total Enrollment: 376

2012–13 Grades: 
PK-3  PK-4  K  1  2  3  4  5  6  7  8  9  10  11  12  GED  ADULT ED

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

Percentage of Highly Qualified Teachers: 100.0%

Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics

- Collegiate Prep Program includes Advisory, AP Courses and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program

School Mission:
The César Chávez Public Charter Schools for Public Policy provide a high quality public school option for young people residing in the District of Columbia’s most impoverished and underserved communities. The Chávez schools prepare D.C. students to succeed in competitive colleges so that they can use their lives to make a positive difference in the world.

Student Demographics

- African American 93.3%
- Hispanic/Latino 6.4%
- Caucasian 0.3%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.0%
- Other 0.0%
- English Language Learners: 1.6%
- Low Income: 87.0%
- Special Education: 14.1%

Tier Explanations

High Performing

Mid Performing

Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service* 
Minnesota Avenue Metro Station/U5,6

*Please check www.wmata.com for updates.
Grades measured: 9–12

<table>
<thead>
<tr>
<th>Student Progress (15 points): Test score improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>Score: 59.1, Floor Goal: 30, Points Earned: 6.2, Percent of Possible Points: 83.1%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>Score: 68.5, Floor Goal: 30, Points Earned: 7.5, Percent of Possible Points: 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (30 points): Meeting or exceeding standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>Score: 46.8, Floor Goal: 26, Points Earned: 2.8, Percent of Possible Points: 27.7%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>Score: 5.5, Floor Goal: 25, Points Earned: 0.5, Percent of Possible Points: 21.8%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>Score: 51.8, Floor Goal: 20, Points Earned: 4.0, Percent of Possible Points: 39.5%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>Score: 2.7, Floor Goal: 25, Points Earned: 0.3, Percent of Possible Points: 10.9%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
</tr>
<tr>
<td>Score: 8.5, Floor Goal: 15, Points Earned: 2.8, Percent of Possible Points: 56.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (30 points): Outcomes aligned to college and career readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
</tr>
<tr>
<td>Score: 69.0, Floor Goal: 57, Points Earned: 2.0, Percent of Possible Points: 27.2%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
</tr>
<tr>
<td>Score: 45.9, Floor Goal: 50, Points Earned: 6.8, Percent of Possible Points: 91.3%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
</tr>
<tr>
<td>Score: 43.2, Floor Goal: 75, Points Earned: 3.9, Percent of Possible Points: 51.3%</td>
</tr>
<tr>
<td>College acceptance rate</td>
</tr>
<tr>
<td>Score: 100.0, Floor Goal: 63, Points Earned: 7.5, Percent of Possible Points: 100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (25 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Score: 91.4, Floor Goal: 85 95 100, Points Earned: 6.4, Percent of Possible Points: 63.8%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>Score: 71.2, Floor Goal: 64 90 100, Points Earned: 2.8, Percent of Possible Points: 27.8%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
</tr>
<tr>
<td>Score: 79.0, Floor Goal: 44 79 100, Points Earned: 3.1, Percent of Possible Points: 62.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
</tr>
<tr>
<td>Points Earned: 56.6, Percent of Possible Points: 56.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Cesar Chavez PCS for Public Policy – Parkside Middle School

3701 Hayes Street, NE
Washington, DC 20019
(202) 398-2230
www.chavezschools.org

School Profile

Board Chair: Albert Lord
Principal: Yvonne Waller
Total Enrollment: 298
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 93%
Student-to-Teacher Ratio: 10 to 1

School Mission:
The César Chávez Public Charter Schools for Public Policy provide a high quality public school option for young people residing in the District of Columbia’s most impoverished and underserved communities. The Chávez schools prepare D.C. students to succeed in competitive colleges so that they can use their lives to make a positive difference in the world.

Unique School Characteristics
- Early collegiate prep program rich in literacy and math
- Public policy integrated into curriculum through field trips and advisory experience
- Tiger Woods Learning Center Robotics and Media program

Extended school day with culture that emphasizes safety and structure

Student Demographics

- African American: 93.3%
- Hispanic/Latino: 6.4%
- Caucasian: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 1.6%
Low Income: 87.0%
Special Education: 14.1%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Minnesota Avenue Metro Station/U5,6

*Please check www.wmata.com for updates.
## Grades measured: 6–8

### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0 30 70 100</td>
<td>7.2 20.0 36.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0 30 70 100</td>
<td>13.0 20.0 64.8%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

#### DC-CAS Reading

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>0 28 100</td>
<td>1.8 10.0 18.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.9 25 100</td>
<td>0.2 2.5 7.5%</td>
</tr>
</tbody>
</table>

#### DC-CAS Mathematics

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>0 24 100</td>
<td>4.4 10.0 44.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.0 25 100</td>
<td>0.9 2.5 36.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>0 22 100</td>
<td>9.2 15.0 61.2%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

#### Attendance

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.2</td>
<td>85 100</td>
<td>5.2 10.0 51.8%</td>
</tr>
</tbody>
</table>

#### Re-enrollment in this school

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>75.0</td>
<td>57 100</td>
<td>5.5 10.0 54.8%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>47.3</td>
<td>100.0</td>
<td>TIER 2</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Community Academy
PCS – Amos 1

1300 Allison Street, NW
Washington, DC 20011
(202) 723-4100
www.capcs.org

School Profile

Board Chair:
Ernest Green, Jr.

First School Year: 1997–98

Principal:
Masi Preston

Total Enrollment: 463

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

☑ Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 18 to 1

Unique School Characteristics

- Complete inclusion for special education students and English language learners in grades 2 to 5
- Focus on humanities
- Classes in music, art, and physical education

School Mission:
The mission of the Dorothy I. Height Community Academy is to create a caring learning community where students acquire the knowledge, skills and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Student Demographics

- African American: 68.7%
- Hispanic/Latino: 30.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 32.2%
Low Income: 87.7%
Special Education: 11.0%

Transportation

Metro/Bus Service*
52, 53, 54

*Please check www.wmata.com for updates.

Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
For a more detailed explanation of the indicators, see our user guide.
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School Mission:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Complete inclusion for special education students and English language learners in grades 2 to 5
- Focus on humanities
- Classes in music, art, and physical education
- After-school clubs include music, leadership, art and seasonal sports

Student Demographics

- African American: 68.7%
- Hispanic/Latino: 30.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 32.2%
Low Income: 87.7%
Special Education: 11.0%
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the literacy skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).</td>
<td>99.2% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the math skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).</td>
<td>100% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>85% of kindergarten through second-grade students will make 0 or greater NCE growth in reading and math by the spring administration of the Terra Nova assessment.</td>
<td>87.1% made 0 or greater NCE growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment.</td>
<td>62.3% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment.</td>
<td>67.2% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 95.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 96.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

7 OF 7
School Profile

Board Chair: Ernest Green, Jr.
Principal: Tanya Morgan
Total Enrollment: 134

First School Year: 2005–06

School Mission:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Transportation

Metro/Bus Service*
S2, S3, S4; E2, 3, 4; S1; S2, 4

*Please check www.wmata.com for updates.

Student Demographics

- African American: 56.7%
- Hispanic/Latino: 39.6%
- Caucasian: 2.2%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 1.5%
- Other: 0.0%

English Language Learners: 47.8%
Low Income: 74.6%
Special Education: 3.7%

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.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.9% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>98.9% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the literacy skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).
- 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the math skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.5% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
<tr>
<td>87.5% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of kindergarten students will score at or above the 5th stanine in reading on the Terra Nova assessment.
- 60% of kindergarten students will score at or above the 5th stanine in math on the Terra Nova assessment.

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 98.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 97.4%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten students will attend school 92% of the days.

## TOTAL TARGETS MET

- **6 of 6**
**2012 School Performance Report**

**Community Academy**

**PCS – Amos 3**

1400 First Street, NW  
Washington, DC 20001  
(202) 234-2122  
www.capcs.org

**School Profile**

Board Chair:  
Ernest Green, Jr.

Principal:  
Kevin Waltson

Total Enrollment: 466

2012–13 Grades:

- PK-3  
- PK-4  
- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12  
- GED  
- ADULT ED

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

- Before Care  
- After Care

Percentage of Highly Qualified Teachers: 98%

Student-to-Teacher Ratio: 17 to 1

**Unique School Characteristics**

- Science, Technology, Engineering and Math (STEM)-focused school
- Enrichment curriculum supported by Project Lead The Way (PLTW) and “Let’s Go”
- Interactive white boards in each classroom
- Spanish, music, physical education and art classes

**School Mission:**

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

**Student Demographics**

- **African American:** 99.6%
- **Hispanic/Latino:** 0.2%
- **Caucasian:** 0.0%
- **Asian/Pacific Islander:** 0.2%
- **Native American/Indian:** 0.0%
- **Other:** 0.0%

- **English Language Learners:** 3.2%
- **Low Income:** 92.7%
- **Special Education:** 11.6%

**Transportation**

**Metro/Bus Service**

Mt Vernon Square–7th Street-Convention Center Metro Station

*Please check www.wmata.com for updates.

DC Public Charter School Board © 2013

**Tier Explanations**

1. **High Performing**
   - 65.0–100.0%
   - Tier 1

2. **Mid Performing**
   - 35.0–64.9%
   - Tier 2

3. **Low Performing**
   - 0.0–34.9%
   - Tier 3

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
Community Academy PCS – Amos 3
2012 School Performance Report

Grades measured: 3–8

**Student Progress (40 points): Academic improvement over time**

**Growth on DC-CAS Reading over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.2</td>
<td>100</td>
<td>53.0%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Mathematics over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.3</td>
<td>100</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or exceeding academic standards**

**Elementary grades DC-CAS Reading**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.3</td>
<td>50</td>
<td>54.6%</td>
</tr>
</tbody>
</table>

**Advanced only**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Elementary grades DC-CAS Mathematics**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5</td>
<td>50</td>
<td>25.0%</td>
</tr>
</tbody>
</table>

**Advanced only**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Middle grades DC-CAS Reading**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.1</td>
<td>50</td>
<td>64.2%</td>
</tr>
</tbody>
</table>

**Advanced only**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8</td>
<td>1.25</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

**Middle grades DC-CAS Mathematics**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.8</td>
<td>50</td>
<td>69.6%</td>
</tr>
</tbody>
</table>

**Advanced only**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6</td>
<td>1.25</td>
<td>14.3%</td>
</tr>
</tbody>
</table>

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

**Proficient and Advanced 3rd grade Reading**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.1</td>
<td>7.5</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

**Proficient and Advanced 8th grade Mathematics**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.3</td>
<td>7.5</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of future student progress and achievement**

**Attendance**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.6</td>
<td>10.0</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

**Re-enrollment in this school**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.1</td>
<td>10.0</td>
<td>33.9%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.4</td>
<td>100.0</td>
<td>35.4%</td>
</tr>
</tbody>
</table>

TIER 2

For a more detailed explanation of the indicators, see our user guide.
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Unique School Characteristics
- Science, Technology, Engineering and Math (STEM)-focused school
- Enrichment curriculum supported by Wolf Trap and “Let’s Go”
- Full-time parent coordinator, social worker, school counselor and school psychologist
- Spanish and physical education classes

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.6%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.2%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Transportation

Metro/Bus Service*
Mt Vernon Square-7th Street-Convention Center Metro Station

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.4% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>99.2% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>85.9% made 0 or greater NCE growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the literacy skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).
- 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the math skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).
- 85% of kindergarten through second-grade students will make 0 or greater NCE growth in reading and math by the spring administration of the Terra Nova assessment.

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3% of students scored at or above the 5th stanine.</td>
<td>No</td>
</tr>
<tr>
<td>54.4% of students scored at or above the 5th stanine.</td>
<td>No</td>
</tr>
</tbody>
</table>

- 60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment.
- 60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance rate was 95.8%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance rate was 96.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten through second-grade students will attend school 92% of the days.

### TOTAL TARGETS MET

5 of 7
Community Academy PCS – Butler Global

5 Thomas Circle, NW  
Washington, DC 20005

(202) 332-6565
www.capcs.org

School Profile

Board Chair:  First School Year: 2004–05
Ernest Green, Jr.

Principal:  William N. Thomas, IV

Total Enrollment: 281

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

☑ Before Care  ☑ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 13.8 to 1

School Mission:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Highest growth on 2011 DC CAS out of all DC elementary schools (FOCUS School Quality Dashboard)
- Spanish is taught to all students in grades PK3 to 5
- Extensive use of technology
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
- Strong partnership with YMCA
- Global focus

Tier Explanations

1  High Performing
2  Mid Performing
3  Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
McPherson Square Metro Station

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>61.9</td>
<td>16.0/20.0</td>
<td>79.8%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>62.0</td>
<td>16.0/20.0</td>
<td>80.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>58.8</td>
<td>4.6/10.0</td>
<td>45.9%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.3</td>
<td>1.0/2.5</td>
<td>41.2%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>63.2</td>
<td>5.7/10.0</td>
<td>56.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>16.2</td>
<td>1.6/2.5</td>
<td>64.7%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>36.7</td>
<td>3.5/15.0</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Measure</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.7</td>
<td>8.7/10.0</td>
<td>87.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>83.1</td>
<td>7.9/10.0</td>
<td>79.1%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65.0</td>
<td>100.0</td>
<td>1</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Community Academy PCS – Butler Global

School Profile

Board Chair: Ernest Green, Jr.
Principal: William N. Thomas, IV
Total Enrollment: 281
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10
11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care ☑ After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 14 to 1

School Mission:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Spanish is taught to all students in grades PK3 to 5
- Extensive use of technology
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
- Strong partnership with YMCA
- Global focus

Student Demographics

- African American 65.5%
- Hispanic/Latino 29.9%
- Caucasian 0.7%
- Asian/Pacific Islander 3.9%
- Native American/Indian 0.0%
- Other 0.0%
- English Language Learners: 27.0%
- Low Income: 85.4%
- Special Education: 6.8%

Transportation

Metro/Bus Service*
McPherson Square Metro Station

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.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.1% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>97.2% of students increased one level or remained competent.</td>
<td>Yes</td>
</tr>
<tr>
<td>93.7% made 0 or greater NCE growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.9% of students scored at or above the 5th stanine.</td>
<td>No</td>
</tr>
<tr>
<td>65.5% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance rate was 98.9%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance rate was 99.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

6 OF 7
School Profile

Board Chair: Ernest Green, Jr.
First School Year: 2007–08
Principal: John Sloane
Total Enrollment: 95
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Only virtual school in Washington, DC
- Uses the award-winning K¹² curriculum
- Each student receives an individualized learning plan

Student Demographics

- African American: 81.1%
- Hispanic/Latino: 0.0%
- Caucasian: 17.9%
- Asian/Pacific Islander: 1.1%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 26.3%
Special Education: 8.4%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
N/A – Online school

*Please check www.wmata.com for updates.
# Community Academy PCS – CAPCS Online

## 2012 School Performance Report

### Grades measured: 3–8

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points):</strong> Academic improvement over time</td>
<td>Growth on DC-CAS Reading over time</td>
<td>54.6</td>
<td>20.0</td>
<td>61.5%</td>
</tr>
<tr>
<td></td>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.4</td>
<td>20.0</td>
<td>58.5%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points):** Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficient and Advanced</th>
<th>Advanced only</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades</td>
<td>DC-CAS Reading</td>
<td>57.7</td>
<td>0.19</td>
<td>44.4%</td>
</tr>
<tr>
<td></td>
<td>DC-CAS Mathematics</td>
<td>53.8</td>
<td>0.96</td>
<td>76.9%</td>
</tr>
<tr>
<td>Middle grades</td>
<td>DC-CAS Reading</td>
<td>72.2</td>
<td>1.11</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td>DC-CAS Mathematics</td>
<td>66.7</td>
<td>1.11</td>
<td>88.9%</td>
</tr>
</tbody>
</table>

**Gateway (15 points):** Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficient and Advanced</th>
<th>Advanced only</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd grade</td>
<td>Reading</td>
<td>50.0</td>
<td>3.0</td>
<td>7.5</td>
</tr>
<tr>
<td>8th grade</td>
<td>Mathematics</td>
<td>70.0</td>
<td>4.6</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points):** Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.4</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>48.2</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>TIER 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>55.4</td>
<td>100.0</td>
<td>55.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Community Academy PCS – CAPCS
Online

School Profile

Board Chair: Ernest Green, Jr.
Principal: John Sloane
Total Enrollment: 95
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 1 to 1

School Mission:
The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics
- Only virtual school in Washington, DC
- Uses the award-winning K¹² curriculum
- Each student receives an individualized learning plan

Student Demographics

- African American: 81.1%
- Hispanic/Latino: 0.0%
- Caucasian: 17.9%
- Asian/Pacific Islander: 1.1%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 26.3%
- Special Education: 8.4%

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.

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Transportation

Metro/Bus Service*
N/A – Online school

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.3% of students progressed to mastery.</td>
<td>Yes</td>
</tr>
<tr>
<td>96.8% of students progressed to mastery.</td>
<td>Yes</td>
</tr>
<tr>
<td>71.2% made 0 or greater NCE growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

- 75% of kindergarten through second-grade students will move from baseline to mastery (at least 80%) in language arts by the spring administration on the K-12 Online assessments.
- 75% of kindergarten through second-grade students will move from baseline to mastery (at least 80%) in math by the spring administration on the K-12 Online assessments.
- 85% of kindergarten through second-grade students will make 0 or greater NCE growth in reading and math by the spring administration of the Terra Nova assessment.

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.3% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
<tr>
<td>68.0% of students scored at or above the 5th stanine.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment.
- 60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, kindergarten through second-grade students will attend school 92% of the days.

---

**TOTAL TARGETS MET**

5 OF 6
DC Bilingual PCS

School Profile

Board Chair: Lester Matlock
Executive Director: Tehani Collazo
Total Enrollment: 349
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
☐ Before Care ☒ After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

Unique School Characteristics
- 50/50 Two-way bilingual and biliteracy immersion Spanish/English program
- Recipient of the U.S. Department of Agriculture HealthierUS School Challenge Gold Award with Distinction in March 2011
- Part of the DC nonprofit CentroNia and its umbrella of educational and family services
- Fifth grade trip to Puerto Rico

School Mission:
DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52,53,54; S1; S2,4

Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics

- African American 10.3%
- Hispanic/Latino 83.1%
- Caucasian 5.0%
- Asian/Pacific Islander 0.6%
- Native American/Indian 2.0%
- Other 0.0%

English Language Learners: 66.2%
Low Income: 84.0%
Special Education: 12.0%

*Please check www wmata.com for updates.
Grades measured: 3–5

**Student Progress (40 points): Academic improvement over time**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>59.1</td>
<td>100</td>
<td>72.8%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>52.8</td>
<td>100</td>
<td>57.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or exceeding academic standards**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>55.0</td>
<td>100</td>
<td>40.8%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.4</td>
<td>2.5</td>
<td>17.9%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>45.5</td>
<td>100</td>
<td>35.7%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.2</td>
<td>2.5</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>56.4</td>
<td>15.0</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of future student progress and achievement**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>95.5</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>86.6</td>
<td>100</td>
<td>89.8%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Value</th>
<th>Tier</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.3</td>
<td>2</td>
<td>60.3%</td>
</tr>
</tbody>
</table>
2012 School Performance Report

DC Bilingual PCS

1420 Columbia Road, NW
Washington, DC 20009
(202) 332-4200
www.dcbilingual.org

School Profile

Board Chair:
Lester Matlock

Executive Director:
Tehani Collazo

Total Enrollment: 349

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

First School Year: 2004–05

School Mission:
DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

Unique School Characteristics
- 50/50 Two-way bilingual and biliteracy immersion Spanish/English program
- Recipient of the U.S. Department of Agriculture HealthierUS School Challenge Gold Award with Distinction in March 2011
- Part of the DC nonprofit CentroNia and its umbrella of educational and family services
- Fifth grade trip to Puerto Rico

Student-to-Teacher Ratio: 12 to 1

Percentage of Highly Qualified Teachers: 100%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52, 53, 54; S1; S2, 4

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.

Student Demographics

- English Language Learners: 66.2%
- Low Income: 84.0%
- Special Education: 12.0%

African American: 10.3%
Hispanic/Latino: 83.1%
Caucasian: 5.0%
Asian/Pacific Islander: 0.6%
Native American/Indian: 2.0%
Other: 0.0%
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.3% of students demonstrated improvement on non-mastered standards.</td>
<td>Yes</td>
</tr>
<tr>
<td>62.4% of students demonstrated at least one year of growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>64.0% of students demonstrated at least one year of growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.9% of students scored at the 50th percentile.</td>
<td>No</td>
</tr>
<tr>
<td>37.8% of students scored at the 50th percentile.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 91.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

5 of 7
2012 School Performance Report

DC Prep PCS – Benning Elementary

100 41st Street, NE
Washington, DC 20019

(202) 398-2838
www.dcprep.org

School Profile

Board Chair: Le Roy (Terry) Eakin III
Principal: Raymond Weeden
Total Enrollment: 301
2012–13 Grades: PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10 11 12 GED ADULT ED
First School Year: 2008–09

School Mission:
DC Prep’s mission is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics
- Twin focus on rigorous academics and character education for success in high school, college and beyond
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership
- PrepNext program helps student alumni transition to high school and on into college; 100% of graduates entered college-preparatory high schools
- Decade-long track record of outstanding academic performance

Student Demographics

- African American: 98.0%
- Hispanic/Latino: 2.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 2.0%
- Low Income: 83.4%
- Special Education: 5.0%

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.

Transportation

Metro/Bus Service*
Benning Road or Minnesota Avenue Metro Station/96, 97, U8

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieved an average growth of 2.3 percentile points.</td>
<td>No</td>
</tr>
<tr>
<td>72.3% of students mastered at least 21 letter identifications and 27.7% of students increased their scores by an average of 14.9 letter identifications.</td>
<td>Yes</td>
</tr>
<tr>
<td>67.7% of students mastered at least 24 letter sounds and 32.3% of students increased their scores by an average of 14.6 letter sounds.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.6% of students scored at or above the 40th percentile.</td>
<td>Yes</td>
</tr>
<tr>
<td>54.6% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

6 OF 7
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.

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### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students achieved an average growth of .10 percentile points.</td>
<td>No</td>
</tr>
<tr>
<td>77.4% of students mastered at least 21 letter identifications and 22.6% of students increased their scores by an average of 13.4 letter identifications.</td>
<td>Yes</td>
</tr>
<tr>
<td>80.3% of students mastered at least 24 letter sounds and 19.7% of students increased their scores by an average of 15.7 letter sounds.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.4% of students scored at or above the 40th percentile.</td>
<td>Yes</td>
</tr>
<tr>
<td>76.1% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
<tr>
<td>76.2% of students scored proficient (last year-64.6%).</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94.9%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 OF 8
DC Prep PCS – Edgewood Middle

School Profile

Board Chair: Le Roy (Terry) Eakin III
First School Year: 2003–04
Principal: Cassie Meltzer Pergament
Total Enrollment: 260

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care

School Mission:
DC Prep’s mission is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Unique School Characteristics
- Twin focus on rigorous academics and character education for success in high school, college and beyond
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership
- PrepNext program helps student alumni transition to high school, and on into college; 100% of graduates entered college-preparatory high schools
- Decade-long track record of outstanding academic performance

Student Demographics

- African American: 95.0%
- Hispanic/Latino: 4.6%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.4%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.8%
- Low Income: 81.5%
- Special Education: 16.9%

Transportation

Metro/Bus Service*
Rhode Island Avenue or Brookland-CUA Metro Station/D8; G8

*Please check www.wmata.com for updates.
## Student Progress (40 points): Academic improvement over time

### Growth on DC-CAS Reading over time
- **Points Earned**: 65.3
- **Points Possible**: 100
- **Percent of Possible Points**: 65.3%

### Growth on DC-CAS Mathematics over time
- **Points Earned**: 76.3
- **Points Possible**: 100
- **Percent of Possible Points**: 76.3%

## Student Achievement (25 points): Meeting or exceeding academic standards

### Elementary grades DC-CAS Reading
- **Proficient and Advanced**: 68.9
- **Points Earned**: 3.0
- **Points Possible**: 5.0
- **Percent of Possible Points**: 68.9%

### Advanced only
- **Points Earned**: 0.72
- **Points Possible**: 1.25
- **Percent of Possible Points**: 57.6%

### Elementary grades DC-CAS Mathematics
- **Proficient and Advanced**: 87.9
- **Points Earned**: 4.3
- **Points Possible**: 5.0
- **Percent of Possible Points**: 87.9%

### Advanced only
- **Points Earned**: 1.25
- **Points Possible**: 1.25
- **Percent of Possible Points**: 100.0%

### Middle grades DC-CAS Reading
- **Proficient and Advanced**: 75.0
- **Points Earned**: 3.3
- **Points Possible**: 5.0
- **Percent of Possible Points**: 66.0%

### Advanced only
- **Points Earned**: 1.02
- **Points Possible**: 1.25
- **Percent of Possible Points**: 81.3%

### Middle grades DC-CAS Mathematics
- **Proficient and Advanced**: 89.8
- **Points Earned**: 4.3
- **Points Possible**: 5.0
- **Percent of Possible Points**: 87.6%

### Advanced only
- **Points Earned**: 1.25
- **Points Possible**: 1.25
- **Percent of Possible Points**: 100.0%

## Gateway (15 points): Outcomes in key subjects that predict future educational success

### Proficient and Advanced 3rd grade Reading
- **Points Earned**: N/A
- **Percent of Possible Points**: N/A

### Proficient and Advanced 8th grade Mathematics
- **Points Earned**: 96.3
- **Percent of Possible Points**: 96.3%

## Leading Indicators (20 points): Predictors of future student progress and achievement

### Attendance
- **Points Earned**: 97.7
- **Points Possible**: 100
- **Percent of Possible Points**: 97.7%

### Re-enrollment in this school
- **Points Earned**: 89.4
- **Points Possible**: 100
- **Percent of Possible Points**: 89.4%

## TOTAL SCORE
- **Tier**: 1
- **Points Earned**: 90.8
- **Points Possible**: 100
- **Percent of Possible Points**: 90.8%

For a more detailed explanation of the indicators, see our user guide.
E.L. Haynes PCS – Georgia Avenue

3600 Georgia Avenue, NW
Washington, DC 20010
(202) 667-4446
www.elhaynes.org

School Profile

Board Chair: Guy Cecil
First School Year: 2004–05
Principal: Towana Pierre-Floyd (6–8); Michelle Molitor (4–5)
Total Enrollment: 397

2012–13 Grades:
PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

Unique School Characteristics
- Year-Round Calendar: E.L. Haynes provides eight weeks of optional intersession opportunities annually
- Spanish, Arabic, art, music, health and fitness, drama, robotics, and student-led clubs and activities

School Mission:
Every E.L. Haynes 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 E.L. Haynes 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 successful individuals, active community members, and responsible citizens.

Student Demographics

- African American 54.0%
- Hispanic/Latino 31.0%
- Caucasian 11.0%
- Asian/Pacific Islander 3.0%
- Native American/Indian 0.0%
- Other 1.0%

English Language Learners: 19.1%
Low Income: 58.7%
Special Education: 18.0%

Transportation

Metro/Bus Service*
Georgia Avenue-Petworth Metro Station/62,63; 70; 79

*Please check www wmata.com for updates.
Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.4</td>
<td>20.0</td>
<td>68.1%</td>
</tr>
</tbody>
</table>

Growth on DC-CAS Mathematics over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.7</td>
<td>20.0</td>
<td>66.8%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

Proficient and Advanced

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.8</td>
<td>5.0</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.45</td>
<td>1.25</td>
<td>35.6%</td>
</tr>
</tbody>
</table>

Elementary grades DC-CAS Mathematics

Proficient and Advanced

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.6</td>
<td>5.0</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.55</td>
<td>1.25</td>
<td>43.8%</td>
</tr>
</tbody>
</table>

Middle grades DC-CAS Reading

Proficient and Advanced

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.1</td>
<td>5.0</td>
<td>43.6%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.54</td>
<td>1.25</td>
<td>43.5%</td>
</tr>
</tbody>
</table>

Middle grades DC-CAS Mathematics

Proficient and Advanced

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.5</td>
<td>5.0</td>
<td>69.2%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.20</td>
<td>1.25</td>
<td>95.7%</td>
</tr>
</tbody>
</table>

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.0</td>
<td>7.5</td>
<td>37.0%</td>
</tr>
</tbody>
</table>

Proficient and Advanced 8th grade Mathematics

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.4</td>
<td>7.5</td>
<td>77.5%</td>
</tr>
</tbody>
</table>

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Re-enrollment in this school

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.7</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.6</td>
<td>100.0</td>
<td>65.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: Guy Cecil
First School Year: 2004–05

Principal: Michelle Molitor (PK–3); Caroline Hill (HS)

Total Enrollment: 403

2012–13 Grades:

- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

School Mission:
Every E.L. Haynes 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 E.L. Haynes 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 successful individuals, active community members, and responsible citizens.

Unique School Characteristics
- Year-Round Calendar: E.L. Haynes provides eight weeks of optional intersession opportunities annually
- Spanish, Arabic, art, music, health and fitness, drama, robotics, and student-led clubs and activities
- Athletics include flag football, soccer, basketball, rugby, swimming, cross country and track
- Extensive city-wide field work to museums, landmarks, parks, businesses; visits to colleges in and outside of Washington, DC

Student Demographics

- African American: 51.0%
- Hispanic/Latino: 30.0%
- Caucasian: 17.0%
- Asian/Pacific Islander: 1.0%
- Native American/Indian: 0.0%
- Other: 1.0%
- English Language Learners: 25.0%
- Low Income: 59.1%
- Special Education: 15.0%

Transportation

Metro/Bus Service*
Georgia Ave-Petworth
Metro Station/52,53,54; 62,63

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>76.5% of students met or exceeded their projected growth goals.</td>
<td>Yes</td>
</tr>
<tr>
<td>79% of students made at least one year’s growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>77% of students scored on grade level (level 16) or higher on the Developmental Reading Assessment (DRA).</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.8%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.6%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

5 OF 5
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.
Eagle Academy PCS
2012 School Performance Report

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 students will demonstrate growth of at least one level or</td>
<td>99.3% of students demonstrated growth of one level or maintained mastery.</td>
<td>Yes</td>
</tr>
<tr>
<td>maintain 75% mastery in literacy by the spring administration on the Core Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70% of Pre-kindergarten-4 students will demonstrate growth of at least one level or</td>
<td>79.9% of students maintained mastery.</td>
<td>Yes</td>
</tr>
<tr>
<td>maintain 75% mastery in literacy by the spring administration on the Houghton Mifflin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50% of kindergarten through second-grade students will demonstrate growth of at least</td>
<td>78.6% of students demonstrated growth of at least one level or maintained proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>one level or maintain proficiency in literacy by the spring administration on the STAR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Literacy assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score proficient on the Dynamic</td>
<td>70.2% of students scored proficient.</td>
<td>Yes</td>
</tr>
<tr>
<td>Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of</td>
<td>The average daily attendance was 94.4%</td>
<td>Yes</td>
</tr>
<tr>
<td>the days.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.9%</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Specific Measures Targets</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of parents surveyed will report being “satisfied” or “highly satisfied” with the</td>
<td>95.6% of parents surveyed reported</td>
<td>Yes</td>
</tr>
<tr>
<td>school on the end of year survey.</td>
<td>“satisfied” or “highly satisfied”.</td>
<td></td>
</tr>
<tr>
<td>65% of first and second-grade students will score at or above average on the Scale in</td>
<td>81.0% of students scored at or above average.</td>
<td>Yes</td>
</tr>
<tr>
<td>Social Skills Improvement System (SSIS) assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET
8 OF 8
2012 School Performance Report

Early Childhood Academy PCS

School Profile

Board Chair: Dennis Sawyers
Executive Director: Wendy Edwards
Total Enrollment: 253
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

School Mission:
The mission of Early Childhood Academy Public Charter School is to foster the academic and social/emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.

Unique School Characteristics
- Child-centered environment that uniquely supports the academic and social-emotional growth and development of students in grades PK-3 to 3
- Teachers use computers, iPads, and smart boards in classrooms; quarterly field trips connect student learning with real-world experiences.
- Before and after care programs run by teachers as an extension of classroom learning

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>98.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>1.5%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>87.0%</td>
</tr>
<tr>
<td>Special Education</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

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.

Transportation

Metro/Bus Service*
A2; E13; M8,9; W15

*Please check www.wmata.com for updates.
## Student Progress Targets

| Pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average gain of 10 or more letters or acquisition of all 26 letters by the spring administration of the Phonemic Awareness Literacy Screening (PALS) assessment. | Students averaged a gain of 14.1 letters or mastered all 26. | Yes |
| Kindergarten through third-grade students will demonstrate an average growth of 6 RIT points in math by the spring administration of the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP) assessment. | Students demonstrated an average growth of 8.5 RIT points. | Yes |
| Kindergarten through third-grade students will demonstrate an average growth of 6 RIT points in reading by the spring administration of the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP) assessment. | Students demonstrated an average growth of 12.5 RIT points. | Yes |

## Student Achievement Targets

| 35% of kindergarten through second-grade students will score at least proficient in math on the Discovery Education Early Learning Skills assessment. | 49.6% of students scored proficient. | Yes |
| 45% of kindergarten through second-grade students will score at least proficient in reading on the Discovery Education Early Learning Skills assessment. | 60.7% of students scored proficient. | Yes |
| Third-grade students will demonstrate a 10% decrease in students scoring at basic or below basic (safe harbor) in reading on the DC CAS. | 32.3% of students scored proficient (no decrease in basic). | No |
| Third-grade students will demonstrate a 10% decrease in students scoring at basic or below basic (safe harbor) in math on the DC CAS. | 32.3% of students scored proficient (no decrease in basic). | No |

## Leading Indicators Targets

| At least 75% of eligible students will re-enroll. | 83% of students re-enrolled for the 2011-2012 school year. | Yes |

## Mission Specific Measures Targets

| 80% of parents will report “Satisfied” or “Highly Satisfied” on the end-of-year Parent Satisfaction Survey. | 95% of parents answered “Satisfied” or “Highly Satisfied” on overall satisfaction with the school. | Yes |
| TOTAL TARGETS MET | 7 OF 9 |
2012 School Performance Report

Education Strengthens Families

PCS

2333 Ontario Road, NW
Washington, DC 20009

(202) 797-7337
www.maryscenter.org

School Profile

Board Chair: June Confer
First School Year: 2006–07

Executive Director: Christie McKay

Total Enrollment: 314
2012–13 Grades:

PK-3 ☐ PK-4 ☐ K ☐ 1 ☐ 2 ☐ 3
4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10
11 ☐ 12 ☐ GED ☐ ADULT ED

2012–13 Application Deadline:
April 1 to April 19

Percentage of Highly Qualified Teachers: N/A
Student-to-Teacher Ratio: 18 to 1

School Mission:
To provide a high quality education for adults & children that empowers families through a culturally sensitive family literacy model. The school offers 6 levels of family literacy classes, including adult & early childhood education, & Child Development Associate classes. Required components of adult family literacy classes include ESL, computer, parenting classes, & Parent & Child Together Time.

Unique School Characteristics

∫ Integrated adult and early childhood education, using a family literacy model

∫ Dynamic, student-centered classes designed for parents and children learning English

∫ Recipient of the Washington Area Women’s Foundation Leadership Award

∫ Accredited by the Middle States Association of Colleges and Schools

Student Demographics

- African American: 13.7%
- Hispanic/Latino: 79.9%
- Caucasian: 0.3%
- Asian/Pacific Islander: 5.7%
- Native American/Indian: 0.3%
- Other: 0.0%

English Language Learners: 88.9%
Low Income: 94.6%
Special Education: 2.2%

Transportation

Metro/Bus Service*
S1; S2,4

*Please check www.wmata.com for updates.

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.

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## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.9%; 159 of 204 participating students progressed 5 points.</td>
<td>Yes</td>
</tr>
<tr>
<td>77.9%; 60 of 77 participating students progressed 3 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Education Strengthened Families PCS

- 70% of adult students with CASAS Life and Work pre-test scores between 153-210 will progress 5 points on the CASAS Life and Work Assessment for those who post-test.
- 70% of adult students with CASAS Life and Work pre-test scores greater than 210 will progress 3 points on the CASAS Life and Work Assessment or the Functional Writing Assessment for those who post-test.
- 65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely-held expectations of growth in language by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.
- 65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely-held expectations of growth in math by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.
- 65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely-held expectations of growth in the social-emotional domain by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% of participating students passed the practice exam.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Education Strengthened Families PCS

- 70% of adult students who complete 120 hours of Child Development Associate (CDA) instruction will pass the certification practice exam.

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 97.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Education Strengthened Families PCS

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
### Mission Specific Measures Targets

- 65% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed widely-held expectations of growth in literacy by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment.
- 70% of adult students who complete the required 120 hours of CDA instruction will complete a professional resource file with the rubric rating of “acceptable” on 30 criteria.
- 70% of pre-kindergarten families will score 5 or above on the Family Reading Journal Rubric.

### Mission Specific Results

- 97.2% of students met or exceeded widely-held expectations of growth.
- 100% of participating students received a rating of acceptable on the Professional Resource File.
- 97.4% of pre-kindergarten families scored 5 or above.

### Met Target?

- Yes
- Yes
- Yes

**TOTAL TARGETS MET**

11 OF 11
### School Profile

**Board Chair:** Lisa Hall  
**Executive Director:** Linda Moore, Ed.D.  
**Total Enrollment:** 350  
**School Mission:**

The Elsie Whitlow Stokes Community Freedom Public Charter School prepares 350 culturally diverse elementary school students in the District of Columbia to be leaders, scholars and responsible citizens who are committed to social justice. Stokes teaches 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, the Stokes School accomplishes its mission by creating an environment of achievement, respect and non-violence.

**Unique School Characteristics**

- Teaches students to think, read, write and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- School aims to increase students’ knowledge of and respect for their own cultures and the cultures of others
- School supports students’ emotional, physical and cognitive development and well-being

### Tier Explanations

**Tier 1** — High Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: **Tier 1 schools** meet standards of high performance; **Tier 2 schools** fall short of high performance standards but meet minimum overall performance standards; and **Tier 3 schools** fall significantly short of high performance standards, showing inadequate performance.

**Transportation**

- **Metro/Bus Service**
  - Parking: Brookland-CUA Metro Station
- **School Shuttle**
  - Morning and afternoon shuttle for a limited number of students

*Please check [www.wmata.com](http://www.wmata.com) for updates.*

### Student Demographics

- **African American:** 52.0%  
- **Hispanic/Latino:** 36.0%  
- **Caucasian:** 11.0%  
- **Asian/Pacific Islander:** 0.6%  
- **Native American/Indian:** 0.0%  
- **Other:** 0.0%  
- **English Language Learners:** 35.7%  
- **Low Income:** 74.6%  
- **Special Education:** 10.2%
Grades measured: 3–6

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>58.9</td>
<td>72.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>52.5</td>
<td>56.3%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>59.8</td>
<td>47.1%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.1</td>
<td>36.6%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>62.3</td>
<td>55.5%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>16.7</td>
<td>66.7%</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>51.2</td>
<td>40.9%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>97.6</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>86.2</td>
<td>88.6%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>63.5</td>
<td>63.5%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

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.

Accountability Plans

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Transportation

Metro/Bus Service*

*Please check www.wmata.com for updates.

Before Care

After Care

Students can get to the school by the following:

- **Brookland-CUA Metro Station**
- **School Shuttle** Morning and afternoon shuttle for a limited number of students

School Shuttle

Morning and afternoon shuttle for a limited number of students

**Elsie Whitlow Stokes Community Freedom PCS**

3700 Oakview Terrace, NE
Washington, DC 20017

(202) 265-7237
www.ewstokes.org

**School Profile**

**Board Chair:** Lisa Hall

**Executive Director:** Linda Moore, Ed.D.

**Total Enrollment:** 350

**2012–13 Grades:**

PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

**2012–13 Application Deadline:** October 15, 2012 to April 5, 2013

☑ Before Care  ☑ After Care

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 10 to 1

**School Mission:**

The Elsie Whitlow Stokes Community Freedom Public Charter School prepares 350 culturally diverse elementary school students in the District of Columbia to be leaders, scholars and responsible citizens who are committed to social justice. Stokes teaches 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, the Stokes School accomplishes its mission by creating an environment of achievement, respect and non-violence.

**Unique School Characteristics**

- Teaches students to think, read, write and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- School aims to increase students’ knowledge of and respect for their own cultures and the cultures of others
- School supports students’ emotional, physical and cognitive development and well-being

**Student Demographics**

- African American: 52.0%
- Hispanic/Latino: 36.0%
- Caucasian: 11.0%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 35.7%
- Low Income: 74.6%
- Special Education: 10.2%
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, 94.5% of students met or exceeded growth expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>74.4% of students increased by one level or maintained their benchmark score.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of students increased by at least one NCE.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.3% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
<tr>
<td>91.0% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 97.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 97.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>Yes</td>
</tr>
<tr>
<td>64.4% of students scored at or above test level 2.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
School Profile

Board Chair: Vito Germinario  
Executive Director: Kaye Savage  
Total Enrollment: 401  
2012–13 Grades: PK-3, PK-4, K, 1-10, 11, 12, GED, ADULT ED  
2012–13 Application Deadline: March 15, 2013 (Common App Date)  
Before Care  ✔  After Care

School Mission:  
Excel Academy Public Charter School will provide pre-school through eighth 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.

Unique School Characteristics
- Single-sex education model (girls)

Accountability Plans

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Transportation

Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.
**Excel Academy PCS**

**2012 School Performance Report**

### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.6% of students advanced one level or maintained Emerging/ Satisfactory status.</td>
<td>Yes</td>
</tr>
<tr>
<td>70.8% of students advanced one level or maintained proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>89.8% of students advanced one level or maintained Emerging/ Established status.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.3% of students scored at age equivalency.</td>
<td>Yes</td>
</tr>
<tr>
<td>The median score of students was at the 48th percentile.</td>
<td>No</td>
</tr>
<tr>
<td>53.5% of students scored proficient or advanced in reading.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 92%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94.4%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

6 of 8
School Profile

Board Chair: Donald L. Hense
First School Year: 1999–2000
Principal: Mya Baker
Total Enrollment: 649
2012–13 Grades: PK-3  PK-4  K  1  2  3  4  5  6  7  8  9  10  11  12  GED  ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care  After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 23 to 1
Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and cocurricular activities

School Mission:
The mission of Friendship Public Charter School 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.

Student Demographics

- African American 99.2%
- English Language Learners: 0.5%
- Low Income: 87.0%
- Special Education: 11.0%
- Hispanic/Latino 0.7%
- Caucasian 0.0%
- Asian/Pacific Islander 0.2%
- Native American/Indian 0.0%
- Other 0.0%

Transportation

Metro/Bus Service*
X1,3; X2; X8; X9; D6; B2

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
Friendship PCS – Blow-Pierce Elementary & Middle
2012 School Performance Report

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.1</td>
<td>20.0</td>
<td>27.8%</td>
</tr>
</tbody>
</table>

Growth on DC-CAS Mathematics over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.6</td>
<td>20.0</td>
<td>39.0%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or exceeding academic standards

Elementary grades DC-CAS Reading

<table>
<thead>
<tr>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>25.3</td>
<td>5.0</td>
<td>1.8%</td>
<td></td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Elementary grades DC-CAS Mathematics

<table>
<thead>
<tr>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.1</td>
<td>5.0</td>
<td>10.4%</td>
<td></td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4</td>
<td>1.25</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

Middle grades DC-CAS Reading

<table>
<thead>
<tr>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.9</td>
<td>5.0</td>
<td>10.2%</td>
<td></td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>1.25</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

Middle grades DC-CAS Mathematics

<table>
<thead>
<tr>
<th>Proficient and Advanced</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.2</td>
<td>5.0</td>
<td>42.6%</td>
<td></td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>1.25</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.5</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Proficient and Advanced 8th grade Mathematics

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.2</td>
<td>7.5</td>
<td>59.5%</td>
</tr>
</tbody>
</table>

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.6</td>
<td>10.0</td>
<td>96.0%</td>
</tr>
</tbody>
</table>

Re-enrollment in this school

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.9</td>
<td>10.0</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.7</td>
<td>100.0</td>
<td>35.7%</td>
</tr>
</tbody>
</table>

TIER 2

For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: Donald L. Hense
First School Year: 1999–2000

Principal: Mya Baker
Total Enrollment: 649
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care ☑ After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 23 to 1

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O/K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and cocurricular activities

School Mission:
The mission of Friendship Public Charter School 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.

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.

Transportation

Metro/Bus Service*
X1,3; X2; X8; X9; D6; B2
*Please check www.wmata.com for updates.

Student Demographics

- African American: 99.2%
- Hispanic/Latino: 0.7%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.5%
- Low Income: 87.0%
- Special Education: 11.0%
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.7% of students met growth expectations or exceeded performance expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>82.8% of students grew 2 or more levels or scored on grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.1% of students demonstrated proficiency.</td>
<td>No</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 91%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

4 OF 5
### School Profile

**Board Chair:** Donald L. Hense  
**First School Year:** 1998–99  
**Principal:** Morrice Harbour  
**Total Enrollment:** 767  
**2012–13 Grades:** PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED

**2012–13 Application Deadline:** March 15, 2013 (Common App Date)  
**Before Care**  
**After Care**  
**Percentage of Highly Qualified Teachers:** 100%  
**Student-to-Teacher Ratio:** 23 to 1

**Unique School Characteristics**  
- Standards-based curriculum with a focus on preparing students for success in high school & college  
- Saturday Learning Camp for students to provide additional academic support  
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)  
- Range of extracurricular and cocurricular activities

**School Mission:**  
The mission of Friendship Public Charter School 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.

### Student Demographics

- **African American:** 99.5%  
- **Hispanic/Latino:** 0.5%  
- **Caucasian:** 0.0%  
- **Asian/Pacific Islander:** 0.0%  
- **Native American/Indian:** 0.0%  
- **Other:** 0.0%  
- **English Language Learners:** 0.4%  
- **Low Income:** 83.0%  
- **Special Education:** 8.0%

### Tier Explanations

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

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: **Tier 1** schools meet standards of high performance; **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

### Transportation

**Metro/Bus Service**  
Potomac Avenue Metro Station/32,36,34; V7,8,9

*Please check www.wmata.com for updates.
**Points Earned**

**Points Possible**

**Percent of Possible Points**

---

**Student Progress (40 points): Academic improvement over time**

- **Growth on DC-CAS Reading over time**
  - Points Earned: 51.5
  - Points Possible: 100
  - Percent of Possible Points: 53.8%

- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 57.9
  - Points Possible: 100
  - Percent of Possible Points: 69.8%

---

**Student Achievement (25 points): Meeting or exceeding academic standards**

- **Elementary grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 34.1
    - Points Possible: 5.0
    - Percent of Possible Points: 13.4%

  - Advanced only
    - Points Earned: 0.5
    - Points Possible: 1.25
    - Percent of Possible Points: 1.9%

- **Elementary grades DC-CAS Mathematics**
  - Proficient and Advanced
    - Points Earned: 41.3
    - Points Possible: 5.0
    - Percent of Possible Points: 30.8%

  - Advanced only
    - Points Earned: 6.7
    - Points Possible: 1.25
    - Percent of Possible Points: 26.9%

- **Middle grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 47.8
    - Points Possible: 5.0
    - Percent of Possible Points: 28.1%

  - Advanced only
    - Points Earned: 4.7
    - Points Possible: 1.25
    - Percent of Possible Points: 19.0%

- **Middle grades DC-CAS Mathematics**
  - Proficient and Advanced
    - Points Earned: 65.1
    - Points Possible: 5.0
    - Percent of Possible Points: 54.2%

  - Advanced only
    - Points Earned: 11.6
    - Points Possible: 1.25
    - Percent of Possible Points: 46.6%

---

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- **Proficient and Advanced 3rd grade Reading**
  - Points Earned: 27.9
  - Points Possible: 7.5
  - Percent of Possible Points: 12.8%

- **Proficient and Advanced 8th grade Mathematics**
  - Points Earned: 60.8
  - Points Possible: 7.5
  - Percent of Possible Points: 50.0%

---

**Leading Indicators (20 points): Predictors of future student progress and achievement**

- **Attendance**
  - Points Earned: 95.2
  - Points Possible: 100.0
  - Percent of Possible Points: 100.0%

- **Re-enrollment in this school**
  - Points Earned: 79.7
  - Points Possible: 100.0
  - Percent of Possible Points: 69.0%

---

**TOTAL SCORE**

- Points Earned: 53.8
- Points Possible: 100.0
- Percent of Possible Points: 53.8%

---

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Friendship PCS – Chamberlain Elementary & Middle

1345 Potomac Avenue, SE
Washington, DC 20003
(202) 547-5800
www.friendshipschools.org

School Profile

Board Chair:
Donald L. Hense

Principal:
Morrise Harbour

Total Enrollment: 767

2012–13 Grades:
PK-3  PK-4  K  1  2  3
4  5  6  7  8  9  10
11  12  GED  ADULT ED

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

% Before Care  % After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 23 to 1

School Mission:
The mission of Friendship Public Charter School 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.

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school & college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and cocurricular activities

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.

Student Demographics

- African American: 99.5%
- Hispanic/Latino: 0.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.4%
- Low Income: 83.0%
- Special Education: 8.0%

Transportation

Metro/Bus Service*
Potomac Avenue Metro Station/32,36; 34; V7,8,9

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.0% of students met growth expectations or exceeded performance expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>95.0% of students grew 2 or more levels or scored on grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.2% of students demonstrated proficiency in Language Arts on the Fountas and Pinnell assessment.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 95%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

5 OF 5
Friendship PCS – Collegiate Academy

School Profile

Board Chair: Donald L. Hense
Principal: Peggy Jones
Total Enrollment: 1,132

2012–13 Grades:
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100.0%
Student-to-Teacher Ratio: 25 to 1

School Mission:
The mission of Friendship Public Charter School 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.

Unique School Characteristics
- College preparatory program that prepares students for college and work in a global economy
- AP courses starting in 9th grade, allowing high school students to take college-level work
- Develop critical and creative thinking, oral and written communication and intellectual curiosity

Student Demographics

- African American: 99.4%
- Hispanic/Latino: 0.4%
- Caucasian: 0.1%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.1%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 72.0%
- Special Education: 13.0%

Transportation

Metro/Bus Service*
Minnesota Avenue Metro Station

*Please check www.wmata.com for updates.
Friendship PCS – Collegiate Academy
2012 School Performance Report

Grades measured: 9–12

Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>42.2</td>
<td>65</td>
<td>34.9%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>64.1</td>
<td>65</td>
<td>97.4%</td>
</tr>
</tbody>
</table>

Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS</td>
<td>40.7</td>
<td>100</td>
<td>19.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.0</td>
<td>25</td>
<td>16.1%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS</td>
<td>52.8</td>
<td>100</td>
<td>40.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.6</td>
<td>25</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>90.7</td>
<td>100</td>
<td>79.1%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>36.3</td>
<td>50</td>
<td>70.9%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>63.2</td>
<td>75</td>
<td>82.0%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>100</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.1</td>
<td>100</td>
<td>81.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>80.6</td>
<td>100</td>
<td>63.9%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>82.7</td>
<td>100</td>
<td>69.4%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER 2</td>
<td>62.8</td>
<td>100.0</td>
<td>62.8%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile

**Board Chair:** Donald L. Hense
**Principal:** Joseph Speight
**Total Enrollment:** 549
**2012–13 Grades:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**2012–13 Application Deadline:**
March 15, 2013 (Common App Date)
- **Before Care**
- **After Care**

**Percentage of Highly Qualified Teachers:** 100%
**Student-to-Teacher Ratio:** 22 to 1

Unique School Characteristics
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Range of extracurricular and cocurricular activities

School Mission:
The mission of Friendship Public Charter School 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.

Student Demographics

- **African American:** 99.1%
- **English Language Learners:** 0.0%
- **Hispanic/Latino:** 0.7%
- **Low Income:** 89.0%
- **Caucasian:** 0.0%
- **Special Education:** 9.0%
- **Asian/Pacific Islander:** 0.2%
- **Native American/Indian:** 0.0%
- **Other:** 0.0%
- **Total Score:** 49.6%
- **Tier:** 2

Tier Explanations
1. **High Performing**
2. **Mid Performing**
3. **Low Performing**

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

- **Metro/Bus Service**
- Congress Heights Metro Station/A2

*Please check www.wmata.com for updates.*
## Friendship PCS – Southeast Elementary Academy
### 2012 School Performance Report

### Grades measured: 3–5

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>48.3</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>56.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>31.7</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>0.2</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>48.9</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>0.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>28.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>94.7</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>89.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>49.6</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place, SE
Washington, DC 20032

(202) 562-1980

www.friendshipschools.org

School Profile

Board Chair: Donald L. Hense
First School Year: 2005–06
Principal: Joseph Speight
Total Enrollment: 549
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 22 to 1

School Mission:
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Unique School Characteristics
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Student Demographics

- African American: 99.1%
- Hispanic/Latino: 0.7%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 89.0%
- Special Education: 9.0%

Transportation

Congress Heights Metro Station/A2

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will meet growth expectations or exceed performance expectations by the spring administration on the Teaching Strategies GOLD literacy assessment.</td>
<td>73.1% of students met growth expectations or exceeded performance expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>55% of kindergarten through second-grade students will increase by 2 or more reading levels or score on grade level or higher by the spring administration on the Fountas and Pinnell assessment.</td>
<td>90.8% of students grew 2 or more levels or scored on grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the Fountas and Pinnell assessment.</td>
<td>48.1% of students demonstrated proficiency.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 94.5%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 94%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

4 OF 5
Friendship PCS – Technology Preparatory Academy

School Profile

Board Chair: Donald L. Hense
Principal: Doranna Tindle-Mason
Total Enrollment: 383
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline:
March 15, 2013 (Common App Date)
☑️ Before Care  ☑️ After Care
Percentage of Highly Qualified Teachers: 78.0%
Student-to-Teacher Ratio: 25 to 1

Unique School Characteristics
- Prepares students for college and careers in science, technology, engineering and mathematics
- Equips students with iPads to engage them in learning
- Students learn math and science content through hands-on projects
- Partner with community organizations to expose students to a variety of college and career opportunities

School Mission:
The mission of Friendship Public Charter School 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.

Student Demographics

- African American: 98.6%
- Hispanic/Latino: 0.6%
- Caucasian: 0.6%
- Asian/Pacific Islander: 0.3%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 89.0%
Special Education: 9.0%

Transportation

Metro/Bus Service*
- Anacostia or Congress Heights Metro Station/A42, A46, A48

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

DC Public Charter School Board © 2013
| Grades measured: 6–8 |  |
|----------------------|  |
| **Student Progress (40 points): Academic improvement over time** |  |
| Growth on DC-CAS Reading over time |  |
| Points Earned | 8.8 | Points Possible | 20.0 | Percent of Possible Points | 44.0% |
| Growth on DC-CAS Mathematics over time |  |
| Points Earned | 10.2 | Points Possible | 20.0 | Percent of Possible Points | 51.0% |
| **Student Achievement (25 points): Meeting or exceeding academic standards** |  |
| DC-CAS Reading |  |
| Proficient and Advanced | 0.9 | 10.0 | 9.4% |
| Advanced only | 0.6 | 2.5 | 22.9% |
| DC-CAS Mathematics |  |
| Proficient and Advanced | 3.6 | 10.0 | 35.7% |
| Advanced only | 1.0 | 2.5 | 39.5% |
| **Gateway (15 points): Outcomes in key subjects that predict future educational success** |  |
| Proficient and Advanced 8th grade Mathematics | 7.3 | 15.0 | 48.5% |
| **Leading Indicators (20 points): Predictors of future student progress and achievement** |  |
| Attendance | 94.5 | 95.0% |
| Re-enrollment in this school | 84.3 | 82.8% |
| **TOTAL SCORE** | 50.1 | 50.1% |

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:

1. High Performing
   - Tier 1 schools meet standards of high performance;
2. Mid Performing
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and
3. Low Performing
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile

- **Board Chair:** Donald L. Hense
- **Principal:** Rictor Craig
- **First School Year:** 1998–99
- **Total Enrollment:** 499
- **2012–13 Grades:**
  - PK-3
  - PK-4
  - K
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - GED
  - ADULT ED
- **2012–13 Application Deadline:** March 15, 2013 (Common App Date)
  - Before Care
  - After Care
- **Percentage of Highly Qualified Teachers:** 93%
- **Student-to-Teacher Ratio:** 23 to 1
- **Unique School Characteristics**:
  - Standards-based curriculum with a focus on preparing students for success in high school and college
  - Saturday Learning Camp for students to provide additional academic support
  - Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
  - Range of extracurricular and cocurricular activities

Student Demographics

- **African American:** 96.4%
- **Hispanic/Latino:** 3.4%
- **Caucasian:** 0.2%
- **Asian/Pacific Islander:** 0.0%
- **Native American/Indian:** 0.0%
- **Other:** 0.0%
- **English Language Learners:** 2.6%
- **Low Income:** 66.0%
- **Special Education:** 11.0%

Transportation

- **Metro/Bus Service**: 82,83; B8; G8; H6
- **School Shuttle**
- Please check www.wmata.com for updates.
### Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading</td>
<td>54.9</td>
<td>20.0</td>
<td>62.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics</td>
<td>46.0</td>
<td>20.0</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>42.0</td>
<td>5.0</td>
<td>23.8%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.8</td>
<td>1.25</td>
<td>3.1%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>41.2</td>
<td>5.0</td>
<td>30.6%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.3</td>
<td>1.25</td>
<td>21.4%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>60.1</td>
<td>5.0</td>
<td>45.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.3</td>
<td>1.25</td>
<td>25.2%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>55.9</td>
<td>5.0</td>
<td>42.3%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.6</td>
<td>1.25</td>
<td>22.4%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>26.4</td>
<td>7.5</td>
<td>10.9%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>77.1</td>
<td>7.5</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>96.3</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>74.7</td>
<td>100.0</td>
<td>53.9%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>50.0</td>
<td>100.0</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

TIER 2

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Friendship PCS – Woodridge Elementary & Middle

2959 Carlton Avenue, NE
Washington, DC 20018
(202) 635-6500
www.friendshipschools.org

School Profile

Board Chair: Donald L. Hense
Principal: Rictor Craig
Total Enrollment: 499

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

First School Year: 1998–99

School Mission:
The mission of Friendship Public Charter School 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.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support

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.

Student Demographics

- African American: 96.4%
- Hispanic/Latino: 3.4%
- Caucasian: 0.2%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 2.6%
Low Income: 66.0%
Special Education: 11.0%

Transportation

Metro/Bus Service*
82, B8; G8; H6

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.0% of students met growth expectations or exceeded performance expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>93.0% of students grew 2 or more levels or scored on grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.3% of students demonstrated proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 96.3%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

5 OF 5
Hope Community PCS – Lamond

6200 Kansas Avenue, NE
Washington, DC 20011
(202) 722-4421
www.hopecommunitycs.org

2012 School Performance Report

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Board Chair: First School Year: 2008–09
James Kemp

Executive Director:
Michael DePass

Total Enrollment: 390

2012–13 Grades:
PK-3  PK-4  K  1  2  3
4  5  6  7  8  9  10
11  12  GED  ADULT ED

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

School Mission:
Hope Community Public Charter School’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.

Unique School Characteristics
- Recipient of 2011 Parent Choice Award from Imagine Schools
- In-house academic intervention program; after-school tutoring services
- Uses Common Core State Standards
- Dance, music, art and physical education elective classes for all students in grades PK to 6

Student Demographics

- African American: 93.8%
- Hispanic/Latino: 5.1%
- Caucasian: 1.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 1.8%
- Low Income: 44.1%
- Special Education: 7.2%

Transportation

Metro/Bus Service*

*Please check www.wmata.com for updates.
### Grades measured: 3–6

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>51.9</td>
<td>10.9</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>56.8</td>
<td>13.4</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading Proficient and Advanced</td>
<td>51.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.9</td>
<td>0.2</td>
</tr>
<tr>
<td>DC-CAS Mathematics Proficient and Advanced</td>
<td>46.2</td>
<td>3.6</td>
</tr>
<tr>
<td>Advanced only</td>
<td>11.5</td>
<td>1.2</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>55.0</td>
<td>6.8</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>92.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>61.5</td>
<td>1.4</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>100.0</td>
<td>2</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
### School Profile

**Board Chair:** James Kemp  
**Executive Director:** Michael DePass  
**Total Enrollment:** 390  
**2012–13 Grades:**
- PK-3
- PK-4
- K
- 6
- 7
- GED
- ADULT ED  
**2012–13 Application Deadline:** March 15, 2013 (Common App Date)  
☑ Before Care  
☑ After Care  
**Percentage of Highly Qualified Teachers:** 98%  
**Student-to-Teacher Ratio:** 11 to 1

#### Unique School Characteristics
- Recipient of 2011 Parent Choice Award from Imagine Schools  
- In-house academic intervention program; after-school tutoring services  
- Uses Common Core State Standards

#### School Mission:
Hope Community Public Charter School’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.

### 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.

### Transportation

**Metro/Bus Service**
- K6

*Please check www.wmata.com for updates.*

### Student Demographics

- **African American:** 93.8%  
- **Hispanic/Latino:** 5.1%  
- **Caucasian:** 1.0%  
- **Asian/Pacific Islander:** 0.0%  
- **Native American/Indian:** 0.0%  
- **Other:** 0.0%  
- **English Language Learners:** 1.8%  
- **Low Income:** 44.1%  
- **Special Education:** 7.2%
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.2% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
<tr>
<td>81.3% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
<tr>
<td>91.3% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.1% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
<tr>
<td>86.2% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94.8%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 92.4%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

<figure style="text-align: center;" class="image" data-page="162" data-rotation="true" data-rotation-correction="0">
<figcaption>7 OF 7</figcaption>
</figure>
School Profile

Board Chair: James Kemp

Executive Director: Michael DePass

Total Enrollment: 407

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

School Mission:
Hope Community Public Charter School’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.

Unique School Characteristics
- Strong results in: shared values, parent choice, academic achievement and positive character development
- Core knowledge in language arts, history, geography, math, science and fine arts
- Nurture and promote positive character development
- Strong intervention programs: BURST, Mindcircle, ANet, Math Steps and Stanford Math

Student Demographics

- African American: 96.6%
- Hispanic/Latino: 2.9%
- Caucasian: 0.2%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 2.7%
- Low Income: 81.1%
- Special Education: 10.6%

Transportation

Metro/Bus Service* Brookland-CUA Metro Station

*Please check www.wmata.com for updates.
**Grades measured: 3–8**

**Student Progress (40 points): Academic improvement over time**

- **Growth on DC-CAS Reading over time**: Points Earned 62.7, Percent of Possible Points 81.8%
- **Growth on DC-CAS Mathematics over time**: Points Earned 59.8, Percent of Possible Points 74.5%

**Student Achievement (25 points): Meeting or exceeding academic standards**

- **Elementary grades DC-CAS Reading**
  - Proficient and Advanced: Points Earned 39.4, Percent of Possible Points 20.4%
  - Advanced only: Points Earned 0.14, Percent of Possible Points 11.0%
- **Elementary grades DC-CAS Mathematics**
  - Proficient and Advanced: Points Earned 46.8, Percent of Possible Points 37.2%
  - Advanced only: Points Earned 0.41, Percent of Possible Points 33.0%
- **Middle grades DC-CAS Reading**
  - Proficient and Advanced: Points Earned 53.8, Percent of Possible Points 36.3%
  - Advanced only: Points Earned 0.31, Percent of Possible Points 24.6%
- **Middle grades DC-CAS Mathematics**
  - Proficient and Advanced: Points Earned 56.9, Percent of Possible Points 43.5%
  - Advanced only: Points Earned 0.46, Percent of Possible Points 36.9%

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- **Proficient and Advanced 3rd grade Reading**: Points Earned 31.4, Percent of Possible Points 17.0%
- **Proficient and Advanced 8th grade Mathematics**: Points Earned 66.7, Percent of Possible Points 57.5%

**Leading Indicators (20 points): Predictors of future student progress and achievement**

- **Attendance**: Points Earned 86.9, Percent of Possible Points 19.0%
- **Re-enrollment in this school**: Points Earned 80.8, Percent of Possible Points 72.3%

**TOTAL SCORE**

TIER 2

For a more detailed explanation of the indicators, see our user guide.
Hope Community PCS – Tolson

School Profile

Board Chair: James Kemp
Executive Director: Michael DePass
Total Enrollment: 407
2012–13 Grades: PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 17 to 1

Unique School Characteristics
- Strong results in: shared values, parent choice, academic achievement and positive character development
- Core knowledge in language arts, history, geography, math, science and fine arts
- Nurture and promote positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps and Stanford Math

School Mission:
Hope Community Public Charter School’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.

Student Demographics

- African American 96.6%
- Hispanic/Latino 2.9%
- Caucasian 0.2%
- Asian/Pacific Islander 0.2%
- Native American/Indian 0.0%
- Other 0.0%

English Language Learners: 2.7%
Low Income: 81.1%
Special Education: 10.6%

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.

Transportation

Metro/Bus Service
Brookland-CUA Metro Station

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of pre-kindergarten-3 students will advance one level or maintain readiness in literacy (print) by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).</td>
<td>93.3% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of pre-kindergarten-4 students will advance one level or maintain readiness in literacy (phonemes) by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).</td>
<td>86% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
<tr>
<td>80% of pre-kindergarten-4 students will advance one level or maintain readiness in math by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT).</td>
<td>93.1% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Stanford Achievement Test (SAT-10).</td>
<td>68.4% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten through second-grade students will score at or above stanine 4 in math on the Stanford Achievement Test (SAT-10).</td>
<td>78.6% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 87.1%.</td>
<td>No</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 86.6%.</td>
<td>No</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

5 OF 7
2012 School Performance Report

Hospitality PCS

WARD

4301 13th Street, NW 3rd Floor
Washington, DC 20011
(202) 737-4150
www.washingtonhospitality.org

Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:

1. High Performing
2. Mid Performing
3. Low Performing

School Mission:
The mission of Hospitality Public Charter High School is to ensure that students have access to an excellent educational program designed to promote success in college and in the hospitality industry.

Unique School Characteristics
- Career and college preparatory curriculum
- College counseling and scholarships
- Hands-on business industry exposure

Tier 1
65.0–100.0%
Tier 2
35.0–64.9%
Tier 3
0.0–34.9%

Total Score: 38.2%
2011 Score: 45.5%

School Profile

Board Chair: Michael Durso
First School Year: 1999–2000
Executive Director: Tiffany Godbout
Total Enrollment: 166
2012–13 Grades:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

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

Percentage of Highly Qualified Teachers: 92.0%
Student-to-Teacher Ratio: 11 to 1

Student Demographics

- African American: 91.0%
- Hispanic/Latino: 8.4%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.6%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 2.4%
Low Income: 80.7%
Special Education: 32.5%

Transportation

Metro/Bus Service*
52,53,54

*Please check www.wmata.com for updates.
**Hospitality PCS**  
2012 School Performance Report

### Grades measured: 9–12

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>53.2</td>
<td>5.0/7.5</td>
<td>66.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>54.5</td>
<td>5.3/7.5</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS</td>
<td>26.1</td>
<td>0.0/10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>26</td>
<td>26</td>
<td>100.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0/2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS</td>
<td>25.5</td>
<td>0.7/10.0</td>
<td>6.6%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>20</td>
<td>25</td>
<td>100.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0/2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0.0</td>
<td>0.0/5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>50.0</td>
<td>0.0/7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>13.6</td>
<td>1.7/7.5</td>
<td>23.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>47.6</td>
<td>4.4/7.5</td>
<td>58.1%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>7.5/7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90.0</td>
<td>5.0/10.0</td>
<td>50.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>78.7</td>
<td>5.7/10.0</td>
<td>56.6%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>78.0</td>
<td>3.1/5.0</td>
<td>61.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

|                       | TIER 2        | 38.2/100.0      | 38.2%                      |

For a more detailed explanation of the indicators, see our user guide.
Howard Road Academy
PCS – Howard Road Main

2012 School Performance Report

701 Howard Road, SE
Washington, DC 20020
(202) 610-4193
www.howardroadacademy.org

School Profile

Board Chair: Carla Bailey, Ph.D.
First School Year: 2001–02
Executive Director: LaTonya Henderson, Ed.D.
Total Enrollment: 502
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

School Mission:
Howard Road Academy Public Charter School focuses on student achievement and providing the highest quality education possible. We offer a highly structured curriculum that sets high expectations and is tailored to meet the individual needs of each student. We are committed to working closely with this community to ensure its continued growth.

Unique School Characteristics
- Recipient of the Department of Health Immunization Excellence Award
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring

Student Demographics

- African American: 99.4%
- Hispanic/Latino: 0.4%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.2%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 88.4%
- Special Education: 11.2%

Transportation

Metro/Bus Service*
Anacostia Metro Station

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.

DC Public Charter School Board © 2013

169
Grades measured: 3–6

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.9</td>
<td>20.0</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

Growth on DC-CAS Mathematics over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.9</td>
<td>20.0</td>
<td>34.3%</td>
</tr>
</tbody>
</table>

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading

Proficient and Advanced

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>2.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

DC-CAS Mathematics

Proficient and Advanced

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7</td>
<td>10.0</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

Advanced only

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2</td>
<td>2.5</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>15.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3</td>
<td>10.0</td>
<td>83.2%</td>
</tr>
</tbody>
</table>

Re-enrollment in this school

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8</td>
<td>10.0</td>
<td>38.3%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.8</td>
<td>100.0</td>
<td>28.8%</td>
</tr>
</tbody>
</table>

Howard Road Academy PCS – Howard Road Main
2012 School Performance Report

For a more detailed explanation of the indicators, see our user guide.
Howard Road Academy PCS – Howard Road Main
701 Howard Road, SE
Washington, DC 20020
(202) 610-4193
www.howardroadacademy.org

School Profile

Board Chair:
Carla Bailey, Ph.D.

Executive Director:
LaTonya Henderson, Ed.D.

Total Enrollment: 502

2012–13 Grades:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

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

School Mission:
Howard Road Academy Public Charter School focuses on student achievement and providing the highest quality education possible. We offer a highly structured curriculum that sets high expectations and is tailored to meet the individual needs of each student. We are committed to working closely with this community to ensure its continued growth.

Unique School Characteristics

Recipient of the Department of Health Immunization Excellence Award
Summer school enrichment
Saturday Academy
After-school programming and tutoring

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.4%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Transportation

Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.8% of students advanced one grade level.</td>
<td>Yes</td>
</tr>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.8% of students demonstrated proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>Results unavailable (Primary source data not available at the time of review)</td>
<td>No</td>
</tr>
<tr>
<td>Results unavailable (Primary source data not available at the time of review)</td>
<td>No</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The re-enrollment rate was 68.4%.</td>
<td>No</td>
</tr>
<tr>
<td>The average daily attendance was 88.9% for pre-kindergarten and 90.9% for kindergarten through second-grade.</td>
<td>No</td>
</tr>
</tbody>
</table>

## Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.9% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>No</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

2 of 9

*Primary source data were not available at the time of review.*
School Profile

Board Chair: Carla Bailey, Ph.D.
Executive Director: LaTonya Henderson, Ed.D.
Total Enrollment: 123
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

School Mission:
We are focused on student achievement and providing the highest quality education possible. We offer a highly structured curriculum that sets high expectations and is tailored to meet the individual needs of each student. We are committed to working closely with this community to ensure its continued growth.

Unique School Characteristics
- (School did not report)

Student Demographics
- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 88.6%
- Special Education: 12.2%

Tier Explanations
- Tier 1: High Performing
- Tier 2: Mid Performing
- Tier 3: Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation
- Metro/Bus Service*
  - Anacostia Metro Station/B2

*Please check www.wmata.com for updates.
### Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School
#### 2012 School Performance Report

#### Grades measured: 6–8

<table>
<thead>
<tr>
<th>Category</th>
<th>Floor Goal</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0 – 30</td>
<td>48.5</td>
<td>46.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0 – 30</td>
<td>41.5</td>
<td>46.3%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0 – 100</td>
<td>53.8</td>
<td>65.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>4.5</td>
<td>18.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0 – 100</td>
<td>51.2</td>
<td>36.1%</td>
</tr>
<tr>
<td>Advanced only</td>
<td></td>
<td>4.4</td>
<td>16.5%</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>0 – 100</td>
<td>51.0</td>
<td>37.5%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>0 – 100</td>
<td>36.2</td>
<td>12.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0 – 100</td>
<td>63.1</td>
<td>19.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.8</td>
<td>3</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Howard Road Academy Public Charter School focuses on student achievement and providing the highest quality education possible. We offer a highly structured curriculum that sets high expectations and is tailored to meet the individual needs of each student. We are committed to working closely with this community to ensure its continued growth.

School Mission:

Transportation

Metro/Bus Service*
36; M6; A11; J13; K11

School Shuttle
Provided; check with school for more details

*Please check www.wmata.com for updates.

African American 97.2%
Hispanic/Latino 2.8%
Caucasian 0.0%
Asian/Pacific Islander 0.0%
Native American/Indian 0.0%
Other 0.0%

English Language Learners: 0.0%
Low Income: 90.9%
Special Education: 1.4%

Before Care ☑
After Care ☐

Unique School Characteristics
- Recipient of Department of Health Immunization Excellence Award
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring

School Profile

Board Chair: Carla Bailey, Ph.D.
Executive Director: LaTonya Henderson, Ed.D.
Total Enrollment: 143
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 25 to 1

Howard Road Academy PCS – Pennsylvania Avenue
3000 Pennsylvania Avenue, SE
Washington, DC 20020
(202) 582-3322
www.howardroadacademy.org

DC Public Charter School Board © 2013
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>86.3% of students advanced one grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### 75% of pre-kindergarten students will advance one grade level in expressive communication, adaptive, motor, social and cognition skills by the spring administration on the Get It! Got It! Go! Assessment.

#### 70% of kindergarten through first-grade students will advance one level or maintain proficiency by the spring administration on the Scantron Reading Achievement assessment.

#### 70% of kindergarten through first-grade students will advance one level or maintain proficiency by the spring administration on the Scantron Math Achievement assessment.

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>86.3% of students demonstrated proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### 70% of pre-kindergarten students will demonstrate proficiency on the Get It! Got It! Go! assessment.

#### 70% of kindergarten through second-grade students will demonstrate proficiency on the Scantron Reading Achievement assessment.

#### 70% of kindergarten through second-grade students will demonstrate proficiency on the Scantron Math Achievement assessment.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The re-enrollment rate was 35.6%.</td>
<td>No</td>
</tr>
</tbody>
</table>

#### 70% of eligible pre-kindergarten through third-grade students will re-enroll for the 2011-2012 school year.

#### On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. Kindergarten through second-grade students will attend school 92% of the days.

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

#### 75% of parents will report “satisfied” or “highly satisfied” with the school on the end of year parent satisfaction survey.

**TOTAL TARGETS MET**

7 of 9
Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: 

1. **High Performing**
   - Tier 1 schools meet standards of high performance;

2. **Mid Performing**
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and

3. **Low Performing**
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**School Profile**

**Board Chair:**
Hassan Minor, Ph.D.

**Executive Director:**
Yohance C. Maquabela

**Total Enrollment:** 304

**2012–13 Grades:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 20 to 1

**School Mission:**
The Howard University Middle School of Mathematics and Science (MS)2 is a public charter committed to academic excellence, with a specific focus on mathematics and science.

**Unique School Characteristics**
- Located on the campus of Howard University
- Strong emphasis on mathematics, science and technology
- Small class sizes
- Numerous public and private partnerships
- A bi-weekly Saturday Academy
- Extended enrichment and STEM connections

**Transportation**

**Metro/Bus Service**
- Shaw-Howard Metro Station/70; 79

*Please check www.wmata.com for updates.*

**Student Demographics**

- **African American:** 94.1%
- **Hispanic/Latino:** 4.9%
- **Caucasian:** 0.0%
- **Asian/Pacific Islander:** 0.7%
- **Native American/Indian:** 0.3%
- **Other:** 0.0%

- **English Language Learners:** 3.0%
- **Low Income:** 62.2%
- **Special Education:** 4.3%
Grades measured: 6–8

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>0 30 70 100</td>
</tr>
<tr>
<td>55.3</td>
</tr>
<tr>
<td>63.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>0 30 70 100</td>
</tr>
<tr>
<td>49.9</td>
</tr>
<tr>
<td>49.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 28 100</td>
</tr>
<tr>
<td>73.6</td>
</tr>
<tr>
<td>63.6%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25 100</td>
</tr>
<tr>
<td>13.6</td>
</tr>
<tr>
<td>54.5%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 24 100</td>
</tr>
<tr>
<td>79.2</td>
</tr>
<tr>
<td>72.7%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25 100</td>
</tr>
<tr>
<td>15.9</td>
</tr>
<tr>
<td>63.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
</tr>
<tr>
<td>0 22 100</td>
</tr>
<tr>
<td>85.2                                                                   81.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>0 85 95</td>
</tr>
<tr>
<td>96.3                                                                   100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>0 57 90</td>
</tr>
<tr>
<td>84.1                                                                   82.2%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

<table>
<thead>
<tr>
<th>TIER 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.6</td>
</tr>
<tr>
<td>69.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012-13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

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

Unique School Characteristics
■ (School did not report)

School Mission:
To empower students to become academically excellent, personally fulfilled, and interdependent contributors in a world of diverse peoples. The focus of the program is to equip students with the ability to excel in all academic and personal growth areas; to appreciate fine arts; to express their creativity, and develop their critical thinking skills; to enhance their intuitive abilities, and to use these various dimensions to solve problems.

Student Demographics

- African American 96.2%
- Hispanic/Latino 2.8%
- Caucasian 0.0%
- Asian/Pacific Islander 1.0%
- Native American/Indian 0.0%
- Other 0.0%

English Language Learners: 6.6%
Low Income: 60.1%
Special Education: 7.0%

Transportation

Metro/Bus Service*
K2; K6

*Please check www.wmata.com for updates.

Ideal Academy PCS
2012 School Performance Report

School Profile
Board Chair: Patricia Cooks
Executive Director: George Rutherford, Ph.D.
Total Enrollment: 286

2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

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

Unique School Characteristics
■ (School did not report)

Tier Explanations
1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics

- African American 96.2%
- Hispanic/Latino 2.8%
- Caucasian 0.0%
- Asian/Pacific Islander 1.0%
- Native American/Indian 0.0%
- Other 0.0%

English Language Learners: 6.6%
Low Income: 60.1%
Special Education: 7.0%

Transportation

Metro/Bus Service*
K2; K6

*Please check www.wmata.com for updates.
### Ideal Academy PCS

#### 2012 School Performance Report

**Grades measured: 3–8**

**Student Progress (40 points):** Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>5.4 / 20.0</td>
<td>27.0%</td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>3.1 / 20.0</td>
<td>15.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Student Achievement (25 points):** Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficiency Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>DC-CAS Reading</td>
<td>Proficient &amp; Advanced</td>
<td>1.9 / 5.0</td>
<td>38.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>0.08 / 1.25</td>
<td>6.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC-CAS Mathematics</td>
<td>Proficient &amp; Advanced</td>
<td>1.4 / 5.0</td>
<td>28.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>0.31 / 1.25</td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>Middle</td>
<td>DC-CAS Reading</td>
<td>Proficient &amp; Advanced</td>
<td>0.3 / 5.0</td>
<td>6.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>0.19 / 1.25</td>
<td>15.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC-CAS Mathematics</td>
<td>Proficient &amp; Advanced</td>
<td>0.8 / 5.0</td>
<td>15.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advanced only</td>
<td>0.00 / 1.25</td>
<td>0.0%</td>
<td></td>
</tr>
</tbody>
</table>

**Gateway (15 points):** Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
<th>Proficiency Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient &amp; Advanced 3rd grade Reading</td>
<td>3.0 / 7.5</td>
<td>39.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proficient &amp; Advanced 8th grade Mathematics</td>
<td>2.2 / 7.5</td>
<td>29.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points):** Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>9.0 / 10.0</td>
<td>90.0%</td>
<td></td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>2.1 / 10.0</td>
<td>21.1%</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.7 / 100.0</td>
<td>3</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
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.
### Ideal Academy PCS
2012 School Performance Report

<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will progress to the spring developmental range in letter identification, print/word awareness, and rhyme by the spring administration on the Phonological Awareness Literacy Screening Assessment (PALS).</td>
<td>87.4% of students progressed to the spring developmental range.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will progress to proficient in reading, or maintain proficiency, by the spring administration on the Discovery Benchmark Assessment.</td>
<td>86.8% of students progressed to proficient or maintained proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of kindergarten through second-grade students will score at or above the 70th percentile in reading on the Stanford 10 Achievement Test (SAT-10).</td>
<td>56.3% of students scored at or above the 70th percentile.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 69.3%.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Specific Measures Targets</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of parents surveyed will report being “satisfied” or “highly satisfied” with the school on the end of year parent satisfaction survey.</td>
<td>96% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

3 of 5
Imagine Southeast PCS

3100 Martin Luther King Jr. Avenue, SE
Washington, DC 20032
(202) 561-1622
www.imaginesoutheastpcs.org

School Profile

Board Chair: Barbara Bazron, Ph.D.
Executive Director: Michael DePass
Total Enrollment: 528
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10
11 12 GED ADULT ED

School Mission: We will prepare students to love learning, have outstanding character, and take responsibility for themselves and others through a culturally responsive, single-sex educational environment that emphasizes quality academic content, character development, community involvement and student leadership.

Unique School Characteristics
- Gender-specific instruction for all students; single-sex classes starting in first grade
- Data-driven instruction based on each child’s individual learning capacity and style
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Integration of learning through project-based learning and field trips

Student Demographics

African American: 100.0%
Hispanic/Latino: 0.0%
Caucasian: 0.0%
Asian/Pacific Islander: 0.0%
Native American/Indian: 0.0%
Other: 0.0%

English Language Learners: 0.0%
Low Income: 92.6%
Special Education: 8.7%

Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Congress Heights Metro Station

*Please check www.wmata.com for updates.

2012 School Performance Report

Transportation

School Profile

Student Demographics

Tier Explanations

Imagine Southeast PCS

3100 Martin Luther King Jr. Avenue, SE
Washington, DC 20032
(202) 561-1622
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- Integration of learning through project-based learning and field trips

Student Demographics

African American: 100.0%
Hispanic/Latino: 0.0%
Caucasian: 0.0%
Asian/Pacific Islander: 0.0%
Native American/Indian: 0.0%
Other: 0.0%

English Language Learners: 0.0%
Low Income: 92.6%
Special Education: 8.7%

Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Congress Heights Metro Station

*Please check www.wmata.com for updates.
Grades measured: 3–5

**Student Progress (40 points): Academic improvement over time**

- Growth on DC-CAS Reading over time
  - Points Earned: 54.0
  - Percent of Possible Points: 60.0%
  - Points Possible: 12.0
  - Points Possible: 20.0
- Growth on DC-CAS Mathematics over time
  - Points Earned: 57.9
  - Percent of Possible Points: 69.8%
  - Points Possible: 14.0
  - Points Possible: 20.0

**Student Achievement (25 points): Meeting or exceeding academic standards**

- DC-CAS Reading
  - Proficient and Advanced
    - Points Earned: 36.7
    - Percent of Possible Points: 16.8%
    - Points Possible: 1.7
    - Points Possible: 10.0
  - Advanced only
    - Points Earned: 1.9
    - Percent of Possible Points: 7.6%
    - Points Possible: 0.2
    - Points Possible: 2.5
- DC-CAS Mathematics
  - Proficient and Advanced
    - Points Earned: 32.9
    - Percent of Possible Points: 20.8%
    - Points Possible: 2.1
    - Points Possible: 10.0
  - Advanced only
    - Points Earned: 4.4
    - Percent of Possible Points: 17.7%
    - Points Possible: 0.4
    - Points Possible: 2.5

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- Proficient and Advanced 3rd grade Reading
  - Points Earned: 23.7
  - Percent of Possible Points: 7.6%
  - Points Possible: 1.1
  - Points Possible: 15.0

**Leading Indicators (20 points): Predictors of future student progress and achievement**

- Attendance
  - Points Earned: 85.5
  - Percent of Possible Points: 5.0%
  - Points Possible: 0.5
  - Points Possible: 10.0
- Re-enrollment in this school
  - Points Earned: 68.8
  - Percent of Possible Points: 36.1%
  - Points Possible: 3.6
  - Points Possible: 10.0

**TOTAL SCORE**

- Tier: 2
- Points Earned: 35.6
- Percent of Possible Points: 35.6%
- Points Possible: 100.0

For a more detailed explanation of the indicators, see our user guide.
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.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.1% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
<tr>
<td>78% of students maintained readiness.</td>
<td>No</td>
</tr>
<tr>
<td>91.8% of students advanced one level or maintained readiness.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.6% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
<tr>
<td>70.9% of students scored at or above stanine 4.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 82%.</td>
<td>No</td>
</tr>
<tr>
<td>The average daily attendance was 84.6%.</td>
<td>No</td>
</tr>
</tbody>
</table>

## TOTAL TARGETS MET

![4 OF 7]
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.

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.

School Profile

Board Chair: Gary Cohen  
First School Year: 2011–12  
Executive Director: Deborah Dantzler Williams  
Total Enrollment: 210  
2012–13 Grades:  
 PK-3 PK-4 K 1 2 3  
 4 5 6 7 8 9 10  
 11 12 GED ADULT ED

School Mission:
At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents will ensure that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Unique School Characteristics
- Inquiry-based classrooms in which teachers challenge students to ask, investigate, and answer questions
- Our standards-based curriculum and student goals are centered on the 4 I’s: Intellect, Inquiry, Imagination, and Integrity,
  and our instruction is structured around Common Core Standards with mathematics, reading, and writing taught through a workshop model
- Student-directed learning that is differentiated

Student Demographics

- African American: 50.4%
- Hispanic/Latino: 5.9%
- Caucasian: 38.5%
- Asian/Pacific Islander: 5.2%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 6.0%
- Low Income: 22.2%
- Special Education: 7.4%

Transportation

*Please check www.wmata.com for updates.

Inspired Teaching Demonstration PCS
1328 Florida Avenue, NW  
Washington, DC 20009  
(202)-248-6825  
www.inspiredteachingschool.org
### Student Progress Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in reading by the spring administration on the Teaching Strategies GOLD assessment.</td>
<td>83.3% of students demonstrated one year of growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average of one year of growth in math by the spring administration on the Teaching Strategies GOLD assessment.</td>
<td>98.5% of students demonstrated one year of growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the Developmental Reading Assessment (DRA).</td>
<td>Results unavailable*</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of first-grade students will score on grade level (level 18) on the Developmental Reading Assessment (DRA).</td>
<td>71.4% of students scored on grade level.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of second-grade students will score on grade level (level 28) on the Developmental Reading Assessment (DRA).</td>
<td>82.3% of students scored on grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 96.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

6 of 7

*Primary source data were not available at the time of review.*
Integrated Design & Electronics Academy PCS (High School)

School Profile

Board Chair: David Owens
Executive Director: John Goldman
Total Enrollment: 362
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100.0%
Student-to-Teacher Ratio: 20 to 1

School Mission: The mission of the Integrated Design Electronics Academy (IDEA) Public Charter School Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work.

Unique School Characteristics
- College-preparatory curriculum including AP courses in Calculus, Chemistry, English, US History and World History
- Student paid internship program
- Full JROTC program for grades 9-12
- Career and Technical Education Courses in computer science, computer-assisted drafting (CAD) and electrical housewiring; students can earn industry certification in A+ Computer Repair, Network+, and CISCO (CCNA)

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>99.4%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.3%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%
Low Income: 86.5%
Special Education: 15.2%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Deanwood or Minnesota Avenue Metro Station/U4

*Please check www.wmata.com for updates.
### Student Progress (15 points): Test score improvement over time

**Growth on DC-CAS Reading over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.8</td>
<td>100</td>
<td>43.8%</td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Mathematics over time**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5</td>
<td>100</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

**Reading 10th DC-CAS**

- **Proficient and Advanced**
<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>43.3</td>
<td>100</td>
<td>43.3%</td>
</tr>
</tbody>
</table>

- **Advanced only**
<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.0</td>
<td>25</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

**Mathematics 10th DC-CAS**

- **Proficient and Advanced**
<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.7</td>
<td>100</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

- **Advanced only**
<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0</td>
<td>25</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Advanced Placement and International Baccalaureate performance (12th)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>5.0</td>
<td>10.9%</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

**Graduation rate**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.0</td>
<td>100</td>
<td>78.0%</td>
</tr>
</tbody>
</table>

**PSAT performance (11th)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.9</td>
<td>100</td>
<td>8.9%</td>
</tr>
</tbody>
</table>

**SAT performance (12th)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.6</td>
<td>75</td>
<td>24.6%</td>
</tr>
</tbody>
</table>

**College acceptance rate**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0</td>
<td>75</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

**Attendance**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.9</td>
<td>100</td>
<td>81.9%</td>
</tr>
</tbody>
</table>

**Re-enrollment in this school**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.9</td>
<td>100</td>
<td>65.9%</td>
</tr>
</tbody>
</table>

**9th grade credits (on track to graduate)**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>81.8</td>
<td>100</td>
<td>81.8%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.4</td>
<td>100.0</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Integrated Design & Electronics Academy PCS (Middle School)

School Profile

Board Chair: David Owens
Executive Director: John Goldman
Total Enrollment: 362
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
The mission of the Integrated Design Electronics Academy (IDEA) Public Charter School Military Academy is to develop young people with the academic, social, leadership and occupational skills to compete successfully in post secondary education/training and enter challenging careers in the technical fields of work.

Unique School Characteristics:
- College-preparatory curriculum including AP courses in Calculus, Chemistry, English, US History and World History
- Student paid internship program
- Full JROTC program for grades 9-12

Student Demographics

African American: 99.4%
Hispanic/Latino: 0.3%
Caucasian: 0.3%
Asian/Pacific Islander: 0.0%
Native American/Indian: 0.0%
Other: 0.0%

English Language Learners: 0.0%
Low Income: 86.5%
Special Education: 15.2%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Deanwood or Minnesota Avenue Metro Station/U4

*Please check www.wmata.com for updates.
### Integrated Design & Electronics Academy PCS (Middle School)
#### 2012 School Performance Report

**Grades measured: 7–8**

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>1.7</td>
<td>8.2%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>2.3</td>
<td>11.5%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.1</td>
<td>0.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3</td>
<td>11.8%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.5</td>
<td>24.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.3</td>
<td>11.8%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>4.1</td>
<td>27.1%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0.5</td>
<td>5.4%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>2.7</td>
<td>27.4%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>TIER</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>14.3</td>
<td>14.3%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:

1. High Performing
2. Mid Performing
3. Low Performing

School Mission:
KIPP DC Public Charter School’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Unique School Characteristics
- College preparatory curriculum; daily, individualized, small-group instruction
- Extended day, week, month and school year
- Saturday school program with a focus on the arts; foreign language and arts offered daily
- Focus on building character and college readiness

Student Demographics

- African American: 99.4%
- English Language Learners: 0.3%
- Low Income: 87.4%
- Special Education: 18.1%
- Hispanic/Latino: 0.6%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

Transportation

Metro/Bus Service:
- Anacostia Metro Station/93,94; W2,W3,W6,W8

*Please check www.wmata.com for updates.
# Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>19.2</td>
<td>96.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Math</td>
<td>20.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

# Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>4.4</td>
<td>43.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.8</td>
<td>33.9%</td>
</tr>
<tr>
<td>DC-CAS Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>8.0</td>
<td>80.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

# Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>15.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

# Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>9.4</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th></th>
<th>TIER</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>89.4</td>
<td>89.4%</td>
</tr>
</tbody>
</table>
School Profile

Board Chair: Terry Golden
Principal: Jessica Cunningham
Total Enrollment: 294

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

Unique School Characteristics
- College preparatory curriculum including AP courses
- College transition course aiding with application process and test preparation
- Saturday School program with a focus on service learning projects

School Mission:
KIPP DC’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 85.4%
- Special Education: 17.0%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
- Anacostia Metro Station/93,94; W2,W3,W6,W8

*Please check www.wmata.com for updates.
## Grades measured: 9–12

### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>0</td>
<td>30</td>
<td>45.5</td>
<td>7.5</td>
<td>44.3%</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>0</td>
<td>30</td>
<td>58.8</td>
<td>7.5</td>
<td>82.3%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading 10th DC-CAS</strong></td>
<td>0</td>
<td>25</td>
<td>51.6</td>
<td>10.0</td>
<td>34.2%</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
<td>0</td>
<td>25</td>
<td>7.4</td>
<td>2.5</td>
<td>29.5%</td>
</tr>
<tr>
<td><strong>Mathematics 10th DC-CAS</strong></td>
<td>0</td>
<td>20</td>
<td>75.8</td>
<td>10.0</td>
<td>69.6%</td>
</tr>
<tr>
<td><strong>Advanced only</strong></td>
<td>0</td>
<td>25</td>
<td>12.6</td>
<td>2.5</td>
<td>50.5%</td>
</tr>
<tr>
<td><strong>Advanced Placement and International Baccalaureate performance (12th)</strong></td>
<td>0</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation rate</strong></td>
<td>0</td>
<td>57</td>
<td>38.1</td>
<td>10.0</td>
<td>74.8%</td>
</tr>
<tr>
<td><strong>PSAT performance (11th)</strong></td>
<td>0</td>
<td>50</td>
<td>38.1</td>
<td>7.5</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>SAT performance (12th)</strong></td>
<td>0</td>
<td>75</td>
<td>63</td>
<td>10.0</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>College acceptance rate</strong></td>
<td>0</td>
<td>63</td>
<td>63</td>
<td>5.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>0</td>
<td>85</td>
<td>96.9</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment in this school</strong></td>
<td>0</td>
<td>64</td>
<td>82.6</td>
<td>10.0</td>
<td>71.6%</td>
</tr>
<tr>
<td><strong>9th grade credits (on track to graduate)</strong></td>
<td>0</td>
<td>44</td>
<td>85.3</td>
<td>5.0</td>
<td>74.1%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th><strong>TIER 1</strong></th>
<th><strong>Points Earned</strong></th>
<th><strong>Points Possible</strong></th>
<th><strong>Percent of Possible Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.3</td>
<td>72.5</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

KIPP DC – Discover Academy PCS

2600 Douglass Road, SE (202) 678-7735
Washington, DC 20020 www.kippdc.org

School Profile

Board Chair: Terry Golden
Principal: Philonda Johnson
Total Enrollment: 293
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

School Mission:
KIPP DC’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Unique School Characteristics
- Many extracurricular activities offered, including Girl Scouts, choir, pep squad, and soccer
- Students engage in learning through our three-fold approach: hands-on, hearts-on and minds-on
- Students learn necessary social skills that foster teamwork and prepare them for the world beyond
- Students explore the values of lead; imagine; give; honor and try through stories and lessons

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.

Student Demographics

- African American 100.0%
- Hispanic/Latino 0.0%
- Caucasian 0.0%
- Asian/Pacific Islander 0.0%
- Native American/Indian 0.0%
- Other 0.0%
- English Language Learners: 0.0%
- Low Income: 85.3%
- Special Education: 4.4%

Transportation

Metro/Bus Service* Anacostia Metro Station/W2,W3,W6,W8; 93, 94

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.7% of students made 0 or greater NCE growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>70.7% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
<tr>
<td>46.9% of students met or exceeded growth targets.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94.3%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance for kindergarten students was 95.4%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The re-enrollment rate was 88%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
<tr>
<td>94% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 of 8
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.

**School Profile**

**Board Chair:** Terry Golden  
**Principal:** Stacie Kossoy  
**Total Enrollment:** 196  
**School Mission:**  
KIPP DC’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

**Unique School Characteristics**

- We believe that ALL our students can and will learn  
- We believe that parents and teachers make a commitment for student success  
- We believe that students deserve more time for learning

**Student-to-Teacher Ratio:** 10 to 1

**Student Demographics**

- African American: 98.5%  
- Hispanic/Latino: 0.5%  
- Caucasian: 0.5%  
- Asian/Pacific Islander: 0.5%  
- Native American/Indian: 0.0%  
- Other: 0.0%  
- English Language Learners: 0.5%  
- Low Income: 81.1%  
- Special Education: 7.7%

**Transportation**

**Metro/Bus Service**

Shaw Howard Metro Station/G2,G8,X3; 90,92,96

*Please check www.wmata.com for updates.*
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>72.6% of students made 0 or greater NCE growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>60.4% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
<tr>
<td>67.7% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 94%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The re-enrollment rate was 75%.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
<tr>
<td>98% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 OF 8
2012 School Performance Report

KIPP DC – Heights Academy PCS

2600 Douglass Road, SE
Washington, DC 20020

(202) 610-5323
www.kippdc.org

School Profile

Board Chair: Terry Golden
First School Year: 2011–12
Principal: Cherese Brauer
Total Enrollment: 104
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline:
March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

School Mission:
KIPP DC’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Unique School Characteristics
- Extended day model with a rigorous curriculum
- Saturday School program with enrichment opportunities and service learning
- Aftercare services available

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.

Student Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>Total</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

English Language Learners: 0.0%
Low Income: 93.3%
Special Education: 10.6%

Transportation

Metro/Bus Service*
Anacostia Metro Station/W2,W3,W6,W8; 93, 94

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.1% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
<tr>
<td>61.5% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of first through third-grade students will meet or exceed growth targets in math by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).
- 60% of first through third-grade students will meet or exceed growth targets in reading by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>44.2% scored at or above the 50th percentile.</td>
<td>No</td>
</tr>
<tr>
<td>73.1% of students met the grade level benchmark.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 60% of first and second-grade students will score at or above the 50th percentile in math on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).
- 60% of first and second-grade students will meet the grade level benchmark for reading on the Strategic Teaching and Evaluation of Progress (STEP) assessment.

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.4%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, first and second-grade students will attend school 92% of the days.

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
<tr>
<td>95% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 75% of parents surveyed will “agree” or “strongly agree” that their child, with hard work, is capable of going to college.
- 75% of parents surveyed will “agree” or “strongly agree” that they are satisfied with their KIPP DC school.

### TOTAL TARGETS MET

6 OF 7
2012 School Performance Report

KIPP DC – KEY Academy PCS

4801 Benning Road, SE
Washington, DC 20019
(202) 582-5477
www.kippdc.org

School Profile

Board Chair: Terry Golden
Principal: David Ayala
Total Enrollment: 404

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

School Mission:
KIPP DC Public Charter School’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Unique School Characteristics
- College preparatory curriculum
- Extended day, week, month and school year
- Saturday school program with a focus on the arts
- Focus on building character and college readiness
- Daily, individualized, small-group instruction
- Foreign language and arts offered daily

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

English Language Learners:
- Low Income: 80.2%
- Special Education: 13.4%

Transportation

Metro/Bus Service*
Benning Road Metro Station/U5,6; U8; W4

*Please check www.wmata.com for updates.

DC Public Charter School Board © 2013
**Grades measured: 4–8**

![Progress Bar](image)

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>19.5 / 20</td>
<td>97.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>20.0 / 20</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Student Progress (40 points): Academic improvement over time**

**Growth on DC-CAS Reading over time**

<table>
<thead>
<tr>
<th>0</th>
<th>30</th>
<th>70</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>69.0</strong></td>
<td><strong>54.5</strong></td>
<td><strong>30</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**Growth on DC-CAS Mathematics over time**

<table>
<thead>
<tr>
<th>0</th>
<th>30</th>
<th>70</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>71.7</strong></td>
<td><strong>67.0</strong></td>
<td><strong>30</strong></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

**Student Achievement (25 points): Meeting or exceeding academic standards**

**Elementary grades DC-CAS Reading**

<table>
<thead>
<tr>
<th>0</th>
<th>24</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>54.5</strong></td>
<td><strong>2.0</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

**Elementary grades DC-CAS Mathematics**

<table>
<thead>
<tr>
<th>0</th>
<th>25</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>67.0</strong></td>
<td><strong>3.1</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

**Middle grades DC-CAS Reading**

<table>
<thead>
<tr>
<th>0</th>
<th>28</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>76.1</strong></td>
<td><strong>3.4</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

**Middle grades DC-CAS Mathematics**

<table>
<thead>
<tr>
<th>0</th>
<th>24</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>87.2</strong></td>
<td><strong>4.2</strong></td>
<td><strong>5.0</strong></td>
</tr>
</tbody>
</table>

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

<table>
<thead>
<tr>
<th>Proficient and Advanced 3rd grade Reading</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>98.6</td>
<td>98.2%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points): Predictors of future student progress and achievement**

| Attendance | 10.0 | 100.0%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-enrollment in this school</td>
<td>7.7</td>
<td>77.4%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>TIER</th>
<th>87.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0%</td>
<td>87.6%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
KIPP DC – LEAP Academy PCS

4801 Benning Road, SE
Washington, DC 20019

School Profile

Board Chair: Terry Golden
Principal: Abraham Clayman
Total Enrollment: 302
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

Unique School Characteristics
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning

School Mission:
KIPP DC’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 10 to 1

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.

Student Demographics

- African American: 99.3%
- Hispanic/Latino: 0.7%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 88.1%
- Special Education: 7.6%

Transportation

Metro/Bus Service*
Benning Road Metro Station/U5, U6, U8; W4

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>74.1% of students made 0 or greater NCE growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will make 0 NCE or greater growth by the spring administration on the Peabody Picture Vocabulary Test (PPVT).</td>
<td></td>
</tr>
<tr>
<td>60.8% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will meet or exceed growth targets in math by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).</td>
<td>Yes</td>
</tr>
<tr>
<td>64.7% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of kindergarten students will meet or exceed growth targets in reading by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 96.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 95.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The re-enrollment rate was 96%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of parents surveyed will “agree” or “strongly agree” that their child, with hard work, is capable of going to college.</td>
<td>Yes</td>
</tr>
<tr>
<td>98% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of parents surveyed will “agree” or “strongly agree” that they are satisfied with their KIPP DC school.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

8 OF 8
School Profile

Board Chair: Terry Golden
Principal: Casey Fullerton
Total Enrollment: 305
2012–13 Grades:
PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Before Care After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

School Mission:
KIPP DC’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Unique School Characteristics
- Extended day model with a rigorous curriculum
- Core values of service, excellence, empathy and determination
- Saturday School program with enrichment opportunities and service learning
- Aftercare services available

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.

Transportation

Metro/Bus Service*
Benning Road Metro Station/U5,U6,U8; W4

*Please check www.wmata.com for updates.

Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

- English Language Learners: 0.0%
- Low Income: 84.3%
- Special Education: 11.1%
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.8% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
<tr>
<td>68.3% of students met or exceeded growth targets.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.1% of students scored at or above the 50th percentile.</td>
<td>No</td>
</tr>
<tr>
<td>68.2% of students met the grade level benchmark.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 97.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The re-enrollment rate was 95%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
<tr>
<td>94% of parents surveyed agreed or strongly agreed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 OF 8
KIPP DC – WILL Academy PCS

2012 School Performance Report

421 P Street, NW
Washington, DC 20001
(202) 328-9455
www.kippdc.org

School Profile

Board Chair: Terry Golden
Principal: Kate Finley
Total Enrollment: 313
2012–13 Grades:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline:
March 15, 2013 (Common App Date)

School Mission:
KIPP DC Public Charter School’s mission is to create and sustain the highest quality school system for the communities most underserved in Washington, D.C.

Unique School Characteristics
- College preparatory curriculum; daily, individualized, small-group instruction
- Extended day, week, month and school year
- Saturday school program with a focus on the arts; foreign language and arts offered daily
- Focus on building character and college readiness

Student Demographics

- African American: 99.0%
- Hispanic/Latino: 0.6%
- Caucasian: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.1%
- English Language Learners: 0.0%
- Low Income: 87.2%
- Special Education: 16.0%

Transportation

Metro/Bus Service*
Shaw-Howard Metro Station/90,92,96; G2,G8; X3

*Please check www.wmata.com for updates.

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
Grades measured: 5–8

**Student Progress (40 points): Academic improvement over time**

- **Growth on DC-CAS Reading over time**
  - Points Earned: 61.0
  - Points Possible: 100
  - Percent of Possible Points: 77.5%

- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 65.0
  - Points Possible: 100
  - Percent of Possible Points: 87.5%

**Student Achievement (25 points): Meeting or exceeding academic standards**

- **DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 54.7
    - Points Possible: 100
    - Percent of Possible Points: 37.5%
  - Advanced only
    - Points Earned: 10.9
    - Points Possible: 25
    - Percent of Possible Points: 43.7%

- **DC-CAS Mathematics**
  - Proficient and Advanced
    - Points Earned: 66.6
    - Points Possible: 100
    - Percent of Possible Points: 56.2%
  - Advanced only
    - Points Earned: 19.6
    - Points Possible: 25
    - Percent of Possible Points: 78.5%

**Gateway (15 points): Outcomes in key subjects that predict future educational success**

- **Proficient and Advanced 8th grade Mathematics**
  - Points Earned: 84.7
  - Points Possible: 100
  - Percent of Possible Points: 80.5%

**Leading Indicators (20 points): Predictors of future student progress and achievement**

- **Attendance**
  - Points Earned: 92.6
  - Points Possible: 100
  - Percent of Possible Points: 76.0%

- **Re-enrollment in this school**
  - Points Earned: 85.7
  - Points Possible: 100
  - Percent of Possible Points: 87.0%

**TOTAL SCORE**

- Tier: 1
- Points Earned: 73.8
- Points Possible: 100.0
- Percent of Possible Points: 73.8%

For a more detailed explanation of the indicators, see our user guide.
Latin American Montessori Bilingual PCS

**School Profile**

**Board Chair:** Barrie Lynn Tapia  
**Executive Director:** Diane Cottman  
**Total Enrollment:** 262  
**2012–13 Grades:** PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED  
**2012–13 Application Deadline:** March 15, 2013 (Common App Date)  
**Percentage of Highly Qualified Teachers:** 75%  
**Student-to-Teacher Ratio:** 14 to 1  

**Unique School Characteristics**
- Montessori education program for students ages 3 to 11  
- Dual language immersion program designed to develop biliteracy in English and Spanish  
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens  
- Recognized by the National Council of La Raza in August 2012  

**School Mission:** The Latin American Montessori Bilingual Public Charter School’s mission is to foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

**Student Demographics**

- African American: 21.8%  
- Hispanic/Latino: 57.6%  
- Caucasian: 20.2%  
- Asian/Pacific Islander: 0.4%  
- Native American/Indian: 0.0%  
- Other: 0.0%  
- English Language Learners: 58.0%  
- Low Income: 31.7%  
- Special Education: 13.0%

**Transportation**

- **Metro/Bus Service:** 53, 54, 70, 79, S1, S2, 4

**Tier Explanations**

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

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
Latin American Montessori Bilingual PCS
2012 School Performance Report

Grades measured: 3–5

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>0 30 70 100</td>
</tr>
<tr>
<td>75.1</td>
</tr>
<tr>
<td>20.0</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>0 30 70 100</td>
</tr>
<tr>
<td>71.1</td>
</tr>
<tr>
<td>20.0</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement (25 points): Meeting or exceeding academic standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 24 100</td>
</tr>
<tr>
<td>71.1</td>
</tr>
<tr>
<td>6.2</td>
</tr>
<tr>
<td>62.0%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25 100</td>
</tr>
<tr>
<td>7.9</td>
</tr>
<tr>
<td>0.8</td>
</tr>
<tr>
<td>31.6%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
</tr>
<tr>
<td>0 15 100</td>
</tr>
<tr>
<td>63.2</td>
</tr>
<tr>
<td>5.7</td>
</tr>
<tr>
<td>56.5%</td>
</tr>
<tr>
<td>Advanced only</td>
</tr>
<tr>
<td>0 25 100</td>
</tr>
<tr>
<td>10.5</td>
</tr>
<tr>
<td>1.1</td>
</tr>
<tr>
<td>42.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gateway (15 points): Outcomes in key subjects that predict future educational success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
</tr>
<tr>
<td>0 17 100</td>
</tr>
<tr>
<td>71.4</td>
</tr>
<tr>
<td>9.8</td>
</tr>
<tr>
<td>65.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators (20 points): Predictors of future student progress and achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>0 85 95 100</td>
</tr>
<tr>
<td>96.3</td>
</tr>
<tr>
<td>10.0</td>
</tr>
<tr>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
</tr>
<tr>
<td>0 57 90 100</td>
</tr>
<tr>
<td>70.4</td>
</tr>
<tr>
<td>4.1</td>
</tr>
<tr>
<td>41.0%</td>
</tr>
</tbody>
</table>

TOTAL SCORE

TIER 1

77.6

77.6%
#### School Profile

**Board Chair:** Barrie Lynn Tapia  
**First School Year:** 2003–04  
**Executive Director:** Diane Cottman  
**Total Enrollment:** 262  
**2012–13 Grades:**  
- PK-3  
- PK-4  
- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12  
- GED  
- ADULT ED  
**2012–13 Application Deadline:** March 15, 2013 (Common App Date)  
- Before Care  
- After Care  
**Percentage of Highly Qualified Teachers:** 75%  
**Student-to-Teacher Ratio:** 14 to 1  

**School Mission:** The Latin American Montessori Bilingual Public Charter School’s mission is to foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

**Unique School Characteristics**  
- Montessori education program for students ages 3 to 11  
- Dual language immersion program designed to develop biliteracy in English and Spanish  
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens  
- Recognized by the National Council of La Raza in August 2012

**Student Demographics**

- African American: 21.8%  
- Hispanic/Latino: 57.6%  
- Caucasian: 20.2%  
- Asian/Pacific Islander: 0.4%  
- Native American/Indian: 0.0%  
- Other: 0.0%  
- English Language Learners: 58.0%  
- Low Income: 31.7%  
- Special Education: 13.0%

**Transportation**

**Metro/Bus Service**
- Brookland-CUA or Fort Totten Metro Station/E2; R4

*Please check www.wmata.com for updates.*

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**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.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of pre-kindergarten-3 and pre-kindergarten-4 students will increase by 4 points or score at least 12 by the spring administration on the Learning Profile Accomplishment-Diagnostic (LAP-D) assessment.</td>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>65% of kindergarten through second-grade students will increase their total math score by 12 points or score 36 by the spring administration on the Easy Curriculum Based Measures (Easy CBM) assessment.</td>
<td>61.3% of students increased their math score or scored 36.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of kindergarten through second-grade students will score “low risk” for reading (in English) on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>79.6% of students scored “low risk.”.</td>
<td>Yes</td>
</tr>
<tr>
<td>65% of kindergarten through second-grade students will score “low risk” for reading (in Spanish) on the Indicadores Dinamicos del Exito en la Lectura (IDEL) assessment.</td>
<td>65.6% of students scored “low risk.”.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 96%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

4 OF 6

*Primary source data were not available at the time of review.*
Mary McLeod Bethune Day Academy PCS

2012 School Performance Report

School Profile

Board Chair: Valerie Smith
Executive Director: Linda McKay
Total Enrollment: 320
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 89.9%
Student-to-Teacher Ratio: 10 to 1

School Mission:
The mission of the Mary McLeod Bethune Day Academy Public Charter School 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.

Unique School Characteristics
- Half-day Spanish language immersion program for students in grades PK to 2; all classrooms have a 10:1 student-to-teacher ratio
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health and physical education

Student Demographics

- African American: 95.6%
- Hispanic/Latino: 4.1%
- Caucasian: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 3.8%
- Low Income: 90.0%
- Special Education: 13.1%

Transportation

- Metro/Bus Service*
  - Brookland-CUA Metro Station/B8; G8; H8; 82
- School Shuttle
  - Free transportation to and from school, and for after-school events

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
### Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Growth on DC-CAS Reading over time</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47.0</td>
<td>20.0</td>
<td>42.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growth on DC-CAS Mathematics over time</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43.8</td>
<td>20.0</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>33.3</td>
<td>5.0</td>
<td>12.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.2</td>
<td>1.25</td>
<td>8.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary grades DC-CAS Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>29.0</td>
<td>5.0</td>
<td>16.2%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.1</td>
<td>1.25</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>53.1</td>
<td>5.0</td>
<td>35.3%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle grades DC-CAS Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>51.0</td>
<td>5.0</td>
<td>35.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>8.2</td>
<td>1.25</td>
<td>32.7%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Proficient and Advanced 3rd grade Reading</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28.1</td>
<td>7.5</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficient and Advanced 8th grade Mathematics</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53.8</td>
<td>7.5</td>
<td>41.1%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>76.5</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-enrollment in this school</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81.9</td>
<td>100.0</td>
<td>75.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
<th>TIER</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.6</td>
<td>2</td>
<td>100.0</td>
<td>42.6%</td>
<td>100%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017
(202) 459-4710
www.mmbethune.org

School Profile

Board Chair: Valerie Smith
Executive Director: Linda McKay
Total Enrollment: 320
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

School Mission:
The mission of the Mary McLeod Bethune Day Academy Public Charter School 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.

Unique School Characteristics
- Half-day Spanish language immersion program for students in grades PK to 2; all classrooms have a 10:1 student-to-teacher ratio
- Special education inclusion program
- Free transportation for students; bus stops located in all quadrants of the city
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health and physical education

Student Demographics

- African American: 95.6%
- Hispanic/Latino: 4.1%
- Caucasian: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 3.8%
- Low Income: 90.0%
- Special Education: 13.1%

Transportation

Metro/Bus Service*
Brookland-CUA Metro Station/B8; G8; H8; 82
Free transportation to and from school, and for after-school events

*Please check www.wmata.com for updates.

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.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate growth by advancing to the next age or scoring “pass” by the spring administration on the Learning Accomplishment Profile Diagnostic (LAP-D) assessment.</td>
<td>90% of students demonstrated growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>65% of kindergarten through second-grade students will demonstrate average or above average growth in reading by the spring administration on the Discovery Education Predictive Assessment.</td>
<td>85.2% of students demonstrated growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>65% of kindergarten through second-grade students will demonstrate average or above average growth in math by the spring administration on the Discovery Education Predictive Assessment.</td>
<td>82.4% of students demonstrated growth.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of first and second-grade students will score proficient in reading on the Metropolitan Achievement Test (MAT-8).</td>
<td>34.9% of students scored proficient.</td>
<td>No</td>
</tr>
<tr>
<td>60% of first and second-grade students will score proficient in math on the Metropolitan Achievement Test (MAT-8).</td>
<td>32.6% of students scored proficient.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days.</td>
<td>The average daily attendance was 98.9%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Specific Measures Targets</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of parents surveyed will report “satisfied” or “highly satisfied” with the school on the end of year parent survey.</td>
<td>81.3% of parents surveyed reported being satisfied or highly satisfied.</td>
<td>No</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

5 OF 8
Maya Angelou PCS – Evans

5600 East Capitol Street, NE
(202) 379-4335
Washington, DC 20019
www.seeforever.org

2012 School Performance Report

Total Score: 18.4%

*This school is not receiving a PMF rank this year because it serves a significantly different population from other K–12 schools. PCSB is working with OSSE on a definition of such alternative schools for accountability purposes.

School Profile

School Mission:
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 our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Board Chair: Heather Wathington
First School Year: 2004–05
Executive Director: Lucretia Murphy
Total Enrollment: 268
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline:
March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100.0%
Student-to-Teacher Ratio: 7 to 1

Unique School Characteristics
- Extended learning opportunities (daily/weekly)
- Enrichment and summer program opportunities
- Internship program

- College preparation program and scholarship opportunities
- Credit recovery

Student Demographics

- African American: 99.6%
- Hispanic/Latino: 0.4%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 85.4%
- Special Education: 31.3%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Capitol Heights Metro Station/96,97

*Please check www.wmata.com for updates.

Accreditation
Maya Angelou PCS – Evans is accredited by the AdvancED
Washington, DC 20002 www.optionsschool.org
Washington, DC 20019 www.seeforever.org
1375 E Street, NE (202) 547-1272
5600 East Capitol Street, NE (202) 379-4335

ACF
Washington, DC 20002 www.optionsschool.org
Washington, DC 20019 www.seeforever.org
1375 E Street, NE (202) 547-1272
5600 East Capitol Street, NE (202) 379-4335

DC Public Charter School Board © 2013

DC Public Charter School Board © 2013

DC Public Charter School Board © 2013
## Maya Angelou PCS – Evans
### 2012 School Performance Report

### Grades measured: 9–12

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>47.3</td>
<td>100</td>
<td>49.4%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>37.4</td>
<td>100</td>
<td>21.1%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS</td>
<td>10.1</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS</td>
<td>18.6</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0.0</td>
<td>5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>62.0</td>
<td>75</td>
<td>10.8%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>4.6</td>
<td>7.5</td>
<td>3.8%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>8.2</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>86</td>
<td>7.5</td>
<td>61.7%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90.2</td>
<td>10.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>66.1</td>
<td>10.0</td>
<td>8.2%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>58.9</td>
<td>5.0</td>
<td>27.3%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

|                          | 18.4          | 100             | 18.4%                      |

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Maya Angelou PCS – Middle School

5600 East Capitol Street, NE  (202) 232-2885
Washington, DC 20019  www.seeforever.org

School Profile

Board Chair: Heather Wathington
First School Year: 2007–08
Executive Director: Lucretia Murphy
Total Enrollment: 197
2012–13 Grades: ○ PK-3 ○ PK-4 ○ K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10 ○ 11 ○ 12 ○ GED ○ ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)

School Mission:
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 our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Unique School Characteristics
- Saturday morning enrichment
- Sports and music opportunities
- College awareness and campus tours
- Parent involvement programs
- Children’s Defense Fund Freedom School

Student Demographics

- African American: 99.5%
- Hispanic/Latino: 0.5%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 93.4%
- Special Education: 27.9%

 Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
Capitol Heights Metro Station/96,97

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>6.3</td>
<td>31.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>4.7</td>
<td>23.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.2</td>
<td>2.5</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.1</td>
<td>2.5</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>1.7</td>
<td>15.0</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5.4</td>
<td>54.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>8.2</td>
<td>82.2%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER 3</td>
<td>27.3</td>
<td>27.3%</td>
</tr>
</tbody>
</table>
The mission of Meridian Public Charter School is to instill within our students a passion for learning and to build self-confidence and self-respect through academic achievement. It is our goal to ensure each student achieves the highest possible level in Reading and Mathematics. The love of learning and the foundation of knowledge and skills that our students acquire will serve them throughout their lifetime!

Unique School Characteristics
- Meridian celebrated eleven years of service to the community
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012

Tier Explanations
1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation
Metro/Bus Service*
U Street Metro Station/52, 53, 54; 90, 92, 93, 96

*Please check www.wmata.com for updates.
### Grades measured: 3–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>44.3</td>
<td>70</td>
<td>63.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>43.0</td>
<td>70</td>
<td>61.4%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td>39.1</td>
<td>50</td>
<td>78.2%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6</td>
<td>1.25</td>
<td>128%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td>37.5</td>
<td>50</td>
<td>75.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>4.7</td>
<td>1.25</td>
<td>376%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td>54.2</td>
<td>50</td>
<td>108.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.2</td>
<td>1.25</td>
<td>816%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td>71.2</td>
<td>50</td>
<td>142.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.2</td>
<td>1.25</td>
<td>816%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>32.5</td>
<td>7.5</td>
<td>43.3%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>85.2</td>
<td>7.5</td>
<td>113.6%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>94.3</td>
<td>10.0</td>
<td>943%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>77.8</td>
<td>10.0</td>
<td>778%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCORE</td>
<td>45.3</td>
<td>100.0</td>
<td>2</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile

**Board Chair:** Ronald Ridker

**Executive Director:** Robinette Breedlove

**First School Year:** 1999–2000

**Total Enrollment:** 514

**2012–13 Grades:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**School Mission:**
The mission of Meridian Public Charter School is to instill within our students a passion for learning and to build self-confidence and self-respect through academic achievement. It is our goal to ensure each student achieves the highest possible level in Reading and Mathematics. The love of learning and the foundation of knowledge and skills that our students acquire will serve them throughout their lifetime!

**Unique School Characteristics**
- Meridian celebrated eleven years of service to the community
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012
- Awarded $1 million grant from City Build to support Harrison School renovations

**Student Demographics**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>62.5%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>35.8%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.2%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>English Language Learners:</td>
<td>32.1%</td>
</tr>
<tr>
<td>Low Income:</td>
<td>81.1%</td>
</tr>
<tr>
<td>Special Education:</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

**Transportation**

- Metro/Bus Service*
  - U Street Metro Station/52,53,54; 90,92,93; 96

*Please check www.wmata.com for updates.

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.
## Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.2% of students demonstrated growth or proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>94.0% of students demonstrated growth or proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>99% of students demonstrated growth or achieved 70%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 70% of kindergarten through second-grade students will demonstrate 9 months of growth or proficiency in reading by the spring administration on the Stanford Achievement Test (SAT-10).
- 70% of kindergarten through second-grade students will demonstrate 9 months of growth in math by the spring administration on the Stanford Achievement Test (SAT-10).
- 70% of pre-kindergarten-3 and pre-kindergarten-4 students demonstrated growth by increasing their score by 10% or achieved at least 70% by the spring administration on the Brigance Inventory of Early Development.

## Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>78.7% of students demonstrated proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>70.5% of students demonstrated proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 70% of kindergarten through second-grade students will demonstrate proficiency in reading according to their Grade Equivalent Score on the Stanford Achievement Test (SAT-10).
- 70% of kindergarten through second-grade students will demonstrate proficiency in math according to their Grade Equivalent Score on the Stanford Achievement Test (SAT-10).

## Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.1%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 92.9%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten through second-grade students will attend school 90% of the days.

## TOTAL TARGETS MET

| TOTAL TARGETS MET | 7 OF 7 |

Meridian PCS
2012 School Performance Report
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.

**Mundo Verde Bilingual PCS**

Board Chair: Sara Elliott
Executive Director: Kristin Scotchmer
Total Enrollment: 122
2012–13 Grades: PK-3  PK-4  K  1  2  3  4  5  6  7  8  9  10  11  12  GED  ADULT ED
First School Year: 2011–12

**School Mission:**
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’s engaging curriculum is the only one in the District to focus on sustainability and biliteracy, celebrating the principles of expeditionary learning and cultural diversity to ensure a sustainable future. Students develop and apply the knowledge, understanding and habits of mind necessary to make decisions and take actions that promote social justice, including sustainability.

**Unique School Characteristics**
- Our school leadership, teaching team and student body are purposefully diverse and culturally inclusive
- Students learn to speak, read and write in Spanish and English through an immersive language program
- Our hands-on, project-based approach and learner-centered instruction foster critical thinking and deep understanding of complex subjects that require perseverance, craftsmanship, imagination and significant achievement
- Students prepare for GED or dedicated special education programs

**Student Demographics**

- African American: 23.6%
- Hispanic/Latino: 39.0%
- Caucasian: 34.1%
- Asian/Pacific Islander: 3.3%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 31.7%
- Low Income: 29.3%
- Special Education: 4.1%

**Transportation**

Metro/Bus Service:
- Columbia Heights Metro Station/S1; S2,4

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98.7% of students met or exceeded growth expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>96.0% of students met or exceeded growth expectations.</td>
<td>Yes</td>
</tr>
<tr>
<td>100% of students made at least one level of growth in English; 73% of students made at least one level of growth in Spanish.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 93.8%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% of families attended at least one Exhibition.</td>
<td>Yes</td>
</tr>
<tr>
<td>The school was ranked at least “starting to implement” on all elements.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

7 of 7
School Profile

Board Chair: Allison Mayas
Executive Director: Jennifer L. Ross
Total Enrollment: 184
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100.0%
Student-to-Teacher Ratio: 10 to 1

School Mission:
The mission of National Collegiate Preparatory Public Charter High School is (1) to provide a rigorous 9th–12th grade standards-based college preparatory curriculum, (2) to provide an interdisciplinary curriculum which integrates international studies themes across the academic curriculum leading to an International Baccalaureate (IB) Diploma and (3) 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.

Unique School Characteristics
- College preparatory curriculum; offers International Baccalaureate Diploma as an authorized IBO school
- Candidate school for accreditation from Middle States Commission on Secondary Schools
- International studies program
- Opportunities to travel abroad
- Small class size
- Offers basketball (boys, girls), cheerleading, volleyball, track, football and step

Student Demographics

- African American: 98.9%
- Hispanic/Latino: 0.5%
- Caucasian: 0.5%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 83.7%
- Special Education: 17.9%
**Student Progress (15 points):** Test score improvement over time

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>55.1</td>
<td>7.5</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>63.6</td>
<td>7.5</td>
</tr>
</tbody>
</table>

**Student Achievement (30 points):** Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS Proficient and Advanced</td>
<td>57.1</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS Proficient and Advanced</td>
<td>44.3</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Gateway (30 points):** Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>—</td>
<td>N/A</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>26.5</td>
<td>7.5</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>—</td>
<td>N/A</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>—</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Leading Indicators (25 points):** Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>91.7</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>68.8</td>
<td>10.0</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>80.0</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.5</td>
<td>72.5</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
The Next Step/El Próximo Paso

PCS

3047 15th Street, NW
Washington, DC 20009

(202) 319-2249
www.nextsteppcs.org

2012 School Performance Report

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.

School Profile

Board Chair: Eduardo Ferrer
First School Year: 1998–99
Eduardo Ferrer
Executive Director: Julie Meyer
Total Enrollment: 158

2012–13 Grades:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10
11 12 GED ADULT ED

School Mission:
The mission of The Next Step/El Próximo Paso Public Charter School is to provide students who face extraordinary challenges and who are not supported in traditional high schools the opportunity to continue their education.

Unique School Characteristics
- Bilingual GED Program (English/Spanish)
- ESOL classes
- Day and night classes
- Full- and part-time options

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.

Student Demographics

- African American 25.8%
- Hispanic/Latino 67.7%
- Caucasian 3.2%
- Asian/Pacific Islander 2.2%
- Native American/Indian 1.1%
- Other 0.0%

- English Language Learners: 62.0%
- Low Income: 93.0%
- Special Education: 10.0%

Transportation

Metro/Bus Service*
Columbia Heights Metro Station/52,53,54; S1; S2,4

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th></th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will show an average increase of at least a grade level equivalent of growth in reading on the Test of Adult Basic Education (TABE).</td>
<td>Students achieved an average increase of 1.5 grade levels.</td>
<td>Yes</td>
</tr>
<tr>
<td>Students will show an average increase of at least a grade level equivalent of growth in mathematics on the Test of Adult Basic Education (TABE).</td>
<td>Students achieved an average increase of 1.3 grade levels.</td>
<td>Yes</td>
</tr>
<tr>
<td>English language learners will show an average increase of at least a grade level equivalent of growth in English language proficiency on the Test of Adult Basic Education (TABE).</td>
<td>Students achieved an average increase of 1 grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th></th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of eligible students will pass the General Education Development exam.</td>
<td>74% of the students passed.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th></th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, enrolled students will attend school 69% of the time.</td>
<td>Students enrolled attended, on average, 81% of the time.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

5 OF 5
School Profile

Board Chair: J.C. Hayward
Executive Director: Charles Vincent, Ph.D.
First School Year: 1997–98
Total Enrollment: 362
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
Percentage of Highly Qualified Teachers: 92.0%
Student-to-Teacher Ratio: 25 to 1

School Mission:
The mission of the Options Public Charter School is to provide a high-quality, unique educational experience for all students, including those students most at-risk of dropping out of school because they are underachieving, truant, have experienced behavior problems, or have exceptionalities requiring intensive therapeutic special education services. We provide alternative programs of experiential instruction and guidance to motivate students to stay in school by instilling in them the requisite 1) social skills, 2) increased self-esteem, 3) self-control of anger and frustration, 4) the desire to learn, and 5) increased academic competence.

Unique School Characteristics
- (School did not report)

Student Demographics

- African American: 99.2%
- Hispanic/Latino: 0.3%
- Caucasian: 0.6%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.8%
- Low Income: 26.2%
- Special Education: 63.8%

Hier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
- B2; D6; X8

*Please check www.wmata.com for updates.
**Options PCS (High School)**

**2012 School Performance Report**

### Grades measured: 9–12

<table>
<thead>
<tr>
<th><strong>Student Progress (15 points): Test score improvement over time</strong></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>40.9</td>
<td>7.5</td>
<td>31.1%</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>44.8</td>
<td>7.5</td>
<td>42.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Achievement (30 points): Meeting or exceeding standards</strong></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading 10th DC-CAS</strong></td>
<td>6.5</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Mathematics 10th DC-CAS</strong></td>
<td>6.5</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Advanced Placement and International Baccalaureate performance (12th)</strong></td>
<td>0.0</td>
<td>5.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Gateway (30 points): Outcomes aligned to college and career readiness</strong></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation rate</strong></td>
<td>57.0</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>PSAT performance (11th)</strong></td>
<td>4.9</td>
<td>7.5</td>
<td>4.4%</td>
</tr>
<tr>
<td><strong>SAT performance (12th)</strong></td>
<td>3.6</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>College acceptance rate</strong></td>
<td>33.0</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

| **Leading Indicators (25 points): Predictors of future student progress and achievement** | Points Earned | Percent of Possible Points |
|---|---|
| **Attendance** | 89.1 | 41.0% |
| **Re-enrollment in this school** | 70.4 | 24.7% |
| **9th grade credits (on track to graduate)** | 59.5 | 28.9% |

**TOTAL SCORE**

13.9

For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: J. C. Hayward
Executive Director: Charles Vincent, Ph.D.

Total Enrollment: 362

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
The mission of the Options Public Charter School is to provide a high-quality, unique educational experience for all students, including those students most at-risk of dropping out of school because they are underachieving, truant, have experienced behavior problems, or have exceptionalities requiring intensive therapeutic special education services. We provide alternative programs of experiential instruction and guidance to motivate students to stay in school by instilling in them the requisite 1) social skills, 2) increased self-esteem, 3) self-control of anger and frustration, 4) the desire to learn, and 5) increased academic competence.

Unique School Characteristics
- (School did not report)

Student Demographics

- African American: 99.2%
- Hispanic/Latino: 0.3%
- Caucasian: 0.6%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.8%
- Low Income: 26.2%
- Special Education: 63.8%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
- B2; D6; X8

*Please check www.wmata.com for updates.
### Grades measured: 6–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>3.7</td>
<td>20.0</td>
<td>18.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>3.7</td>
<td>20.0</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>0.0</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>2.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>0.0</td>
<td>10.0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>2.5</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>0.0</td>
<td>15.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5.4</td>
<td>10.0</td>
<td>54.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>4.1</td>
<td>10.0</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SCORE</td>
<td>16.8</td>
<td>100.0</td>
<td>16.8%</td>
</tr>
</tbody>
</table>
Tier Explanations

1. High Performing
   - Tier 1 schools meet standards of high performance;
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards;
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Unique School Characteristics

- Comprehensive and rigorous curriculum
- More than 20 after-school enrichment programs
- Championship athletic programs
- Technology for the 21st-century learner

School Profile

Board Chair: Sterling Ward
Executive Director: Jami Dunham
Total Enrollment: 551
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

School Mission:
The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

Student Demographics

- African American: 84.8%
- Hispanic/Latino: 13.4%
- Caucasian: 0.4%
- Asian/Pacific Islander: 0.4%
- Native American/Indian: 1.1%
- Other: 0.0%
- English Language Learners: 4.0%
- Low Income: 72.4%
- Special Education: 10.5%

Transportation

Metro/Bus Service*
70,79

*Please check www.wmata.com for updates.
### Grades measured: 6–8

#### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>58.1</td>
<td>70.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>55.1</td>
<td>62.8%</td>
</tr>
</tbody>
</table>

#### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>60.0</td>
<td>44.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.0</td>
<td>40.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>68.0</td>
<td>58.1%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>10.0</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

#### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>67.9</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.1</td>
<td>81.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>90.3</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TIER</td>
<td>65.8</td>
<td>65.8%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Perry Street Preparatory
PCS – Lower School

2012 School Performance Report

Transportation

School Profile

Board Chair: Joseph Fanone
First School Year: 1998–99

Executive Director: Shadwick Jenkins
Total Enrollment: 881

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high quality education that prepares them for unlimited global opportunities.

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

Before Care ☐ After Care ☑

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

Unique School Characteristics
- Offers a college preparatory education to every student, PreK-12
- Honors and AP classes, college placement/counseling, sports programs and clubs
- Safe learning environment that emphasizes Respect, Responsibility and Perseverance
- Builds and nurtures strong relationships with families through Parent Program

Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics

- African American: 97.5%
- Hispanic/Latino: 2.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.5%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 4.7%
Low Income: 79.3%
Special Education: 14.8%

Transportation

Metro/Bus Service*
Brookland-CUA or Fort Totten Metro Station/G8;
E2; H6; R4

School Shuttle
Provided; check with school for details

*Please check www wmata com for updates.
## Grades measured: 3–8

### Student Progress (40 points): Academic improvement over time

- **Growth on DC-CAS Reading over time**
  - Points Earned: 46.8
  - Points Possible: 70
  - Percent of Possible Points: 68.1%
- **Growth on DC-CAS Mathematics over time**
  - Points Earned: 50.2
  - Points Possible: 70
  - Percent of Possible Points: 71.7%

### Student Achievement (25 points): Meeting or exceeding academic standards

- **Elementary grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 41.7
    - Points Possible: 50
    - Percent of Possible Points: 83.4%
  - Advanced only
    - Points Earned: 2.6
    - Points Possible: 10
    - Percent of Possible Points: 26.0%

- **Elementary grades DC-CAS Mathematics**
  - Proficient and Advanced
    - Points Earned: 33.9
    - Points Possible: 50
    - Percent of Possible Points: 67.8%
  - Advanced only
    - Points Earned: 7.8
    - Points Possible: 10
    - Percent of Possible Points: 78.0%

- **Middle grades DC-CAS Reading**
  - Proficient and Advanced
    - Points Earned: 36.4
    - Points Possible: 50
    - Percent of Possible Points: 72.8%
  - Advanced only
    - Points Earned: 3.8
    - Points Possible: 10
    - Percent of Possible Points: 38.0%

- **Middle grades DC-CAS Mathematics**
  - Proficient and Advanced
    - Points Earned: 54.3
    - Points Possible: 50
    - Percent of Possible Points: 108.6%
  - Advanced only
    - Points Earned: 9.2
    - Points Possible: 10
    - Percent of Possible Points: 92.0%

### Gateway (15 points): Outcomes in key subjects that predict future educational success

- **Proficient and Advanced 3rd grade Reading**
  - Points Earned: 17.6
  - Points Possible: 20
  - Percent of Possible Points: 88.0%
- **Proficient and Advanced 8th grade Mathematics**
  - Points Earned: 63.9
  - Points Possible: 75
  - Percent of Possible Points: 85.2%

### Leading Indicators (20 points): Predictors of future student progress and achievement

- **Attendance**
  - Points Earned: 92.9
  - Points Possible: 100
  - Percent of Possible Points: 92.9%
- **Re-enrollment in this school**
  - Points Earned: 79.7
  - Points Possible: 100
  - Percent of Possible Points: 79.7%

### TOTAL SCORE

- Points Earned: 43.4
- Points Possible: 100
- Percent of Possible Points: 43.4%

**Tier:** 2

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

1. High Performing
   - Tier 1 schools meet standards of high performance.
2. Mid Performing
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards.
3. Low Performing
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile

Board Chair: Joseph Fanone
First School Year: 1998–99
Executive Director: Shadwick Jenkins
Total Enrollment: 881
2012–13 Grades: PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED

School Mission:
Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high quality education that prepares them for unlimited global opportunities.

Unique School Characteristics
- Offers a college preparatory education to every student, PreK-12
- Honors and AP classes, college placement/counseling, sports programs and clubs
- Safe learning environment that emphasizes Respect, Responsibility and Perseverance
- Builds and nurtures strong relationships with families through Parent Program

Student Demographics

- African American: 97.5%
- Hispanic/Latino: 2.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.5%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 4.7%
Low Income: 79.3%
Special Education: 14.8%

Transportation

Metro/Bus Service*
Brookland-CUA or Fort Totten Metro Station/G8; E2; H6; R4

School Shuttle
Provided; check with school for details

*Please check www.wmata.com for updates.
### Grades measured: 9–12

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>44.1</td>
<td>7.5</td>
<td>40.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>44.9</td>
<td>7.5</td>
<td>42.6%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS Proficient and Advanced</td>
<td>30.1</td>
<td>10.0</td>
<td>5.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.7</td>
<td>2.5</td>
<td>6.7%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS Proficient and Advanced</td>
<td>25.2</td>
<td>10.0</td>
<td>6.2%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.8</td>
<td>2.5</td>
<td>3.4%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>4.8</td>
<td>5.0</td>
<td>32.1%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>75.0</td>
<td>7.5</td>
<td>41.3%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>0.0</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>16.3</td>
<td>7.5</td>
<td>10.2%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>92.0</td>
<td>10.0</td>
<td>70.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>79.7</td>
<td>10.0</td>
<td>60.4%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>88.7</td>
<td>5.0</td>
<td>80.1%</td>
</tr>
</tbody>
</table>

#### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.6</td>
<td>100.0</td>
<td>37.6%</td>
</tr>
</tbody>
</table>

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

School Profile

Board Chair: Joseph Fanone
Executive Director: Shadwick Jenkins
Total Enrollment: 881
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

School Mission:
Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high quality education that prepares them for unlimited global opportunities.

Unique School Characteristics
- Offers a college preparatory education to every student, PreK-12
- Honors and AP classes, college placement/counseling, sports programs and clubs
- Safe learning environment that emphasizes Respect, Responsibility and Perseverance
- Builds and nurtures strong relationships with families through Parent Program

Student Demographics

- African American: 97.5%
- Hispanic/Latino: 2.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.5%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 4.7%
- Low Income: 79.3%
- Special Education: 14.8%

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.

Transportation

Metro/Bus Service*
Brookland-CUA or Fort Totten Metro Station/G8; E2; H6; R4

School Shuttle
Provided; check with school for details

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of pre-kindergarten-4 students will demonstrate 10 points of growth, or score at least 90 points, by the spring administration on the Brigance Preschool Screen II.</td>
<td>66.7% of students demonstrated growth or scored at least 90.</td>
<td>No</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will advance at least one level, or score Low Risk, by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>70.6% of students advanced one level or scored Low Risk.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of first and second-grade students will score at or above 50 NCE in reading on the Terra Nova assessment.</td>
<td>60.0% of students scored at or above 50 NCE.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 92.8%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**TOTAL TARGETS MET**

2 OF 4
For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**School Mission:** Potomac Lighthouse Public Charter School's mission is to prepare our students for college through a rigorous arts-infused program.

**Unique School Characteristics**
- Arts-infused curriculum
- Extended school year services
- Provides 8-week Saturday SHINE Academy for scholars in grades 3 and above

**Student Demographics**

- **African American:** 97.8%
- **Hispanic/Latino:** 0.3%
- **Caucasian:** 0.3%
- **Asian/Pacific Islander:** 1.6%
- **Native American/Indian:** 0.0%
- **Other:** 0.0%

- **English Language Learners:** 0.0%
- **Low Income:** 7.9%
- **Special Education:** 8.5%

**Transportation**

- **Metro/Bus Service**
  - H8; 80
  - *Please check www.wmata.com for updates.*

- **School Shuttle**
  - Bus dropoff at 7:45 a.m. and pickup at 3:45 p.m.
Grades measured: 3–6

Student Progress (40 points): Academic improvement over time

- Growth on DC-CAS Reading over time
  - Points Earned: 13.0
  - Points Possible: 20.0
  - Percent of Possible Points: 65.0%

- Growth on DC-CAS Mathematics over time
  - Points Earned: 11.8
  - Points Possible: 20.0
  - Percent of Possible Points: 59.0%

Student Achievement (25 points): Meeting or exceeding academic standards

- DC-CAS Reading
  - Proficient and Advanced
    - Points Earned: 3.5
    - Points Possible: 10.0
    - Percent of Possible Points: 34.9%
  - Advanced only
    - Points Earned: 0.3
    - Points Possible: 2.5
    - Percent of Possible Points: 10.8%

- DC-CAS Mathematics
  - Proficient and Advanced
    - Points Earned: 4.3
    - Points Possible: 10.0
    - Percent of Possible Points: 42.6%
  - Advanced only
    - Points Earned: 1.7
    - Points Possible: 2.5
    - Percent of Possible Points: 68.5%

Gateway (15 points): Outcomes in key subjects that predict future educational success

- Proficient and Advanced 3rd grade Reading
  - Points Earned: 2.9
  - Points Possible: 15.0
  - Percent of Possible Points: 19.3%

Leading Indicators (20 points): Predictors of future student progress and achievement

- Attendance
  - Points Earned: 6.7
  - Points Possible: 10.0
  - Percent of Possible Points: 67.0%

- Re-enrollment in this school
  - Points Earned: 5.2
  - Points Possible: 10.0
  - Percent of Possible Points: 51.5%

TOTAL SCORE

- Tier: 2
- Points Earned: 49.3
- Points Possible: 100.0
- Percent of Possible Points: 49.3%

For a more detailed explanation of the indicators, see our user guide.
Potomac Lighthouse PCS

4401 8th Street, NE
Washington, DC 20017
(202) 526-6003
www.lighthouse-academies.org

School Profile

Board Chair: Keirston Woods
First School Year: 2005–06
Principal: Mike Ronan
Total Enrollment: 316
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
- Before Care
- After Care
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 22 to 1

School Mission:
Potomac Lighthouse Public Charter School’s mission is to prepare our students for college through a rigorous arts-infused program.

Unique School Characteristics
- Arts-infused curriculum
- Extended school year services
- Provides 8-week Saturday SHINE Academy for scholars in grades 3 and above
- Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

Student Demographics

- African American: 97.8%
- Hispanic/Latino: 0.3%
- Caucasian: 0.3%
- Asian/Pacific Islander: 1.6%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 7.9%
- Special Education: 8.5%

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.

Transportation

Metro/Bus Service*
H8; 80

School Shuttle
Bus dropoff at 7:45 a.m. and pickup at 3:45 p.m.

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
</tbody>
</table>

- **70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed individual growth targets by the spring administration on the Teach for America Indicators of Success Math Assessment.**
- **70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed individual growth targets by the spring administration on the Teach for America Indicators of Success Letter ID Assessment.**
- **70% of kindergarten through second-grade students will demonstrate 1.5 years of academic growth in reading by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).**
- **70% of kindergarten through second-grade students will demonstrate 1.5 years of academic growth in math by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).**

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>Result Unavailable*</td>
<td>No</td>
</tr>
</tbody>
</table>

- **50% of kindergarten through second-grade students will score on grade level in reading on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).**
- **50% of kindergarten through second-grade students will score on grade level in math on the Northwest Evaluation Association’s Measure of Academic Progress (NWEA MAP).**

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 87.6%.</td>
<td>No</td>
</tr>
<tr>
<td>The average daily attendance was 87.2%.</td>
<td>No</td>
</tr>
</tbody>
</table>

- **On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.**
- **On average, kindergarten through second-grade students will attend school 92% of the days.**

### TOTAL TARGETS MET

0 OF 8

*Primary source data were not available at the time of review.*
Richard Wright PCS for Journalism and Media Arts

770 M Street, SE 2nd Floor
Washington, DC 20003
(202) 388-1011
www.richardwrightpcs.org

School Profile

Board Chair: Rhonda Wells-Wilbon, Ph.D.
First School Year: 2011–12
Executive Director: Marco Clark, Ph.D.
Total Enrollment: 111
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

School Mission:
The mission of Richard Wright Public Charter School 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.

Unique School Characteristics
- Latin-based curriculum model, aligned with national Common Core State Standards
- Student specialties in broadcast journalism, print media (newspaper and magazine design), graphic arts, vocal recordings, filmmaking and video design
- Technology use integrated into curriculum; laptops purchased for each student (for school and home use)

Student Demographics

- African American: 98.2%
- Hispanic/Latino: 1.8%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.9%
- Low Income: 91.0%
- Special Education: 28.8%

Transportation

Metro/Bus Service*
Navy Yard–Ballpark
Metro Station/90,92,93; A42,46; A48; P6; V7,8,9;

*Please check www.wmata.com for updates.

2012 School Performance Report

Total Score: 27.7%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*This school is not receiving a PMF rank this year because it first opened in the 2011–12 school year. Data have been reported on all measures, where available. It will receive a rank beginning in the 2012–13 school year.
### Richard Wright PCS for Journalism and Media Arts
#### 2012 School Performance Report

**Grades measured: 8–10**

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points): Academic improvement over time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>50</td>
<td>20.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>10.1</td>
<td>20.0</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points): Meeting or exceeding academic standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>23.3</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>6.7</td>
<td>2.5</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>33.3</td>
<td>10.0</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.3</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Gateway (15 points): Outcomes in key subjects that predict future educational success</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>33.3</td>
<td>15.0</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points): Predictors of future student progress and achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>90.4</td>
<td>10.0</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>24.9</td>
<td>90.0</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
**School Profile**

**Board Chair:**
Gilda Sherrod-Ali

**Executive Director:**
Bernida Thompson, Ed.D.

**First School Year:** 1999–2000

**Total Enrollment:** 120

**2012–13 Grades:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**School Mission:**
The Mission of Roots Public Charter School is to: Promote and secure the connection of Mother Africa within our children; Prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; Provide students with a strong African-centered learning environment; Guide students toward academic excellence, exemplary character and social responsibility; Encourage success leading to self-reliance and economic, social/political contributions to society.

**Unique School Characteristics**
- Afro-centric curriculum, open space facility design
- Multi-age, family style grouping of classes (looping)
- Exposure lessons in Spanish, French and Kiswahili
- Accredited by Middle States Association–Commission on Elementary Schools; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs

**Student Demographics**

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 88.1%
- Special Education: 0.0%

**Tier Explanations**

1. **High Performing**
   - Tier 1 schools meet standards of high performance

2. **Mid Performing**
   - Tier 2 schools fall short of high performance standards but meet minimum overall performance standards

3. **Low Performing**
   - Tier 3 schools fall significantly short of high performance standards, showing inadequate performance

**Transportation**

- Metro/Bus Service*
  - Fort Totten Metro Station/K6; E2; 64

*Please check www wmata com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>47.9</td>
<td>20.0</td>
<td>44.8%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>43.8</td>
<td>20.0</td>
<td>34.5%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Elementary grades DC-CAS Reading</td>
<td>59.1</td>
<td>5.0</td>
<td>46.2%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Elementary grades DC-CAS Mathematics</td>
<td>31.8</td>
<td>5.0</td>
<td>19.5%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>4.5</td>
<td>1.25</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>Middle grades DC-CAS Reading</td>
<td>81.8</td>
<td>5.0</td>
<td>74.9%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>4.5</td>
<td>1.25</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>Middle grades DC-CAS Mathematics</td>
<td>63.6</td>
<td>5.0</td>
<td>52.3%</td>
</tr>
<tr>
<td></td>
<td>Advanced only</td>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>50.0</td>
<td>7.5</td>
<td>39.5%</td>
</tr>
<tr>
<td></td>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>66.7</td>
<td>7.5</td>
<td>57.5%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>99.3</td>
<td>100</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>74.0</td>
<td>100</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.4</td>
<td>100.0</td>
<td>48.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Roots PCS

15 Kennedy Street, NW
Washington, DC 20011
(202) 882-8073
www.rootspcs.org

School Profile

Board Chair: Gilda Sherrod-Ali
First School Year: 1999–2000

Executive Director: Bernida Thompson, Ed.D.

Total Enrollment: 67

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 10 to 1 or 15 to 1 based on age

School Mission:
Promote & secure the connection of Mother Africa within our children; prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; provide students with a strong African-centered learning environment; guide students toward academic excellence, exemplary character & social responsibility; encourage success leading to self-reliance & economic, social/political contributions to society.

Unique School Characteristics
- Afro-centric curriculum, open space facility design
- Multi-age, family style grouping of classes (looping)
- Exposure lessons in Spanish, French and Kiswahili
- Accredited by Middle States Association–Commission on Elementary Schools; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs

Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 88.1%
- Special Education: 0.0%

Transportation

Metro/Bus Service*
Fort Totten Metro Station/K6; E2; 64

*Please check www.wmata.com for updates.

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.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>94.4% of students increased their score by 8 points or mastered all items.</td>
<td>Yes</td>
</tr>
<tr>
<td>96.6% of students increased by one level or maintained proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>82.4% of students demonstrated proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 99.7%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.9% of parents surveyed reported being always or frequently satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

| 5 OF 5 |
SEED Public Charter School of Washington, D.C. (High School)

4300 C Street, SE
Washington, DC 20019
(202) 248-7773
www.seedschooldc.org

School Profile

Board Chair: Vasco Fernandez
Executive Director: Charles Adams
Total Enrollment: 325

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

Percentage of Highly Qualified Teachers: 100.0%
Student-to-Teacher Ratio: 25 to 2

School Mission:
The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

Unique School Characteristics
- College preparatory, boarding-school model

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics

- African American: 99.7%
- Hispanic/Latino: 0.3%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 75.0%
- Special Education: 11.6%

Transportation

Metro/Bus Service*
Benning Road Metro Station/B2; D6

*Please check www.wmata.com for updates.
## Grades measured: 9–12

### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>0 30 65 100</td>
<td>🟢 49.6</td>
<td>4.2</td>
<td>7.5</td>
<td>56.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>0 30 65 100</td>
<td>🟢 62.7</td>
<td>7.0</td>
<td>7.5</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS</td>
<td>0 25 100</td>
<td>🟢 64.7</td>
<td>5.2</td>
<td>10.0</td>
<td>52.0%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0 25 100</td>
<td>🟢 0.6</td>
<td>0.6</td>
<td>2.5</td>
<td>23.5%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS</td>
<td>0 20 100</td>
<td>🟢 73.5</td>
<td>6.7</td>
<td>10.0</td>
<td>66.8%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced only</td>
<td>0 25 100</td>
<td>🟢 0.6</td>
<td>0.6</td>
<td>2.5</td>
<td>23.5%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>0 15 100</td>
<td>🟢 1.9</td>
<td>0.6</td>
<td>5.0</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>0 57 100</td>
<td>🟢 87.0</td>
<td>5.2</td>
<td>7.5</td>
<td>69.5%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>0 50 100</td>
<td>🟢 40.0</td>
<td>5.9</td>
<td>7.5</td>
<td>78.8%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>0 75 100</td>
<td>🟢 63.5</td>
<td>6.2</td>
<td>7.5</td>
<td>82.4%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>0 63 100</td>
<td>🟢 84.6</td>
<td>4.3</td>
<td>7.5</td>
<td>57.9%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>0 100</td>
<td>🟢 94.4</td>
<td>9.4</td>
<td>10.0</td>
<td>94.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>0 100</td>
<td>🟢 84.9</td>
<td>8.0</td>
<td>10.0</td>
<td>80.4%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>0 100</td>
<td>🟢 73.7</td>
<td>2.7</td>
<td>5.0</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Floor Goal</th>
<th>Score</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0 100</td>
<td>🟢 66.7</td>
<td>66.7</td>
<td>100.0</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

TIER 1

For a more detailed explanation of the indicators, see our user guide.
SEED Public Charter School of Washington, D.C. (Middle School)

School Profile

Board Chair: Vasco Fernandez
Executive Director: Charles Adams
Total Enrollment: 325

2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED

2012–13 Application Deadline: March 15, 2013 (Common App Date)
✔ Before Care ✔ After Care

Unique School Characteristics
- College preparatory, boarding-school model

School Mission:
The SEED School of Washington, D.C. (Public Charter School) is a public college-preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

Student Demographics

African American: 99.7%
Hispanic/Latino: 0.3%
Caucasian: 0.0%
Asian/Pacific Islander: 0.0%
Native American/Indian: 0.0%
Other: 0.0%

English Language Learners: 0.0%
Low Income: 75.0%
Special Education: 11.6%

Transportation

Metro/Bus Service*
Benning Road Metro Station/B2; D6

*Please check www.wmata.com for updates.

Tier Explanations

1 High Performing
2 Mid Performing
3 Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.
**Grades measured: 6–8**

### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>15.3</td>
<td>76.5%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>19.2</td>
<td>95.8%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

#### DC-CAS Reading

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>3.9</td>
<td>39.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.7</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

#### DC-CAS Mathematics

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>7.4</td>
<td>74.4%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.6</td>
<td>65.9%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>13.6</td>
<td>90.9%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>8.5</td>
<td>84.6%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Score</th>
<th>Tier</th>
<th>2012 School Performance Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.3</td>
<td>1</td>
<td>SEED Public Charter School of Washington, D.C. (Middle School)</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**School Profile**

**Board Chair:** James Costan  
**Executive Director:** Jenny DuFresne  
**Total Enrollment:** 227  
**2012–13 Grades:** PK-3, PK-4, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, GED, ADULT ED  
**2012–13 Application Deadline:** March 15, 2013 (Common App Date)  
**Percentage of Highly Qualified Teachers:** 100%  
**Student-to-Teacher Ratio:** 15 to 1

**Unique School Characteristics**  
- Challenging curriculum  
- Hands-on learning  
- Drama, chess, robotics, and step team enrichment clubs  
- Small class sizes, safe and caring school environment

**School Mission:**  
At the Septima Clark Public Charter School, preschool to eighth grade boys master advanced academic skills and knowledge to compete, achieve, and contribute in academic institutions of distinction.

**Student Demographics**

- **African American:** 100.0%  
- **Hispanic/Latino:** 0.0%  
- **Caucasian:** 0.0%  
- **Asian/Pacific Islander:** 0.0%  
- **Native American/Indian:** 0.0%  
- **Other:** 0.0%

**Transportation**

**Metro/Bus Service**

- **Anacostia Metro Station**

*Please check www.wmata.com for updates.*
Septima Clark PCS
2012 School Performance Report

Grades measured: 3–5

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points):</strong> Academic improvement over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>64.7</td>
<td>17.4/20.0</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>53.1</td>
<td>11.6/20.0</td>
</tr>
</tbody>
</table>

| **Student Achievement (25 points):** Meeting or exceeding academic standards |
| DC-CAS Reading |
| Proficient and Advanced | 33.3 | 1.2/10.0 | 12.4% |
| Advanced only | 4.2 | 0.4/2.5 | 16.7% |
| DC-CAS Mathematics |
| Proficient and Advanced | 35.4 | 2.4/10.0 | 23.8% |
| Advanced only | 0.0 | 0.0/2.5 | 0.0% |

| **Gateway (15 points):** Outcomes in key subjects that predict future educational success |
| Proficient and Advanced 3rd grade Reading | 11.8 | 0.0/15.0 | 0.0% |

| **Leading Indicators (20 points):** Predictors of future student progress and achievement |
| Attendance | 87.2 | 2.2/10.0 | 22.0% |
| Re-enrollment in this school | 63.5 | 2.0/10.0 | 20.2% |

**TOTAL SCORE**

TIER 2

37.1/100.0

37.1%

For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: James Costan
Executive Director: Jenny DuFresne
Total Enrollment: 227
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 15 to 1

Unique School Characteristics
- Challenging curriculum
- Hands-on learning
- Drama, chess, robotics, and step team enrichment clubs
- Small class sizes, safe and caring school environment

School Mission:
At the Septima Clark Public Charter School, preschool to eighth grade boys master advanced academic skills and knowledge to compete, achieve, and contribute in academic institutions of distinction.

Student Demographics

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native American/Indian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.0%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>0.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>85.9%</td>
</tr>
<tr>
<td>Special Education</td>
<td>8.7%</td>
</tr>
</tbody>
</table>

Transportation

Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.9% of students grew by an average of 10.83 standard score points.</td>
<td>Yes</td>
</tr>
<tr>
<td>27.1% of students grew by 0 NCE or more.</td>
<td>No</td>
</tr>
</tbody>
</table>

- 65% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate an average growth of 5 standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT).
- 50% of kindergarten through second-grade students will demonstrate growth of 0 or more NCE by the spring administration on the Stanford Achievement Test (SAT-10).

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of students achieved benchmark.</td>
<td>No</td>
</tr>
</tbody>
</table>

- 50% of first and second-grade students will achieve benchmark on the Text Reading Comprehension assessment (TRC).

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 90.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 89.4%.</td>
<td>No</td>
</tr>
</tbody>
</table>

- On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.
- On average, kindergarten through second-grade students will attend school 92% of the days.

### TOTAL TARGETS MET

<table>
<thead>
<tr>
<th>TOTAL TARGETS MET</th>
<th>2 OF 5</th>
</tr>
</thead>
</table>

DC Public Charter School Board © 2013
School Profile

Board Chair: Malcolm Woodland, Ph.D.
First School Year: 2011–12
Executive Director: Aldel Brown, Interim
Total Enrollment: 55
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
The mission of Shining Stars Montessori Academy PCS is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.

Unique School Characteristics
- Committed to providing a quality Montessori experience for inner city children
- Montessori curriculum enhanced with culturally inclusive principles to meet the developmental needs of students
- Provide the means whereby students can begin to develop to their fullest potential

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.

Student Demographics

- African American: 72.9%
- Hispanic/Latino: 20.8%
- Caucasian: 4.2%
- Asian/Pacific Islander: 2.1%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 16.7%
- Low Income: 56.3%
- Special Education: 4.2%

Transportation

Metro/Bus Service*
U Street Metro Station/52,53,54; S1; S2,4

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of kindergarteners will advance at least one level or maintain “low risk” by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>55.6% of students advanced one level or maintained “low risk.”</td>
<td>No</td>
</tr>
<tr>
<td>60% of pre-kindergarten-3 and pre-kindergarten-4 students will demonstrate 8 points of growth in their GSV score by the spring administration of the Peabody Picture Vocabulary Test (PPVT).</td>
<td>26.9% of students demonstrated 8 points of growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of kindergarteners will score benchmark in reading on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>44.4% of students scored benchmark.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.</td>
<td>The average daily attendance was 82.0%.</td>
<td>No</td>
</tr>
<tr>
<td>On average, kindergarteners will attend school 92% of the days.</td>
<td>The average daily attendance was 91.1%.</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Specific Measures Targets</th>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of families will respond that they are satisfied or highly satisfied with school culture on the Family and School Culture Survey.</td>
<td>83.3% of families responded that they were satisfied or highly satisfied.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET

1 OF 6
2012 School Performance Report

St. Coletta Special Education PCS

1901 Independence Avenue, SE
Washington, DC 20003

(202) 350-8680
www.stcoletta.org

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.

For St. Coletta Special Education PCS

School Mission:
The mission of St. Coletta Special Education Public Charter School is to serve students with intellectual disabilities and to support their families. St. Coletta is a functional life-skills and functional academic program providing a full-range of related services delivered on-site and in an integrated educational model.

Student Demographics

- African American: 84.6%
- Hispanic/Latino: 9.8%
- Caucasian: 5.6%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Low Income: 77.8%
- Special Education: 100.0%

Transportation

Metro/Bus Service*
Stadium-Armory Metro Station/D6

*Please check www.wmata.com for updates.
### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>68.5% of students achieved at Expanding, Progressing, or Mastery.</td>
<td>Yes</td>
</tr>
<tr>
<td>91.6% scored proficient.</td>
<td>Yes</td>
</tr>
<tr>
<td>96.4% scored proficient.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 97.5%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of students graduated with a High School Certificate.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

5 OF 5
Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Avenue, SE (202) 563-6862
Washington, DC 20020 www.thurgoodmarshallacademy.org

School Profile

Board Chair: George Brown
Executive Director: Alexandra Pardo
Total Enrollment: 390

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

Percentage of Highly Qualified Teachers: 100.0%
Student-to-Teacher Ratio: 12 to 1

School Mission:

Thurgood Marshall Academy Public Charter School’s mission is to prepare students to succeed in college and to actively engage in our democratic society. As the first and only law-related charter school in Washington, DC, our goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities.

Unique School Characteristics
- DC’s only law-themed high school
- 100% college acceptance for all eight graduating classes
- Rigorous college preparatory curriculum
- Mentor and tutoring programs included as a wrap-around service

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics

- African American: 99.7%
- Hispanic/Latino: 0.0%
- Caucasian: 0.3%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%

English Language Learners: 0.0%
Low Income: 76.7%
Special Education: 6.9%

Transportation

Metro/Bus Service*

Anacostia Metro Station

*Please check www.wmata.com for updates.
### Grades measured: 9–12

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>75.1</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>81.4</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading 10th DC-CAS Proficient and Advanced</td>
<td>72.5</td>
<td>6.3</td>
<td>62.7%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.9</td>
<td>1.0</td>
<td>39.6%</td>
</tr>
<tr>
<td>Mathematics 10th DC-CAS Proficient and Advanced</td>
<td>79.1</td>
<td>7.4</td>
<td>73.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>7.7</td>
<td>0.8</td>
<td>30.8%</td>
</tr>
<tr>
<td>Advanced Placement and International Baccalaureate performance (12th)</td>
<td>38.8</td>
<td>5.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>78.0</td>
<td>3.6</td>
<td>48.4%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>39.7</td>
<td>5.9</td>
<td>78.2%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>74.2</td>
<td>7.4</td>
<td>98.8%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Metric</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>93.9</td>
<td>8.9</td>
<td>89.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>85.9</td>
<td>8.4</td>
<td>84.3%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>75.0</td>
<td>2.8</td>
<td>55.8%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>79.9</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
School Profile

Board Chair: Carl J. Hampton, Psy.D.

Executive Director: Patricia L. "Ngozi" Williams

Total Enrollment: 282

2012–2013 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
The mission of Tree of Life Public Charter School is to provide a well-rounded education of high expectations, structure and accountability for students in grades Pre-K through 8 in a holistic, safe, nurturing and family-friendly environment in a manner that develops academic and social skills, as well as character-building qualities, in our students that will equip them to succeed in life.

Unique School Characteristics
- State-of-the-art facility and classrooms
- Fresh food daily: 3 meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives
- Technology-rich instruction, including free laptops
- Family support, including parenting workshops

Student Demographics

English Language Learners: 0.0%
Low Income: 97.0%
Special Education: 9.2%

Transportation

Metro/Bus Service*
- 86; D4; E2

School Shuttle
Shuttles run before and after school at designated stops

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

*Please check www.wmata.com for updates.
### Student Progress (40 points): Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>7.9</td>
<td>20.0</td>
<td>39.3%</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>6.6</td>
<td>20.0</td>
<td>33.0%</td>
</tr>
</tbody>
</table>

### Student Achievement (25 points): Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary grades DC-CAS Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>0.5</td>
<td>5.0</td>
<td>11.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Elementary grades DC-CAS Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>1.0</td>
<td>5.0</td>
<td>20.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.24</td>
<td>1.25</td>
<td>19.4%</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>1.0</td>
<td>5.0</td>
<td>19.5%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.0</td>
<td>1.25</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Middle grades DC-CAS Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>1.3</td>
<td>5.0</td>
<td>26.8%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.22</td>
<td>1.25</td>
<td>17.6%</td>
</tr>
</tbody>
</table>

### Gateway (15 points): Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient and Advanced 3rd grade Reading</strong></td>
<td>0.0</td>
<td>7.5</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Proficient and Advanced 8th grade Mathematics</strong></td>
<td>4.5</td>
<td>7.5</td>
<td>60.1%</td>
</tr>
</tbody>
</table>

### Leading Indicators (20 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>9.9</td>
<td>10.0</td>
<td>99.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment in this school</strong></td>
<td>2.3</td>
<td>10.0</td>
<td>22.9%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35.5</td>
<td>100.0</td>
<td>35.5%</td>
</tr>
</tbody>
</table>

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

School Profile

Board Chair: Carl J. Hampton, Psy.D.
Executive Director: Patricia L. "Ngozi" Williams
Total Enrollment: 282
2012–13 Grades:
PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10
11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: PreK-3: 1st: 10 to 1; 2nd-8th: 20 to 1

Unique School Characteristics
- State-of-the-art facility and classrooms
- Fresh food daily: 3 meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives

School Mission:
The mission of Tree of Life Public Charter School is to provide a well-rounded education of high expectations, structure and accountability for students in grades Pre-K through 8 in a holistic, safe, nurturing and family-friendly environment in a manner that develops academic and social skills, as well as character-building qualities, in our students that will equip them to succeed in life.

Student Demographics

- African American: 100.0%
- Hispanic/Latino: 0.0%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.0%
- Special Education: 9.2%
- Low Income: 97.0%

Transportation

Metro/Bus Service*
86; D4; E2
School Shuttle
Shuttles run before and after school at designated stops
*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.2% of students increased in scaled score by at least 100.</td>
<td>No</td>
</tr>
<tr>
<td>77.8% of students demonstrated one school year’s growth.</td>
<td>Yes</td>
</tr>
<tr>
<td>66.7% of students demonstrated one school year’s growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>63% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
<tr>
<td>59.3% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
<tr>
<td>60% of students scored at or above grade level.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 95.0%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 94.2%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

6 of 8
2012 School Performance Report

Two Rivers PCS

WARD 0

1227 4th Street, NE (202) 546-4477
Washington, DC 20002

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

School Profile

Board Chair: Ann Gosier
Executive Director: Jessica Wodatch
Total Enrollment: 456

2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline:
March 15, 2013 (Common App Date)
- Before Care
- After Care

Percentage of Highly Qualified Teachers: 100%
Student-to-Teacher Ratio: 12 to 1

School Mission:
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.

Unique School Characteristics
- Expeditionary learning model, which emphasizes interactive, hands-on, project-based learning
- Responsive classroom school
- A supportive community of learners
- Integrates the arts, Spanish, and physical education
- Highly skilled, dedicated staff
- An engaged and active parent community

Student Demographics

- African American: 57.6%
- Hispanic/Latino: 6.8%
- Caucasian: 34.5%
- Asian/Pacific Islander: 1.3%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 3.3%
- Low Income: 30.0%
- Special Education: 18.3%

Transportation

Metro/Bus Service*
NoMa-Gallaudet U (New York Avenue) Metro Station/90,92,93

*Please check www.wmata.com for updates.
## Points Earned vs. Points Possible

<table>
<thead>
<tr>
<th>Student Progress (40 points): Academic improvement over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
</tr>
<tr>
<td>Points Earned</td>
</tr>
<tr>
<td>62.2</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
</tr>
<tr>
<td>59.4</td>
</tr>
</tbody>
</table>

## Student Achievement (25 points): Meeting or exceeding academic standards

### Elementary grades DC-CAS Reading

- Proficient and Advanced
  - Points Earned | Points Possible | Percent of Possible Points | 74.1 | 5.0 | 64.2%
- Advanced only
  - Points Earned | Points Possible | Percent of Possible Points | 17.8 | 1.25 | 71.1%

### Elementary grades DC-CAS Mathematics

- Proficient and Advanced
  - Points Earned | Points Possible | Percent of Possible Points | 72.6 | 5.0 | 67.6%
- Advanced only
  - Points Earned | Points Possible | Percent of Possible Points | 23.0 | 1.25 | 91.9%

### Middle grades DC-CAS Reading

- Proficient and Advanced
  - Points Earned | Points Possible | Percent of Possible Points | 69.2 | 5.0 | 57.5%
- Advanced only
  - Points Earned | Points Possible | Percent of Possible Points | 13.1 | 1.25 | 52.3%

### Middle grades DC-CAS Mathematics

- Proficient and Advanced
  - Points Earned | Points Possible | Percent of Possible Points | 69.2 | 5.0 | 59.6%
- Advanced only
  - Points Earned | Points Possible | Percent of Possible Points | 16.8 | 1.25 | 67.3%

## Gateway (15 points): Outcomes in key subjects that predict future educational success

- Proficient and Advanced 3rd grade Reading
  - Points Earned | Points Possible | Percent of Possible Points | 76.6 | 7.5 | 71.7%
- Proficient and Advanced 8th grade Mathematics
  - Points Earned | Points Possible | Percent of Possible Points | 76.5 | 7.5 | 70.0%

## Leading Indicators (20 points): Predictors of future student progress and achievement

### Attendance

| Points Earned | Points Possible | Percent of Possible Points | 93.5 | 10.0 | 84.9% |

### Re-enrollment in this school

| Points Earned | Points Possible | Percent of Possible Points | 83.1 | 10.0 | 79.2% |

## TOTAL SCORE

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>73.8</td>
<td>100.0</td>
<td>1</td>
</tr>
</tbody>
</table>

73.8%

For a more detailed explanation of the indicators, see our user guide.
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.
# Two Rivers PCS

## 2012 School Performance Report

### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.7% of students maintained or progressed to proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>98% of students maintained or progressed to proficiency.</td>
<td>Yes</td>
</tr>
<tr>
<td>58.7% of students scored at or above the expected level of growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>62.8% of students were projected as proficient.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average daily attendance was 91.6%.</td>
<td>Yes</td>
</tr>
<tr>
<td>The average daily attendance was 91.2%.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.1% of parents attended the Showcase.</td>
<td>Yes</td>
</tr>
<tr>
<td>99% of parents rated Two Rivers neutral or positive.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

<table>
<thead>
<tr>
<th>Count</th>
<th>Out of</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
School Profile

Board Chair:
Mark Lerner

Executive Director:
Martha Cutts

Total Enrollment: 349

2012-13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

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

Percentage of Highly Qualified Teachers: 96%

Student-to-Teacher Ratio: 21 to 1

Unique School Characteristics
- Washington Latin Middle School has earned the DC Public Charter School Board’s Tier 1 rank for two straight years
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin and Arabic

School Mission:
Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. “To know the good is to do the good.” These ancient words form the basis of Washington Latin’s educational philosophy through which students acquire knowledge and learn to make moral choices.

Tier Explanations

1. High Performing
   For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
S1; S2,4

School Shuttle
Morning and afternoon from Capitol Hill and Tenleytown

*Please check www.wmata.com for updates.
Grades measured: 5–8

**Student Progress (40 points):** Academic improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>13.5</td>
<td>67.3%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>7.4</td>
<td>37.0%</td>
</tr>
</tbody>
</table>

**Student Achievement (25 points):** Meeting or exceeding academic standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>DC-CAS Reading</td>
<td>7.4</td>
<td>73.6%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>DC-CAS Mathematics</td>
<td>7.0</td>
<td>70.2%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>2.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Gateway (15 points):** Outcomes in key subjects that predict future educational success

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>11.3</td>
<td>75.4%</td>
</tr>
</tbody>
</table>

**Leading Indicators (20 points):** Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>10.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

| | TIER 1 | 71.5 | 71.5% |

For a more detailed explanation of the indicators, see our user guide.
WASHINGTON LATIN PCS – UPPER SCHOOL

4715 16th Street, NW
Washington, DC 20011
(202) 541-1591
www.latinpcs.org

2012 School Performance Report

Transportation

School Profile

Board Chair: Mark Lerner
Executive Director: Martha Cutts
Total Enrollment: 225
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

2012–13 Application Deadline: March 15, 2013 (Common App Date)
Percentage of Highly Qualified Teachers: 95.0%
Student-to-Teacher Ratio: 14 to 1

School Mission:
Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. “To know the good is to do the good.” These ancient words form the basis of Washington Latin’s educational philosophy through which students acquire knowledge and learn to make moral choices.

Unique School Characteristics
- Washington Latin Upper School has earned the DC Public Charter School Board’s Tier 1 rank for two straight years
- Emphasis on language study as cornerstone of its curriculum; options are Latin, French, Mandarin and Arabic

Student Demographics

- African American: 70.3%
- Hispanic/Latino: 14.2%
- Caucasian: 11.4%
- Asian/Pacific Islander: 3.7%
- Native American/Indian: 0.5%
- Other: 0.0%

English Language Learners: 2.0%
Low Income: 44.0%
Special Education: 6.0%

Tier Explanations

1. High Performing
2. Mid Performing
3. Low Performing

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

Transportation

Metro/Bus Service*
S1; S2,4

School Shuttle
Morning and afternoon from Capitol Hill and Tenleytown

*Please check www.wmata.com for updates.
**Washington Latin PCS – Upper School**

**2012 School Performance Report**

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### Grades measured: 9–12

#### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Growth on DC-CAS Reading over time</strong></td>
<td>56.9</td>
<td>7.5</td>
<td>74.0%</td>
</tr>
<tr>
<td><strong>Growth on DC-CAS Mathematics over time</strong></td>
<td>60.5</td>
<td>7.5</td>
<td>87.1%</td>
</tr>
</tbody>
</table>

#### Student Achievement (30 points): Meeting or exceeding standards

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading 10th DC-CAS</strong></td>
<td>13.6</td>
<td>2.5</td>
<td>54.2%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>59.3</td>
<td>10.0</td>
<td>44.7%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.8</td>
<td>2.5</td>
<td>33.9%</td>
</tr>
<tr>
<td><strong>Mathematics 10th DC-CAS</strong></td>
<td>8.5</td>
<td>2.5</td>
<td>33.9%</td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>62.7</td>
<td>10.0</td>
<td>53.2%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>0.8</td>
<td>2.5</td>
<td>33.9%</td>
</tr>
<tr>
<td><strong>Advanced Placement and International Baccalaureate performance (12th)</strong></td>
<td>26.2</td>
<td>5.0</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation rate</strong></td>
<td>6.3</td>
<td>7.5</td>
<td>83.6%</td>
</tr>
<tr>
<td><strong>PSAT performance (11th)</strong></td>
<td>7.5</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>SAT performance (12th)</strong></td>
<td>5.8</td>
<td>7.5</td>
<td>77.8%</td>
</tr>
<tr>
<td><strong>College acceptance rate</strong></td>
<td>7.5</td>
<td>7.5</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th></th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>95.3</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Re-enrollment in this school</strong></td>
<td>92.1</td>
<td>100.0</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>9th grade credits (on track to graduate)</strong></td>
<td>95.7</td>
<td>5.0</td>
<td>92.4%</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**

|                                                                 | 80.8          | 100.0          | 80.8%                     |

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For a more detailed explanation of the indicators, see our user guide.
**School Profile**

**Board Chair:** Jeneen Y. Ramos  
**Executive Director:** Mark Addae  
**Total Enrollment:** 330  
**2012–13 Grades:**  
- PK-3  
- PK-4  
- K  
- 1  
- 2  
- 3  
- 4  
- 5  
- 6  
- 7  
- 8  
- 9  
- 10  
- 11  
- 12  
- GED  
- ADULT ED  
**2012–13 Application Deadline:** March 15, 2013 (Common App Date)  
**Percentage of Highly Qualified Teachers:** 95.0%  
**Student-to-Teacher Ratio:** 25 to 2

**School Mission:**  
The mission of WMST is to provide a rigorous education, integrating mathematics and science instruction with technology that will enhance analytical reasoning development. Our goal is to produce highly motivated, successful students prepared for higher education in mathematics, science, technology and related careers.

**Unique School Characteristics**  
- International Baccalaureate program  
- AVID program  
- Air Force ROTC  
- Full-time Health Corps Initiative coordinator  
- Diverse school staff from more than fifteen countries  
- Offers a summer program sponsored by Johns Hopkins University

**Student Demographics**

- African American: 99.1%  
- Hispanic/Latino: 0.6%  
- Caucasian: 0.0%  
- Asian/Pacific Islander: 0.0%  
- Native American/Indian: 0.3%  
- Other: 0.0%  
- English Language Learners: 0.0%  
- Low Income: 59.4%  
- Special Education: 10.6%

**Tier Explanations**

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

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers: Tier 1 schools meet standards of high performance; Tier 2 schools fall short of high performance standards but meet minimum overall performance standards; and Tier 3 schools fall significantly short of high performance standards, showing inadequate performance.

**Transportation**

**Metro/Bus Service**

*Please check [www.wmata.com](http://www.wmata.com) for updates.*

**2012 School Performance Report**

**Washington Mathematics Science & Technology**

1920 Bladensburg Road, NE  
(202) 636-8011  
www.wmstpchs.org

**WARD**

**Tier 1**  
Total Score: 65.0–100.0%  
**Tier 2**  
Total Score: 35.0–64.9%  
**Tier 3**  
Total Score: 0.0–34.9%  

2011 Score: 57.6%
## Grades measured: 9–12

### Student Progress (15 points): Test score improvement over time

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>60.3</td>
<td>100</td>
<td>86.6%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>59.6</td>
<td>100</td>
<td>84.6%</td>
</tr>
</tbody>
</table>

### Student Achievement (30 points): Meeting or exceeding standards

#### Reading 10th DC-CAS

<table>
<thead>
<tr>
<th>Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>61.7</td>
<td>100</td>
<td>48.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>7.4</td>
<td>2.5</td>
<td>29.8%</td>
</tr>
</tbody>
</table>

#### Mathematics 10th DC-CAS

<table>
<thead>
<tr>
<th>Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient and Advanced</td>
<td>57.4</td>
<td>100</td>
<td>46.6%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>5.3</td>
<td>2.5</td>
<td>21.3%</td>
</tr>
</tbody>
</table>

#### Advanced Placement and International Baccalaureate performance (12th)

<table>
<thead>
<tr>
<th>Level</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>1.7</td>
<td>5.0</td>
<td>34.0%</td>
</tr>
</tbody>
</table>

### Gateway (30 points): Outcomes aligned to college and career readiness

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation rate</td>
<td>92.3</td>
<td>7.5</td>
<td>81.9%</td>
</tr>
<tr>
<td>PSAT performance (11th)</td>
<td>25.9</td>
<td>7.5</td>
<td>49.0%</td>
</tr>
<tr>
<td>SAT performance (12th)</td>
<td>33.3</td>
<td>7.5</td>
<td>36.3%</td>
</tr>
<tr>
<td>College acceptance rate</td>
<td>100.0</td>
<td>7.5</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Leading Indicators (25 points): Predictors of future student progress and achievement

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Percent of Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90.8</td>
<td>10.0</td>
<td>58.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>84.0</td>
<td>10.0</td>
<td>76.9%</td>
</tr>
<tr>
<td>9th grade credits (on track to graduate)</td>
<td>91.1</td>
<td>5.0</td>
<td>84.3%</td>
</tr>
</tbody>
</table>

### TOTAL SCORE

<table>
<thead>
<tr>
<th>Tier</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>63.0</td>
<td>100.0</td>
<td>63.0%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
Tier Explanations

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:

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

**School Mission:**
Washington Yu Ying Public Charter School aims to nurture the development of a strong social conscience among tomorrow’s global leaders by fostering excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese–English dual language immersion environment.

**Unique School Characteristics**
- Chinese-English dual immersion in grades K–4
- Full Chinese immersion in PK
- International Baccalaureate Primary Years Program

**Student Demographics**
- **African American:** 48.1%
- **Hispanic/Latino:** 6.6%
- **Caucasian:** 27.3%
- **Asian/Pacific Islander:** 18.0%
- **Native American/Indian:** 0.0%
- **Other:**
- **English Language Learners:**
  - Low Income: 20.0%
  - Special Education: 9.0%

**Transportation**

*Please check www.wmata.com for updates.

**Metro/Bus Service**
- 60; H8

**School Profile**

**Board Chair:** Lisa Chiu

**Executive Director:** Mary Shaffner

**Total Enrollment:** 439

**2012–13 Grades:**
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

**Before Care**

**After Care**

**Percentage of Highly Qualified Teachers:** 100%

**Student-to-Teacher Ratio:** 14.8 to 1
Grades measured: 3-4

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time
- Points Earned: 14.5
- Points Possible: 20.0
- Percent of Possible Points: 72.5%

Growth on DC-CAS Mathematics over time
- Points Earned: 20.0
- Points Possible: 20.0
- Percent of Possible Points: 100.0%

Student Achievement (25 points): Meeting or exceeding academic standards

DC-CAS Reading
- Proficient and Advanced
  - Points Earned: 6.4
  - Points Possible: 10.0
  - Percent of Possible Points: 63.9%
  - Advanced only: 0.7, 2.5, 27.8%

DC-CAS Mathematics
- Proficient and Advanced
  - Points Earned: 5.6
  - Points Possible: 10.0
  - Percent of Possible Points: 55.7%
  - Advanced only: 1.8, 2.5, 72.2%

Gateway (15 points): Outcomes in key subjects that predict future educational success

Proficient and Advanced 3rd grade Reading
- Points Earned: 8.8
- Points Possible: 15.0
- Percent of Possible Points: 58.7%

Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance
- Points Earned: 10.0
- Points Possible: 10.0
- Percent of Possible Points: 100.0%

Re-enrollment in this school
- Points Earned: 9.0
- Points Possible: 10
- Percent of Possible Points: 89.7%

TOTAL SCORE
- Points Earned: 76.7
- Points Possible: 100
- Percent of Possible Points: 76.7%

TIER 1

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

Washington Yu Ying PCS

220 Taylor Street, NE
Washington, DC 20017
(202) 635-1950
www.washingtonyuying.org

School Profile

Board Chair: Christina Murtaugh
Principal: Maquita Alexander
Total Enrollment: 439
2012–13 Grades: PK-3 PK-4 K 1 2 3 4 5 6 7 8 9 10 11 12 GED ADULT ED
2012–13 Application Deadline: March 15, 2013 (Common App Date)
☐ Before Care ☑ After Care

Student-to-Teacher Ratio: 14.8 to 1
Percentage of Highly Qualified Teachers: 100%

School Mission:
Washington Yu Ying Public Charter School aims to nurture the development of a strong social conscience among tomorrow’s global leaders by fostering excellence in our students’ intellectual, moral, social, emotional and physical development in an engaging, inquiry-driven, Chinese – English dual language immersion environment.

Unique School Characteristics
- Chinese-English dual immersion in grades K–5
- Full Chinese immersion in PK
- International Baccalaureate Primary Years Program

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.

Student Demographics

- African American: 48.1%
- Hispanic/Latino: 6.6%
- Caucasian: 27.3%
- Asian/Pacific Islander: 18.0%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 8.0%
- Low Income: 20.0%
- Special Education: 9.0%

Transportation

Metro/Bus Service*
60; H8

*Please check www.wmata.com for updates.
<table>
<thead>
<tr>
<th>Student Progress Targets</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of kindergartens through second-grade students will increase at least one level or maintain “low risk” by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>85.7% of students increased one level or maintained low risk.</td>
<td>Yes</td>
</tr>
<tr>
<td>75% of pre-kindergarten students will demonstrate growth by advancing from “concern” to “no concern” or maintaining no concern by the spring administration on the Denver Developmental Screening Test II (DDST-II) assessment.</td>
<td>88.3% of students demonstrated growth or maintained proficiency.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Achievement Targets</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>65% of kindergartens through second-grade students will score “low risk” on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment.</td>
<td>85.4% of students scored “low risk.”.</td>
<td>Yes</td>
</tr>
<tr>
<td>70% of kindergartens through second-grade students will score proficient or above in mathematics on the Discovery Education Early Skills Assessment.</td>
<td>84.7% of students scored proficient.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leading Indicators Targets</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of pre-kindergarten through second-grade students will re-enroll for the 2011-2012 school year.</td>
<td>The re-enrollment rate was 89.2%.</td>
<td>Yes</td>
</tr>
<tr>
<td>On average, pre-kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 97.1%.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

TOTAL TARGETS MET | 6 OF 6 |
### School Profile

- **Board Chair:** Tanya Hales
- **Executive Director:** John Goldman
- **Total Enrollment:** 373
- **School Mission:**
  The William E. Doar Jr. Public Charter School for the Performing Arts will foster a safe, creative, enjoyable, and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the global society.

- **Unique School Characteristics:**
  - Specialized instruction in music, dance/ballet, theater and visual arts

### Tier Explanations

- **Tier 1:** High Performing
  - Schools meet standards of high performance.

- **Tier 2:** Mid Performing
  - Schools fall short of high performance standards but meet minimum overall performance standards.

- **Tier 3:** Low Performing
  - Schools fall significantly short of high performance standards, showing inadequate performance.

For schools serving grades 3–8 and grade 10, the DC Public Charter School Board has implemented the Performance Management Framework to assess school-wide academic performance. Schools are rated by tiers:

- **Tier 1** schools meet standards of high performance;
- **Tier 2** schools fall short of high performance standards but meet minimum overall performance standards; and
- **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

### Transportation

- **Metro/Bus Service:**
  - Rhode Island Avenue Metro Station

*Please check [www.wmata.com](http://www.wmata.com) for updates.*
<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Percent of Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress (40 points):</strong> Academic improvement over time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Growth on DC-CAS Reading over time</td>
<td>53.9</td>
<td>59.8%</td>
</tr>
<tr>
<td>Growth on DC-CAS Mathematics over time</td>
<td>57.7</td>
<td>69.3%</td>
</tr>
<tr>
<td><strong>Student Achievement (25 points):</strong> Meeting or exceeding academic standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary grades DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>50.0</td>
<td>34.3%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>8.5</td>
<td>34.0%</td>
</tr>
<tr>
<td>Elementary grades DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>34.0</td>
<td>22.1%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>9.6</td>
<td>38.3%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>50.0</td>
<td>31.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>3.3</td>
<td>13.3%</td>
</tr>
<tr>
<td>Middle grades DC-CAS Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced</td>
<td>36.7</td>
<td>17.0%</td>
</tr>
<tr>
<td>Advanced only</td>
<td>1.7</td>
<td>6.7%</td>
</tr>
<tr>
<td><strong>Gateway (15 points):</strong> Outcomes in key subjects that predict future educational success</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient and Advanced 3rd grade Reading</td>
<td>28.6</td>
<td>13.5%</td>
</tr>
<tr>
<td>Proficient and Advanced 8th grade Mathematics</td>
<td>40.0</td>
<td>23.5%</td>
</tr>
<tr>
<td><strong>Leading Indicators (20 points):</strong> Predictors of future student progress and achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>88.4</td>
<td>34.0%</td>
</tr>
<tr>
<td>Re-enrollment in this school</td>
<td>44.8</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>38.4</td>
<td>38.4%</td>
</tr>
</tbody>
</table>

For a more detailed explanation of the indicators, see our user guide.
2012 School Performance Report

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

705 Edgewood Street, NE
Washington, DC 20017
(202) 269-4646
www.wedjschool.us

School Profile

Board Chair:
Tanya Hales

Executive Director:
John Goldman

Total Enrollment: 373

2012–13 Grades:
PK-3 PK-4 K 1 2 3
4 5 6 7 8 9 10
11 12 GED ADULT ED

First School Year: 2004–05

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

School Mission:
The William E. Doar Jr. Public Charter School for the Performing Arts will foster a safe, creative, enjoyable, and culturally sensitive learning environment for all students with the goal of providing a college preparatory curriculum in both academics and the performing arts to produce the next generation of leaders for America and the global society.

Student-to-Teacher Ratio: 16 to 1

Percentage of Highly Qualified Teachers: 100%

Unique School Characteristics
- Specialized instruction in music, dance/ballet, theater and visual arts

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.

Student Demographics

- African American: 98.2%
- Hispanic/Latino: 0.9%
- Caucasian: 0.0%
- Asian/Pacific Islander: 0.9%
- Native American/Indian: 0.0%
- Other: 0.0%
- English Language Learners: 0.6%
- Low Income: 82.4%
- Special Education: 12.4%

Transportation

Metro/Bus Service*
Rhode Island Avenue Metro Station

*Please check www.wmata.com for updates.
### Student Progress Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase by 7 letter identifications or master at least 21 by the spring administration on the Phonological Awareness Literacy Screening (PALS) assessment.</td>
<td>Results unavailable*</td>
<td>No</td>
</tr>
<tr>
<td>70% of kindergarten through second-grade students will demonstrate growth by increasing 3 reading levels (5 for 1st) by the spring administration on the Developmental Reading Assessment (DRA).</td>
<td>57.8% of students demonstrated growth.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% of first and second-grade students will read on or above grade level on the Developmental Reading Assessment (DRA).</td>
<td>43.9% of students were on grade level.</td>
<td>No</td>
</tr>
</tbody>
</table>

### Leading Indicators Targets

<table>
<thead>
<tr>
<th>Target</th>
<th>Leading Indicators Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On average, kindergarten through second-grade students will attend school 92% of the days.</td>
<td>The average daily attendance was 83.5%.</td>
<td>No</td>
</tr>
</tbody>
</table>

### TOTAL TARGETS MET

0 OF 4

*Primary source data were not available at the time of review.*
YouthBuild PCS

School Profile

Board Chair: Mark Jordan
Executive Director: Arthur Dade
Total Enrollment: 110
2012–13 Grades:
- PK-3
- PK-4
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- GED
- ADULT ED

School Mission:
YouthBuild PCS is an alternative high school for young people seeking to transform their lives by re-engaging in a non-traditional school environment. YouthBuild prepares students for post-secondary education and the workplace by offering, in English and Spanish, vocational and workplace development programs. YouthBuild believes that service to the community is an essential part of the transformative process; therefore students serve their community through volunteer projects and by creating housing for low-income residents in the Washington, DC area.

Percentage of Highly Qualified Teachers: N/A
Student-to-Teacher Ratio: 15 to 1

Unique School Characteristics
- Academic instruction/GED preparation; college dual-enrollment program
- Construction training-NCCER/PACT certification; Americorps mentoring program
- Student transportation stipend
- Job-readiness training

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.

Transportation

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

School Shuttle
Students receive a stipend toward transportation

*Please check www.wmata.com for updates.
# 2012 School Performance Report

## YouthBuild PCS

### Student Progress Targets

<table>
<thead>
<tr>
<th>Progress Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% of the students advanced at least 2 grade levels.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 85% of students that enter the school with less than an 8th grade reading level and complete the school year will progress at least 2 grade levels in reading.
- 90% of students who complete the school year will progress at least 1 grade level in mathematics.
- 65% of English Language Learner students will progress at least 20% in their English proficiency as measured by ACCESS for ELL.

### Student Achievement Targets

<table>
<thead>
<tr>
<th>Achievement Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>42% of students passed.</td>
<td>No</td>
</tr>
</tbody>
</table>

- 65% of the students who enter the school year with at least an 8th grade reading level as measured by the TABE and complete the school year will pass the official GED exam.
- 12% of the students who enter the school year with a reading grade level between 4 and 7.9 as measured by the TABE and complete the school year will pass the official GED exam.

### Gateway Targets

<table>
<thead>
<tr>
<th>Gateway Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% of students earned one or more certification.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 95% of students who complete the school year will earn at least one of the following certifications: NCCER; RBI; MOS; or HVAC.
- 75% of students who graduate will be successfully placed either into the workforce or a post-secondary education institution within 3 months of completing the school year.

### Mission Specific Measures Targets

<table>
<thead>
<tr>
<th>Mission Specific Results</th>
<th>Met Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>88% of students advanced 10 points.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

- 50% of Students who take the pre- and post-assessment for EQ-i will advance at least 10 points in the effective range in at least 2 out of the 3 identified low subscale areas according to the Five Areas of Interest from the initial Student Summary Report.

### TOTAL TARGETS MET

- 7 of 8 targets met.
DC Public Charter School Board would like to thank the following organizations for their support of the 2012 Performance Management Framework:

College Board
DC Office of the Deputy Mayor for Education
DC Office of the State Superintendent of Education
DC School Reform Now
Educational Testing Service
GreatSchools.org (Washington, DC)
New Schools Venture Fund
Walton Family Foundation
The Wireless Foundation

and

Our public charter schools and the more than 35,000 DC charter school students and their families
For more information about charter school performance and the DC Public Charter School Board:

Download the new mobile app MyDCcharters
dcpcsb.boopsie.com

Visit www.dcpcsb.org

Follow us on Twitter: @dcpcsb

Like us on Facebook: DC Public Charter School Board