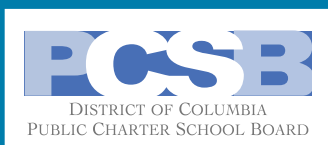


2012

DC Public Charter School Performance Reports

SECOND EDITION



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

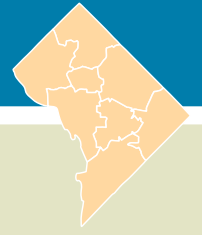
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Dear Friends,

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.

Table of Contents

School Lists

■ Tier 1 Schools	4
■ Tier 2 Schools	5
■ Tier 3 Schools	6
■ Early Childhood Programs (Untiered)	7
■ Elementary/Middle Schools	10
■ High Schools	12
■ Adult Education Programs (Untiered)	13

How to Read the Scorecard

14

Individual Public Charter School (PCS)

Performance Reports

17

■ Achievement Preparatory Academy PCS	18
■ AppleTree Early Learning PCS – Amidon	20
■ AppleTree Early Learning PCS – Columbia Heights	23
■ AppleTree Early Learning PCS – Douglass Knoll	26
■ AppleTree Early Learning PCS – Lincoln Park	29
■ AppleTree Early Learning PCS – Oklahoma Avenue	32
■ AppleTree Early Learning PCS – Parklands	35
■ AppleTree Early Learning PCS – Riverside	38
■ Arts & Technology Academy PCS	41
■ Booker T. Washington PCS	45
■ Bridges PCS	49
■ Capital City PCS – Lower School	51
■ Capital City PCS – Upper (High School)	55
■ Capital City PCS – Upper (Middle School)	57
■ Carlos Rosario International PCS	59
■ Center City PCS – Brightwood	61
■ Center City PCS – Capitol Hill	65
■ Center City PCS – Congress Heights	69
■ Center City PCS – Petworth	73
■ Center City PCS – Shaw	77
■ Center City PCS – Trinidad	81
■ Cesar Chavez PCS for Public Policy – Capitol Hill	85
■ Cesar Chavez PCS for Public Policy – Chavez Prep	87
■ Cesar Chavez PCS for Public Policy – Parkside High School	89
■ Cesar Chavez PCS for Public Policy – Parkside Middle School	91
■ Community Academy PCS – Amos 1	93
■ Community Academy PCS – Amos 2	97
■ Community Academy PCS – Amos 3	99

■ Community Academy PCS – Butler Global	103
■ Community Academy PCS – CAPCS Online	107
■ DC Bilingual PCS	111
■ DC Prep PCS – Benning Elementary	115
■ DC Prep PCS – Edgewood Elementary	117
■ DC Prep PCS – Edgewood Middle	119
■ E.L. Haynes PCS – Georgia Avenue	121
■ E.L. Haynes PCS – Kansas Avenue	123
■ Eagle Academy PCS	125
■ Early Childhood Academy PCS	127
■ Education Strengthens Families PCS	130
■ Elsie Whitlow Stokes Community Freedom PCS	133
■ Excel Academy PCS	137
■ Friendship PCS – Blow-Pierce Elementary & Middle	139
■ Friendship PCS – Chamberlain Elementary & Middle	143
■ Friendship PCS – Collegiate Academy	147
■ Friendship PCS – Southeast Elementary Academy	149
■ Friendship PCS – Technology Preparatory Academy	153
■ Friendship PCS – Woodridge Elementary & Middle	155
■ Hope Community PCS – Lamond	159
■ Hope Community PCS – Tolson	163
■ Hospitality PCS	167
■ Howard Road Academy PCS – Howard Road Main	169
■ Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School	173
■ Howard Road Academy PCS – Pennsylvania Avenue	175
■ Howard University Middle School of Mathematics and Science PCS	177
■ Ideal Academy PCS	179
■ Imagine Southeast PCS	183
■ Inspired Teaching Demonstration PCS	187
■ Integrated Design & Electronics Academy PCS (High School)	189
■ Integrated Design & Electronics Academy PCS (Middle School)	191
■ KIPP DC – AIM Academy PCS	193
■ KIPP DC – College Preparatory PCS	195
■ KIPP DC – Discover Academy PCS	197
■ KIPP DC – Grow Academy PCS	199

Table of Contents *(cont.)*

■ KIPP DC – Heights Academy PCS	201	■ SEED Public Charter School of Washington, D.C. (Middle School)	257
■ KIPP DC – KEY Academy PCS	203	■ Septima Clark PCS	259
■ KIPP DC – LEAP Academy PCS	205	■ Shining Stars Montessori Academy PCS	263
■ KIPP DC – Promise Academy PCS	207	■ St. Coletta Special Education PCS	265
■ KIPP DC – WILL Academy PCS	209	■ Thurgood Marshall Academy PCS	267
■ Latin American Montessori Bilingual PCS	211	■ Tree of Life PCS	269
■ Mary McLeod Bethune Day Academy PCS	215	■ Two Rivers PCS	273
■ Maya Angelou PCS – Evans	219	■ Washington Latin PCS – Middle School	277
■ Maya Angelou PCS – Middle School	221	■ Washington Latin PCS – Upper School	279
■ Meridian PCS	223	■ Washington Mathematics Science & Technology	281
■ Mundo Verde Bilingual PCS	227	■ Washington Yu Ying PCS	283
■ National Collegiate Preparatory Public Charter High School	229	■ William E. Doar, Jr. PCS for the Performing Arts	287
■ The Next Step/El Próximo Paso PCS	231	■ YouthBuild PCS	291
■ Options PCS (High School)	233		
■ Options PCS (Middle School)	235		
■ Paul PCS	237		
■ Perry Street Preparatory PCS – Lower School	239		
■ Perry Street Preparatory PCS – Upper School	241		
■ Perry Street Preparatory PCS	243		
■ Potomac Lighthouse PCS	245		
■ Richard Wright PCS for Journalism and Media Arts	249		
■ Roots PCS	251		
■ SEED Public Charter School of Washington, D.C. (High School)	255		

The following public charter schools are not listed because they first opened in the 2012–13 school year and therefore do not have school performance data from the 2011–12 school year:

- 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%)

Ward

2011–12
Grade Levels

Overall
Percentage

ELEMENTARY/MIDDLE SCHOOLS

Achievement Preparatory Academy PCS	8	4–8	86.3%
Capital City PCS – Lower School	4	PK4–8	65.3%
Center City PCS – Brightwood	4	PK4–8	67.8%
Center City PCS – Petworth	4	PK4–8	69.3%
Cesar Chavez PCS for Public Policy – Chavez Prep	1	6–9	66.6%
Community Academy PCS – Butler Global	2	PK3–5	65.0%
DC Prep PCS – Edgewood Middle	5	4–8	90.8%
E.L. Haynes PCS – Georgia Avenue	4	PK3–8	65.6%
Howard University Middle School of Mathematics and Science PCS	1	6–8	69.6%
KIPP DC – AIM Academy PCS	8	5–8	89.4%
KIPP DC – KEY Academy PCS	7	5–8	87.6%
KIPP DC – WILL Academy PCS	6	5–8	73.8%
Latin American Montessori Bilingual PCS	4	PK3–5	77.6%
Paul PCS	4	6–9	65.8%
SEED Public Charter School of Washington, D.C. (Middle School)	7	5–8	80.3%
Two Rivers PCS	6	PK3–5	73.8%
Washington Latin PCS – Middle School	4	5–8	71.5%
Washington Yu Ying PCS	5	PK4–5	76.7%

HIGH SCHOOLS

KIPP DC – College Preparatory PCS	8	9–11	66.7%
SEED Public Charter School of Washington, D.C. (High School)	7	6–12	66.7%
Thurgood Marshall Academy PCS	8	9–12	79.9%
Washington Latin PCS – Upper School	4	9–12	80.8%

Tier 2 (35.0–64.9%)

Ward

2011–12
Grade LevelsOverall
Percentage**ELEMENTARY/MIDDLE SCHOOLS**

Capital City PCS – Upper (Middle School)	4	6–8	63.5%
Center City PCS – Congress Heights	8	PK4–8	37.0%
Center City PCS – Capitol Hill	6	PK4–8	59.5%
Center City PCS – Shaw	2	PK4–5	50.4%
Center City PCS – Trinidad	5	PK4–6	61.1%
Cesar Chavez PCS for Public Policy – Parkside Middle School	7	6–8	47.3%
Community Academy PCS – Amos 1	4	PK3–5	48.7%
Community Academy PCS – Amos 3	5	PK3–8	35.4%
Community Academy PCS – CAPCS Online	4	K–8	55.4%
DC Bilingual PCS	1	PK3–5	60.3%
Elsie Whitlow Stokes Community Freedom PCS	5	PK3–6	63.5%
Friendship PCS – Blow-Pierce Elementary & Middle	7	PK3–8	35.7%
Friendship PCS – Chamberlain Elementary & Middle	6	PK3–8	53.8%
Friendship PCS – Southeast Elementary Academy	8	PK3–5	49.6%
Friendship PCS – Technology Preparatory Academy	8	6–9	50.1%
Friendship PCS – Woodridge Elementary & Middle	5	PK3–8	50.0%
Hope Community PCS – Lamond	4	PK3–8	58.9%
Hope Community PCS – Tolson	5	PK3–8	54.2%
Imagine Southeast PCS	8	PK3–8	35.6%
Mary McLeod Bethune Day Academy PCS	5	PK3–8	42.6%
Meridian PCS	1	PK3–8	56.2%
Perry Street Preparatory PCS – Lower School	5	PK4–12	43.4%
Potomac Lighthouse PCS	5	PK3–6	49.3%
Roots PCS	4	PK3–8	48.4%
Septima Clark PCS	8	PK3–5	37.1%
Tree of Life PCS	5	PK4–8	35.5%
William E. Doar, Jr. PCS for the Performing Arts	5	PK3–8	38.4%

HIGH SCHOOLS

Capital City PCS – Upper (High School)	4	9–12	53.9%
Cesar Chavez PCS for Public Policy – Capitol Hill	6	9–12	52.6%
Cesar Chavez PCS for Public Policy – Parkside High School	7	9–12	56.6%
Friendship PCS – Collegiate Academy	7	9–12	62.8%
Hospitality PCS	4	9–12	38.2%
National Collegiate Preparatory Public Charter High School	8	9–11	49.0%
Perry Street Preparatory PCS – Upper School	5	9–12	37.6%
Washington Mathematics Science & Technology	5	9–12	63.0%

Tier 3 (0.0–34.9%)	Ward	2011–12 Grade Levels	Overall Percentage
ELEMENTARY/MIDDLE SCHOOLS			
Arts & Technology Academy PCS	7	PK3–5	34.3%
Howard Road Academy PCS – Howard Road Main	8	PK3–6	28.8%
Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School	8	6–8	29.8%
Ideal Academy PCS	4	PK3–8	29.7%
Integrated Design & Electronics Academy PCS (Middle School)	7	7–12	14.3%
Maya Angelou PCS – Middle School	7	6–8	27.3%
HIGH SCHOOLS			
Booker T. Washington PCS	1	9–12 & Adult Ed	30.0%
Integrated Design & Electronics Academy PCS (High School)	7	7–12	28.4%

Early Childhood Programs (Untiered)

Public Charter School	2011-12 Grade Levels	Targets Met	Total Targets
WARD 1			
AppleTree Early Learning PCS – Columbia Heights	PK3	10	10
DC Bilingual PCS	PK3-5	5	7
Education Strengthens Families PCS	PK3 & Adult Ed	11	11
Inspired Teaching Demonstration PCS	PK3-3	6	7
Meridian PCS	PK3-8	7	7
Mundo Verde Bilingual PCS	PK3-K	7	7
Shining Stars Montessori Academy PCS	PK3-K	1	6
WARD 2			
Center City PCS – Shaw	PK4-8	5	6
Community Academy PCS – Butler Global	PK3-5	6	7
<i>There are no charter schools in Ward 3.</i>			
WARD 4			
Bridges PCS	PK3	5	5
Capital City PCS – Lower School	PK4-8	7	7
Center City PCS – Brightwood	PK4-8	3	6
Center City PCS – Petworth	PK4-8	4	6
Community Academy PCS – Amos 1	PK3-5	7	7
Community Academy PCS – Amos 2	PK3-K	6	6
Community Academy PCS – CAPCS Online	K-8	5	6
E.L. Haynes PCS – Kansas Avenue	PK3-2	5	5
Hope Community PCS – Lamond	PK3-8	7	7
Ideal Academy PCS	PK4-8	3	5
Latin American Montessori Bilingual PCS	PK3-5	4	6
Roots PCS	PK3-8	5	5
WARD 5			
Center City PCS – Trinidad	PK4-8	5	6
Community Academy PCS – Amos 3	PK3-8	5	7
DC Prep PCS – Edgewood Elementary	PK3-3	7	8
Elsie Whitlow Stokes Community Freedom PCS	PK3-6	9	9
Friendship PCS – Woodridge Elementary & Middle	PK3-8	5	5
Hope Community PCS – Tolson	PK3-8	5	7
Mary McLeod Bethune Day Academy PCS	PK3-8	5	8

Early Childhood Programs (Untiered) *(cont.)*

Public Charter School	2011-12 Grade Levels	Targets Met	Total Targets
WARD 5 <i>(cont.)</i>			
Perry Street Preparatory PCS	PK4-12	2	4
Potomac Lighthouse PCS	PK3-6	0	8
Tree of Life PCS	PK4-8	6	8
Washington Yu Ying PCS	PK4-3	6	6
William E. Doar, Jr. PCS for the Performing Arts	PK3-8	0	4
WARD 6			
AppleTree Early Learning PCS – Amidon	PK3	9	10
AppleTree Early Learning PCS – Lincoln Park	PK3	8	10
Appletree Early Learning PCS – Riverside	PK3	9	10
Center City PCS – Capitol Hill	PK4-8	5	6
Friendship PCS – Chamberlain Elementary & Middle	PK3-8	5	5
KIPP DC – Grow Academy PCS	PK4-K	7	8
St. Coletta Special Education PCS	PK3-12 & Adult Ed	5	5
Two Rivers PCS	PK3-5	5	8
WARD 7			
AppleTree Early Learning PCS – Oklahoma Avenue	PK3	8	10
Arts & Technology Academy PCS	PK3-5	3	5
DC Prep PCS – Benning Elementary	PK3-1	6	7
Friendship PCS – Blow-Pierce Elementary & Middle	PK3-8	4	5
Howard Road Academy PCS – Pennsylvania Avenue	PK3-2	7	9
KIPP DC – LEAP Academy PCS	PK3-K	8	8
KIPP DC – Promise Academy PCS	1-3	7	8
WARD 8			
AppleTree Early Learning PCS – Douglass Knoll	PK3	9	10
AppleTree Early Learning PCS – Parklands	PK3	9	10
Center City PCS – Congress Heights	PK4-8	4	6
Early Childhood Academy PCS	PK3-3	7	9
Excel Academy PCS	PK3-3	6	8
Eagle Academy PCS	PK3-3	8	8
Friendship PCS – Southeast Elementary Academy	PK3-5	4	5
Howard Road Academy PCS – Howard Road Main	K-6	2	9

Early Childhood Programs (Untiered) *(cont.)*

Public Charter School	2011-12 Grade Levels	Targets Met	Total Targets
WARD 8 <i>(cont.)</i>			
Imagine Southeast PCS	PK4-6	4	7
KIPP DC – Discover Academy PCS	PK3-K	7	8
KIPP DC – Heights Academy PCS	1	6	7
Septima Clark PCS	PK3-5	2	5

Elementary/Middle Schools

Public Charter School	2011–12 Grade Levels	Tier	Overall Percentage
WARD 1			
Cesar Chavez PCS for Public Policy – Chavez Prep	6–9	1	66.6%
DC Bilingual PCS	PK3–5	2	60.3%
E.L. Haynes PCS – Georgia Avenue	4–8	1	65.6%
Howard University Middle School of Mathematics and Science PCS	6–8	1	69.6%
Meridian PCS	PK3–8	2	56.2%
WARD 2			
Center City PCS – Shaw	PK4–8	2	50.4%
Community Academy PCS – Butler Global	PK3–5	1	65.0%
<i>There are no charter schools in Ward 3.</i>			
WARD 4			
Capital City PCS – Lower School	PK3–8	1	65.3%
Capital City PCS – Upper (Middle School)	6–8	2	63.5%
Center City PCS – Brightwood	PK4–8	1	67.8%
Center City PCS – Petworth	PK4–8	1	69.3%
Community Academy PCS – Amos 1	PK3–5	2	48.7%
Community Academy PCS – CAPCS Online	K–8	2	55.4%
Hope Community PCS – Lamond	PK3–6	2	58.9%
Ideal Academy PCS	PK3–8	3	29.7%
Latin American Montessori Bilingual PCS	PK3–5	1	77.6%
Paul PCS	6–9	1	65.8%
Roots PCS	PK3–8	2	48.4%
Washington Latin PCS – Middle School	5–8	1	71.5%
William E. Doar, Jr. PCS for the Performing Arts	PK3–8	2	38.4%
WARD 5			
Center City PCS – Trinidad	PK4–8	2	61.1%
Community Academy PCS – Amos 3	PK3–8	2	35.4%
DC Prep PCS – Edgewood Middle	4–8	1	90.8%
Elsie Whitlow Stokes Community Freedom PCS	PK3–6	2	63.5%
Friendship PCS – Woodridge Elementary & Middle	PK3–8	2	50.0%
Hope Community PCS – Tolson	PK3–8	2	54.2%
Mary McLeod Bethune Day Academy PCS	PK3–8	2	42.6%
Perry Street Preparatory PCS – Lower School	PK4–12	2	43.4%

Elementary/Middle Schools *(cont.)*

Public Charter School	2011–12 Grade Levels	Tier	Overall Percentage
WARD 5 <i>(cont.)</i>			
Potomac Lighthouse PCS – Lower School	PK3–6	2	49.3%
Tree of Life PCS	PK3–8	2	35.5%
Washington Yu Ying PCS	PK4–5	1	76.7%
WARD 6			
Center City PCS – Capitol Hill	PK4–8	2	59.5%
Friendship PCS – Chamberlain Elementary & Middle	PK3–8	2	53.8%
KIPP DC – WILL Academy PCS	5–8	1	73.8%
Options PCS (Middle School)	6–12	*	16.8%
Richard Wright PCS for Journalism and Media Arts	8–9	**	27.7%
Two Rivers PCS	PK3–8	1	73.8%
WARD 7			
Arts & Technology Academy PCS	PK3–5	3	34.3%
Cesar Chavez PCS for Public Policy – Parkside Middle School	6–8	2	47.3%
Friendship PCS – Blow-Pierce Elementary & Middle	PK3–8	2	35.7%
Integrated Design & Electronics Academy PCS (Middle School)	7–12	3	14.3%
KIPP DC – KEY Academy PCS	5–8	1	89.0%
Maya Angelou PCS – Middle School	6–8	3	27.3%
SEED Public Charter School of Washington, D.C. (Middle School)	6–12	1	80.3%
WARD 8			
Achievement Preparatory Academy PCS	4–8	1	86.3%
Center City PCS – Congress Heights	PK4–8	2	37.0%
Friendship PCS – Southeast Elementary Academy	PK3–5	2	49.6%
Friendship PCS – Technology Preparatory Academy	6–9	2	50.1%
Howard Road Academy PCS – Howard Road Main	K–6	3	28.8%
Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School	6–8	3	29.8%
Imagine Southeast PCS	PK4–5	2	35.6%
KIPP DC – AIM Academy PCS	5–8	1	89.4%
Septima Clark PCS	PK3–5	2	37.1%

*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.

High Schools

Public Charter School	2011–12 Grade Levels	Tier	Overall Percentage
WARD 1			
Booker T. Washington PCS	9–12 & Adult Ed	3	30.0%
<i>There are no charter high schools in Wards 2 and 3.</i>			
WARD 4			
Capital City PCS – Upper (High School)	9–12	2	53.9%
Hospitality PCS	9–12	2	38.2%
Washington Latin PCS – Upper School	9–12	1	80.8%
WARD 5			
Perry Street Preparatory PCS – Upper School	PK4–12	2	37.6%
Washington Mathematics Science & Technology PCS	9–12	2	63.0%
WARD 6			
Cesar Chavez PCS for Public Policy – Capitol Hill	9–12	2	52.6%
Options PCS (High School)	6–12	*	13.9%
Richard Wright PCS for Journalism and Media Arts	8–9	**	27.7%
WARD 7			
Cesar Chavez PCS for Public Policy – Parkside High School	9–12	2	56.6%
Friendship PCS – Collegiate Academy	9–12	2	62.8%
Integrated Design & Electronics Academy PCS (High School)	7–12	3	28.4%
Maya Angelou PCS – Evans	9–12	*	18.4%
SEED Public Charter School of Washington, D.C. (High School)	6–12	1	66.7%
WARD 8			
KIPP DC – College Preparatory PCS	9–11	1	66.7%
National Collegiate Preparatory Public Charter High School	9–10	2	49.0%
Thurgood Marshall Academy PCS	9–12	1	79.9%

*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.

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Adult Education (Untiered)

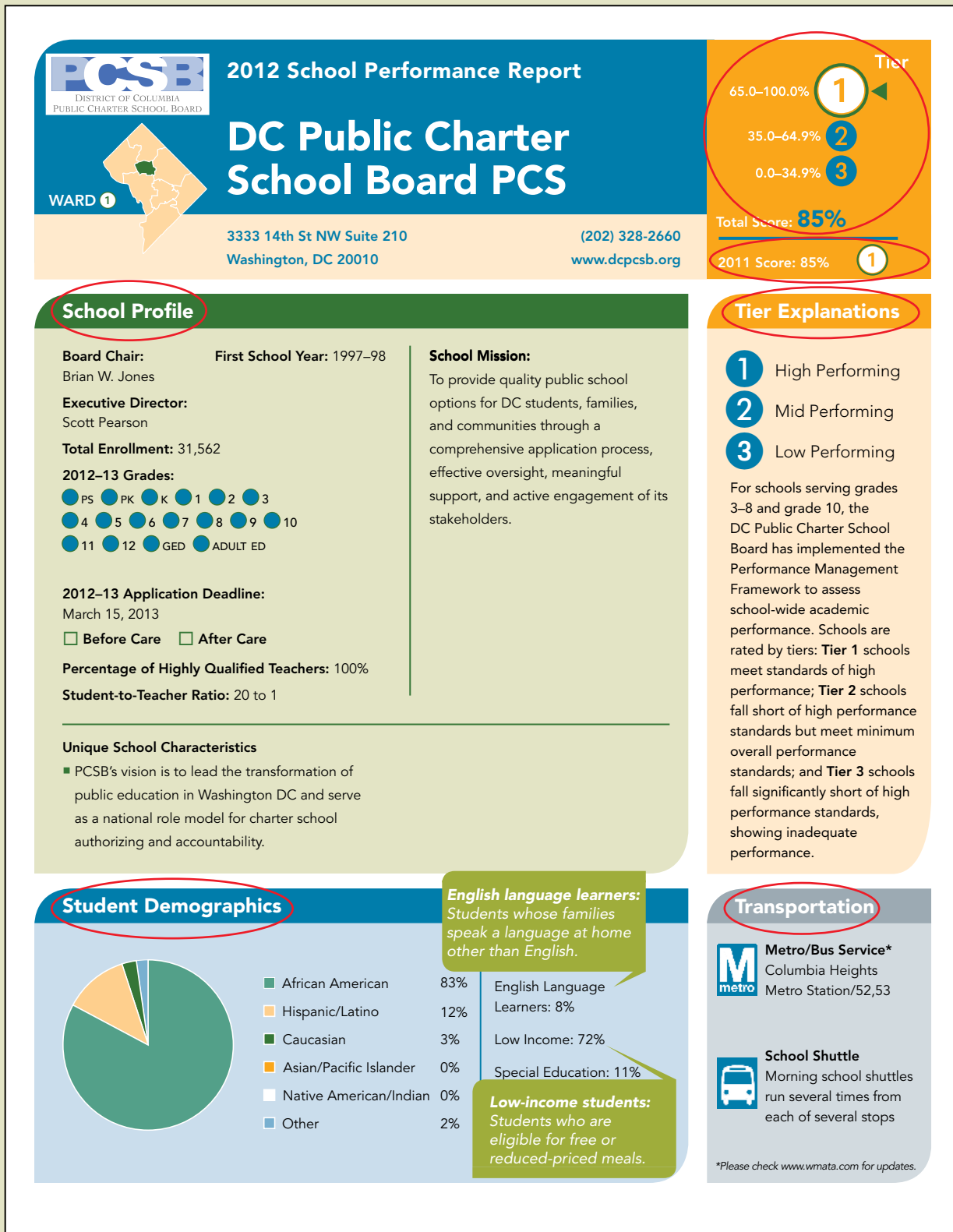
Public Charter School	2011–12 Grade Levels	Targets Met	Total Targets
WARD 1			
Booker T. Washington PCS	9–12 & Adult Ed	7	8
Carlos Rosario International PCS	Adult Ed	6	6
Education Strengthens Families PCS	PK3 & Adult Ed	11	11
The Next Step/El Próximo Paso PCS	Adult Ed	5	5
YouthBuild PCS	Adult Ed	6	8
WARD 6			
St. Coletta Special Education PCS	PK3–12 & Adult Ed	5	5
<i>This is the complete list of adult education programs. All wards are represented.</i>			

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.dcpccb.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.



Student Demographics



African American	83%
Hispanic/Latino	12%
Caucasian	3%
Asian/Pacific Islander	0%
Native American/Indian	0%
Other	2%

English language learners: Students whose families speak a language at home other than English.

English Language Learners: 8%

Low Income: 72%

Special Education: 11%

Low-income students: Students who are eligible for free or reduced-priced meals.

Transportation

Metro/Bus Service*

Columbia Heights
Metro Station/52,53

School Shuttle

Morning school shuttles run several times from each of several stops

*Please check www.wmata.com for updates.

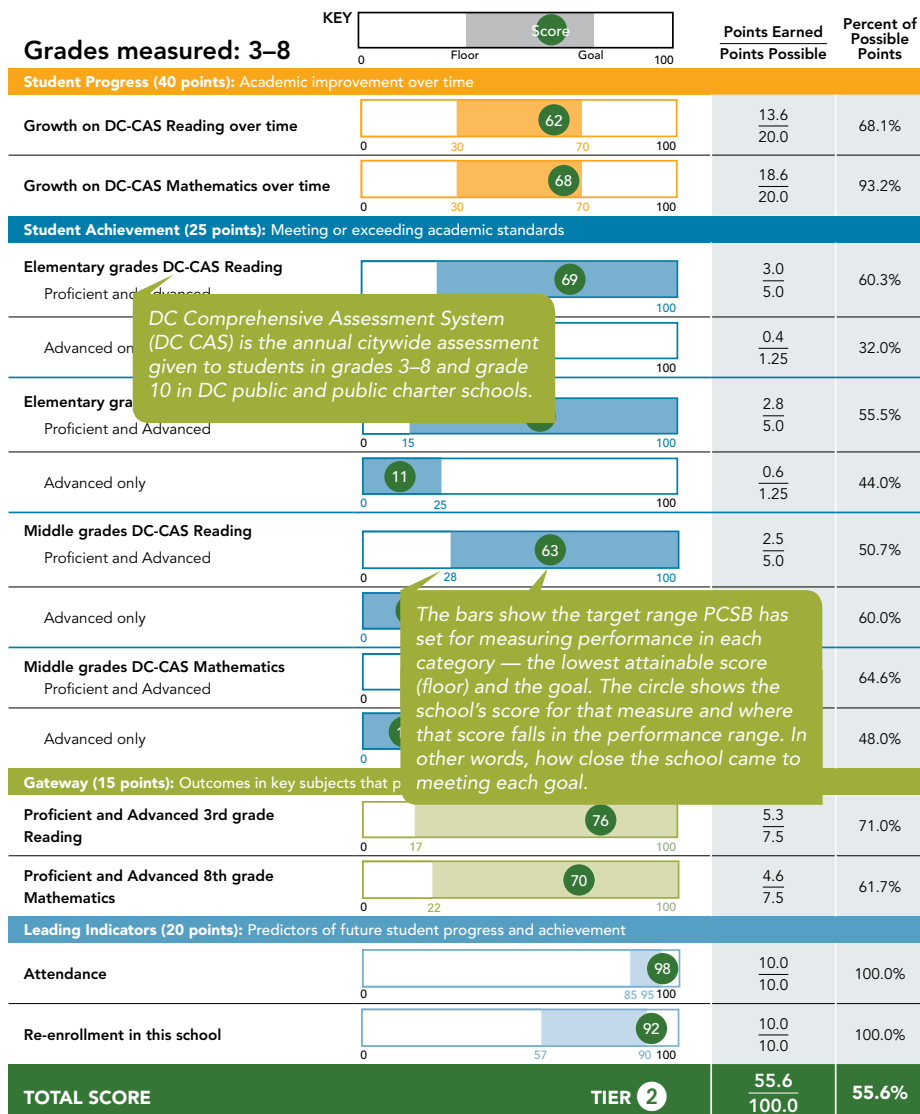
What are the points?

Points Earned Points Possible	Percent of Possible Points
$\frac{13.6}{20.0}$	68.1%

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?

DC Public Charter School Board PCS 2012 School Performance Report



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

Growth on DC-CAS Reading over time

Growth on DC-CAS Mathematics over time

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.


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.



2012 School Performance Report

DC Public Charter School Board PCS

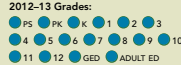
WARD 1

3333 14th St NW Suite 210
Washington, DC 20010

(202) 328-2660
www.dcpsb.org

School Profile

Board Chair: Brian W. Jones
Executive Director: Scott Pearson
Total Enrollment: 31,562

2012–13 Grades:


School Mission:
To provide quality public school options for DC students, families, and communities through a comprehensive application process, effective oversight, meaningful support, and active engagement of its stakeholders.

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.

DC Public Charter School Board PCS
2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> At least 89% of prekindergarten and kindergarten students will demonstrate progress on at least 3 of the 6 key grade level literacy indicators by the spring administration on the PALS assessment (or score at the 100% mark). At least 70% of 1st and 2nd grade students will make at least the projected level of a year's growth on the DRA. 	<p>42 students out of 49 students = 85%</p> <p>60% of students made at least a year's growth as confirmed by review of student literacy folders with DRA assessments.</p>	<p>No</p> <p>No</p>
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> At least 70% of students in kindergarten and 1st and 2nd grades will score at or above grade level on the DRA. 	<p>62% of students scored at or above grade level as confirmed by review of student literacy folders with DRA assessments.</p>	<p>No</p>
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, students will attend school at least 91% of the days. At least 85% of eligible students in grades prekindergarten through 2nd will re-enroll at CCPCS for the next school year. 	<p>On average, 95.5% students attended school as confirmed by review of OLAMS report.</p> <p>92.6% of students in grades PK–2nd re-enrolled at CCPCS for the 2010–11 school year as confirmed by OLAMS report.</p>	<p>Yes</p> <p>Yes</p>
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> At least 95% of parents or guardians of students in prekindergarten through grade 2 will participate in a parent conference. At least 85% of kindergarten through 2nd grade students will score at grade level on the spring writing assessment. Grade level target scores: K=1.5, 1st = 2.0, and 2nd = 3.0. 	<p>100% of parents participated in parent conferences as confirmed by review of sign-in sheets.</p> <p>97.3% of students scored at or above grade level based on a review of student work, score sheets, and attached rubric. Some writing was scored by two reviewers and others by one.</p>	<p>Yes</p> <p>Yes</p>
TOTAL TARGETS MET		4 OF 7

Transportation

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

 **School Shuttle**
Morning school shuttles run several times from each of several stops

*Please check www.wmata.com for updates.

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?

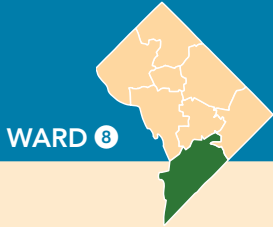
Read the school performance report online, www.dcpsb.org, or pick up a printed copy at your local library, where you can also find PCSB's new parent guide to the reports. You can also download the new mobile app *MyDCcharters* at dcpsb.boopsie.com, which has school performance data and helps you look for charter schools near you.

2012

Individual Public Charter School Performance Reports



2012 School Performance Report



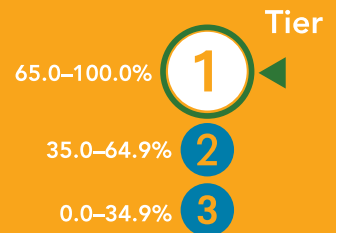
WARD 8

Achievement Preparatory Academy PCS

908 Wahler Place, SE
Washington, DC 20032

(202) 562-1214

www.aprepacademy.org



Total Score: **86.3%**

2011 Score: 81.5% **1**

School Profile

Board Chair:

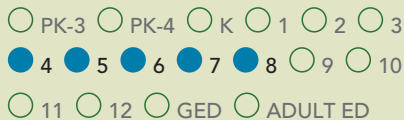
John Green

Executive Director:

Shantelle Wright

Total Enrollment: 202

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2008–09

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

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	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%

Transportation

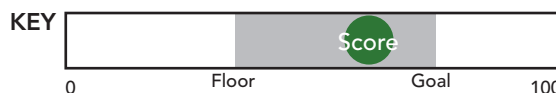


Metro/Bus Service*
A6,7,46; M8,9

*Please check www.wmata.com for updates.

Achievement Preparatory Academy PCS

2012 School Performance Report



Grades measured: 4–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time		$\frac{14.4}{20.0}$	71.8%
Growth on DC-CAS Mathematics over time		$\frac{20.0}{20.0}$	100.0%

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

Elementary grades DC-CAS Reading		$\frac{2.6}{5.0}$	52.3%
Proficient and Advanced			
Advanced only		$\frac{0.39}{1.25}$	31.6%
Elementary grades DC-CAS Mathematics		$\frac{4.1}{5.0}$	81.4%
Proficient and Advanced			
Advanced only		$\frac{1.25}{1.25}$	100.0%
Middle grades DC-CAS Reading		$\frac{3.5}{5.0}$	69.9%
Proficient and Advanced			
Advanced only		$\frac{0.64}{1.25}$	51.3%
Middle grades DC-CAS Mathematics		$\frac{4.3}{5.0}$	86.6%
Proficient and Advanced			
Advanced only		$\frac{1.25}{1.25}$	100.0%

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

Proficient and Advanced 3rd grade Reading		—	N/A
Proficient and Advanced 8th grade Mathematics		$\frac{15.0}{15.0}$	100.0%

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

Attendance		$\frac{10.0}{10.0}$	100.0%
Re-enrollment in this school		$\frac{8.9}{10.0}$	88.8%

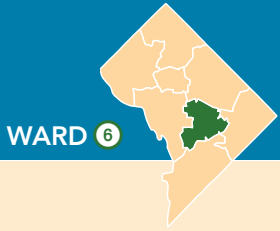
TOTAL SCORE

TIER 1

$\frac{86.3}{100.0}$

86.3%

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



AppleTree Early Learning PCS – Amidon

401 I Street, SW
Washington, DC 20024

(202) 646-0094

www.appletreeinstitute.org

School Profile

Board Chair:
Jack McCarthy

First School Year: 2007–08

Principal:
Ryan Tauriainen

Total Enrollment: 36

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

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

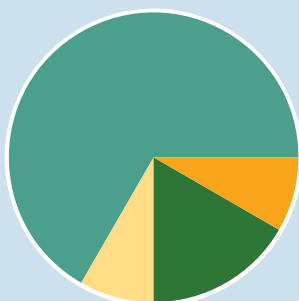
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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

Transportation



Metro/Bus Service*

Waterfront Metro Station/P6; V7,8,9

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Amidon

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 13.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 3.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 18.3 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 1.8 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 12.4 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students decreased an average of 0.5 points.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	92.0% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	97.3% of students achieved a standard score at or above the normal range.	Yes

AppleTree Early Learning PCS – Amidon

2012 School Performance Report

<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Early Math Ability (TEMA). 	88.0% of students achieved a standard score at or above the normal range.	Yes
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	-----

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. 	The average daily attendance was 92.7%.	Yes

TOTAL TARGETS MET	9 OF 10
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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

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

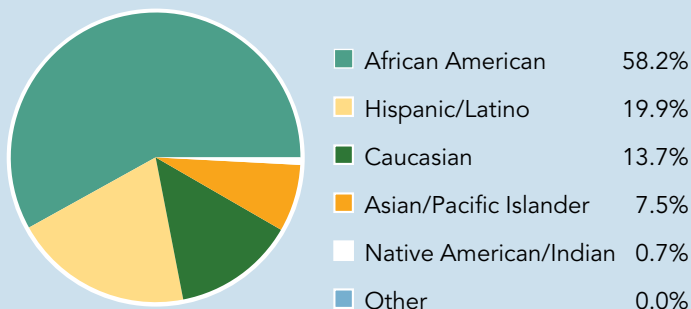
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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



English Language Learners: 29.5%

Low Income: 56.8%

Special Education: 5.5%

Transportation



Metro/Bus Service*

Columbia Heights Metro Station/52,53,54

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Columbia Heights

2012 School Performance Report

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

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

AppleTree Early Learning PCS – Columbia Heights

2012 School Performance Report

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

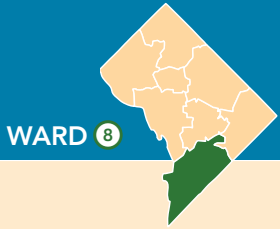
89.2% of students achieved a standard score at or above the normal range.

Yes

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

TOTAL TARGETS MET

10 OF 10



WARD 8

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

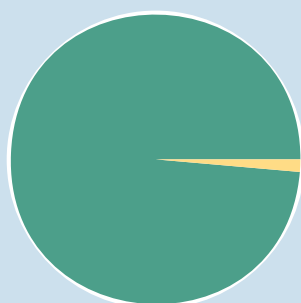
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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

AppleTree Early Learning PCS – Douglass Knoll

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 13.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 3.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 18.3 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 1.8 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 12.4 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students decreased an average of 0.5 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	90.3% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	96.1% of students achieved a standard score at or above the normal range.	Yes

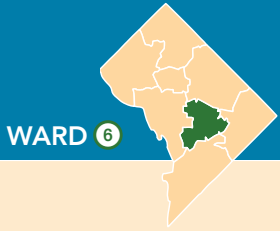
AppleTree Early Learning PCS – Douglass Knoll

2012 School Performance Report

<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Early Math Ability (TEMA). 	74.2% of students achieved a standard score at or above the normal range.	No
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------	----

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. 	The average daily attendance was 85.5%.	Yes

TOTAL TARGETS MET	9 OF 10
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WARD 6

AppleTree Early Learning PCS – Lincoln Park

138 12th Street, NE
Washington, DC 20002

(202) 621-6581

www.appletreeinstitute.org

School Profile

Board Chair:
Jack McCarthy

First School Year: 2011–12

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

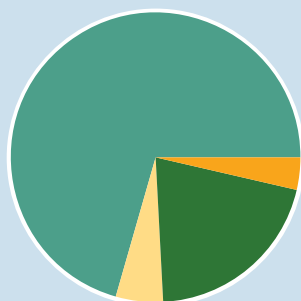
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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

AppleTree Early Learning PCS – Lincoln Park

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 6.2 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students decreased an average of 4.1 points.	No
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 27.5 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 5.1 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 13.2 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 0.7 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	93.1% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	100% of students achieved a standard score at or above the normal range.	Yes

AppleTree Early Learning PCS – Lincoln Park

2012 School Performance Report

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

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

Yes

Leading Indicators Targets

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

Leading Indicators Results

The average daily attendance was 83.3%.

Met Target?

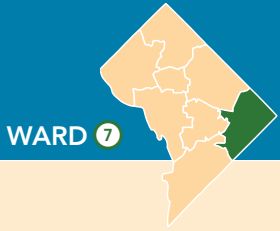
No

TOTAL TARGETS MET

8 OF 10



2012 School Performance Report



AppleTree Early Learning PCS – Oklahoma Avenue

330 21st Street, NE
Washington, DC 20002

(202) 525-7807

www.appletreeinstitute.org

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)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 90%

Student-to-Teacher Ratio: 20 to 3

First School Year: 2010–11

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

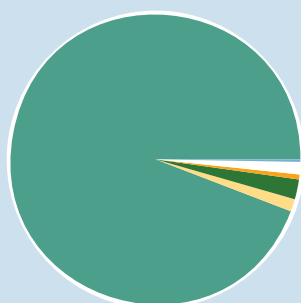
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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

Transportation



Metro/Bus Service*
Stadium Armory Metro Station/D6

*Please check www.wmata.com for updates.

AppleTree Early Learning PCS – Oklahoma Avenue

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 7.2 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students decreased an average of 2.7 points.	No
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 25.1 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students decreased an average of 0.5 points.	No
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 14.9 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 6.6 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	92.7% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	98.7% of students achieved a standard score at or above the normal range.	Yes

AppleTree Early Learning PCS – Oklahoma Avenue

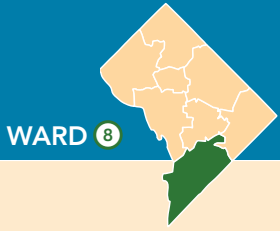
2012 School Performance Report

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

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

Yes

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

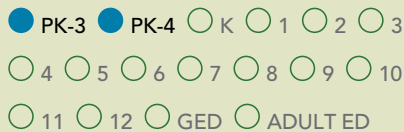
Board Chair:
Jack McCarthy

First School Year: 2011–12

Principal:
Shannon Anderson

Total Enrollment: 74

2012–13 Grades:



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

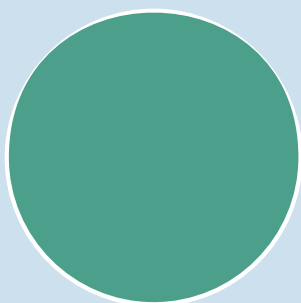
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 9.5 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 0.4 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 24.6 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 6.5 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 11.3 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 3.6 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	90.3% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	96.1% of students achieved a standard score at or above the normal range.	Yes

AppleTree Early Learning PCS – Parklands

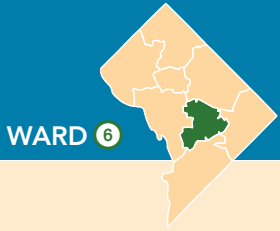
2012 School Performance Report

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

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

No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. 	The average daily attendance was 85.5%.	Yes
TOTAL TARGETS MET		9 OF 10



AppleTree Early Learning PCS – Riverside

680 I Street, SW
Washington, DC 20024

(202) 646-0500

www.appletreeinstitute.org

School Profile

Board Chair:
Jack McCarthy

First School Year: 2005–06

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

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

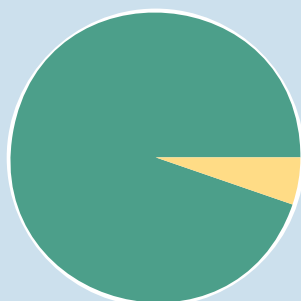
- Exclusive focus on research-based early childhood education
- Recipient of an Investing in Innovation (i3) award from the U.S. Department of Education
- Implementation of a data-driven Response to Intervention (RTI) instructional model
- Before care and extended day aligned with the classroom curriculum;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

AppleTree Early Learning PCS – Riverside

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 13.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Peabody Picture Vocabulary Test (PPVT). 	Students increased an average of 3.7 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 18.3 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	Students increased an average of 1.8 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning below a standard score of 100 will increase 4 or more points by the spring administration on the Test of Early Math Ability (TEMA). 	Students increased an average of 12.4 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten-3 and pre-kindergarten-4 students beginning at or above a standard score of 100 will maintain or increase their standard score points by the spring administration on the Test of Early Math Ability (TEMA). 	Students decreased an average of 0.5 points.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Peabody Picture Vocabulary Test (PPVT). 	92.0% of students achieved a standard score at or above the normal range.	Yes
<ul style="list-style-type: none"> 85% of pre-kindergarten-3 and pre-kindergarten-4 students will achieve a standard score at or above the normal range, 86 or greater on the Test of Preschool Early Literacy-Print Awareness (TOPEL). 	97.3% of students achieved a standard score at or above the normal range.	Yes

AppleTree Early Learning PCS – Riverside

2012 School Performance Report

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

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

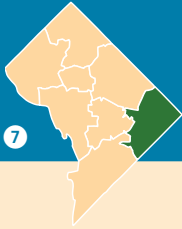
Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. 	The average daily attendance was 92.7%.	Yes
TOTAL TARGETS MET		9 OF 10



2012 School Performance Report

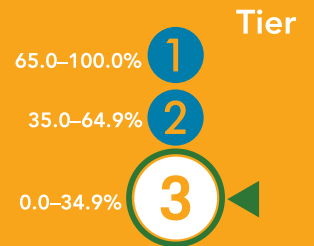
WARD 7



Arts & Technology Academy PCS

5300 Blaine Street, NE
Washington, DC 20019

(202) 398-6811
www.dcata.org



Total Score: **34.3%**

2011 Score: 41.4% **2**

School Profile

Board Chair: First School Year: 1999–2000

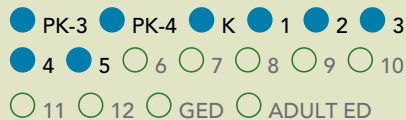
Kimberly A. Smith

Executive Director:

Marva P. McClure

Total Enrollment: 602

2012–13 Grades:



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 2

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

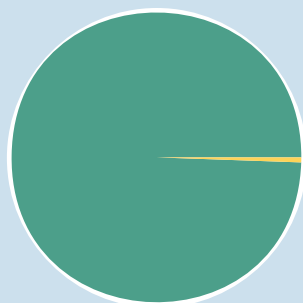
- Accredited by Middle States Commission on Elementary Schools
- Arts and technology focus; standards-based curriculum
- Standards-based curriculum
- Extended learning opportunities such as Saturday School and after-school tutoring
- Newly renovated classrooms and technology
- Safe and nurturing learning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

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	99.5%
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.

Arts & Technology Academy PCS

2012 School Performance Report



Grades measured: 3–5

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{6.4}{20.0}$

31.8%

Growth on DC-CAS Mathematics over time



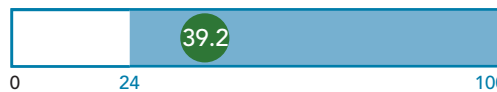
$\frac{6.3}{20.0}$

31.5%

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

DC-CAS Reading

Proficient and Advanced



$\frac{2.0}{10.0}$

20.1%

Advanced only



$\frac{0.1}{2.5}$

5.9%

DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{10.0}$

18.4%

Advanced only



$\frac{0.2}{2.5}$

7.8%

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

Proficient and Advanced 3rd grade
Reading



$\frac{2.5}{15.0}$

16.4%

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

Attendance



$\frac{8.0}{10.0}$

80.0%

Re-enrollment in this school



$\frac{7.0}{10.0}$

70.2%

TOTAL SCORE

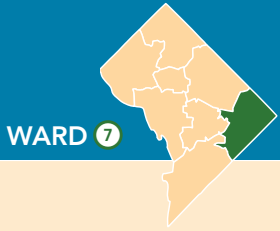
TIER 3

$\frac{34.3}{100.0}$

34.3%



2012 School Performance Report



Arts & Technology Academy PCS

5300 Blaine Street, NE
Washington, DC 20019

(202) 398-6811
www.dcata.org

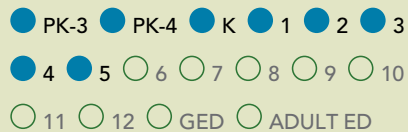
School Profile

Board Chair: Kimberly A. Smith
First School Year: 1999–2000

Executive Director:
Marva P. McClure

Total Enrollment: 602

2012–13 Grades:



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

☒ Before Care ☒ After Care

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

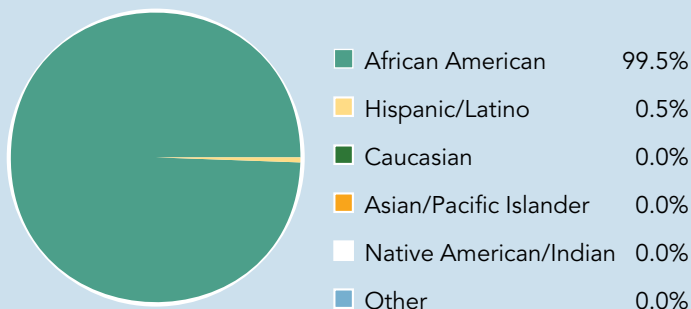
- Accredited by Middle States Commission on Elementary Schools
- Extended learning opportunities such as Saturday School and after-school tutoring
- Arts and technology focus; standards-based curriculum
- Standards-based curriculum

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: 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.

Arts & Technology Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will score at or above expectations for growth by the spring administration on the Teaching Strategies GOLD assessment. 	99% of students demonstrated expectations of growth.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will increase one level or maintain benchmark by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. 	69.7% of students increased one level or maintained benchmark.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first and second-grade students will score at or above benchmark on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. 	53.5% of students scored at or above benchmark.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 90.7%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 93.2%.	Yes

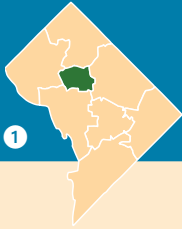
TOTAL TARGETS MET	3 OF 5
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2012 School Performance Report

Booker T. Washington PCS

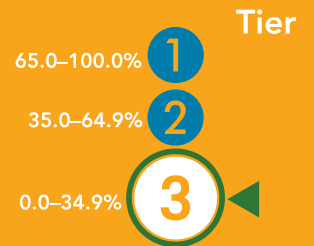
WARD 1



1346 Florida Avenue, NW
Washington, DC 20009

(202) 232-6090

www.btwschool.org



Total Score: **30.0%**

2011 Score: 36.1% **2**

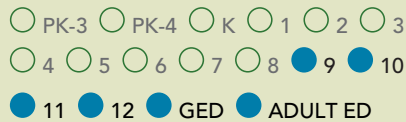
School Profile

Board Chair: Richard English, Ph.D.
First School Year: 1999–2000

Executive Director: Edward Pinkard

Total Enrollment: 360

2012–13 Grades:



2012–13 Application Deadline:

March 25, 2013

Percentage of Highly Qualified Teachers: 95.0%

Student-to-Teacher Ratio: 15 to 1

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.

Unique School Characteristics

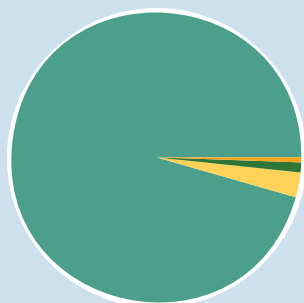
- Curriculum for college-bound students, GED preparation, workplace skills development and career and technical training programs
- Nationally NCCER certified in carpentry, plumbing, electrical wiring, AutoCAD and job internships
- Men's and women's basketball programs

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	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%

Transportation



Metro/Bus Service*

U Street Metro Station/52,53,54

*Please check www.wmata.com for updates.

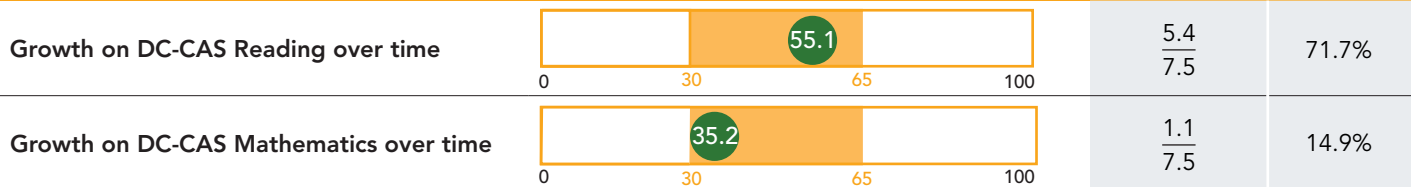
Booker T. Washington PCS

2012 School Performance Report

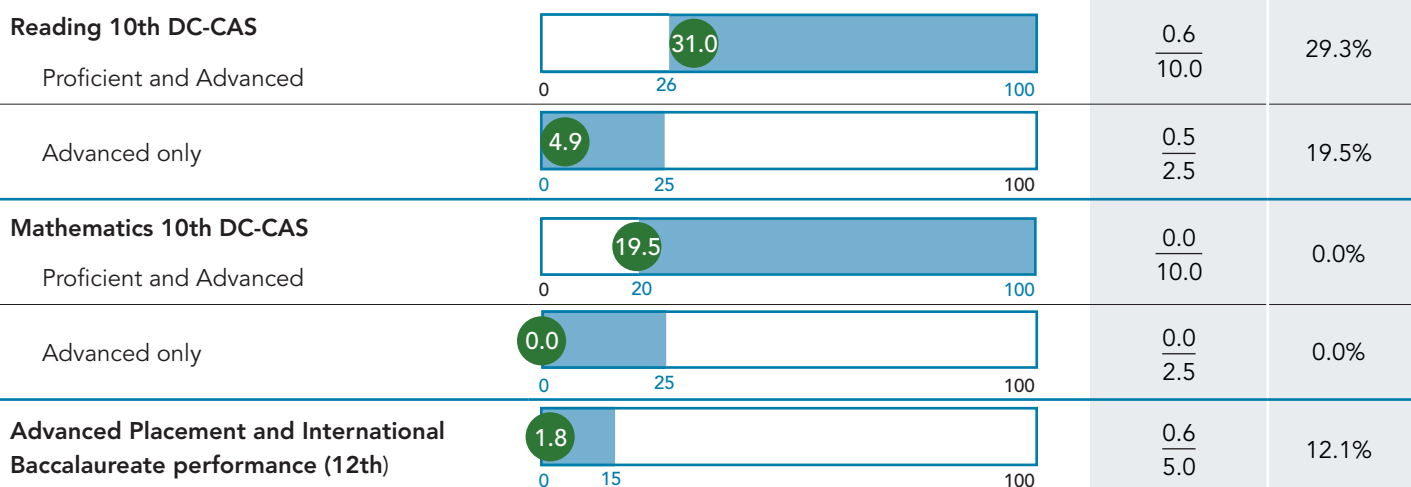


Grades measured: 9–12

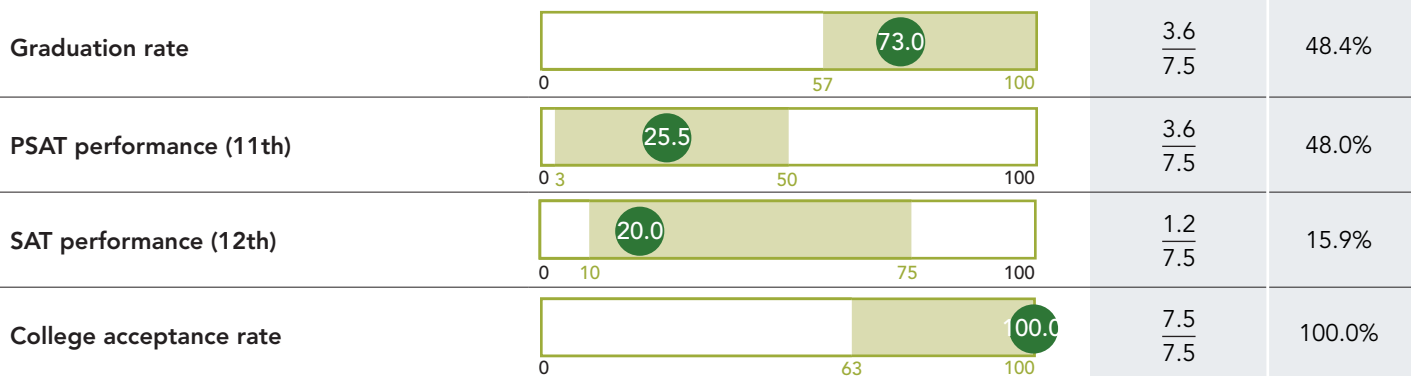
Student Progress (15 points): Test score improvement over time



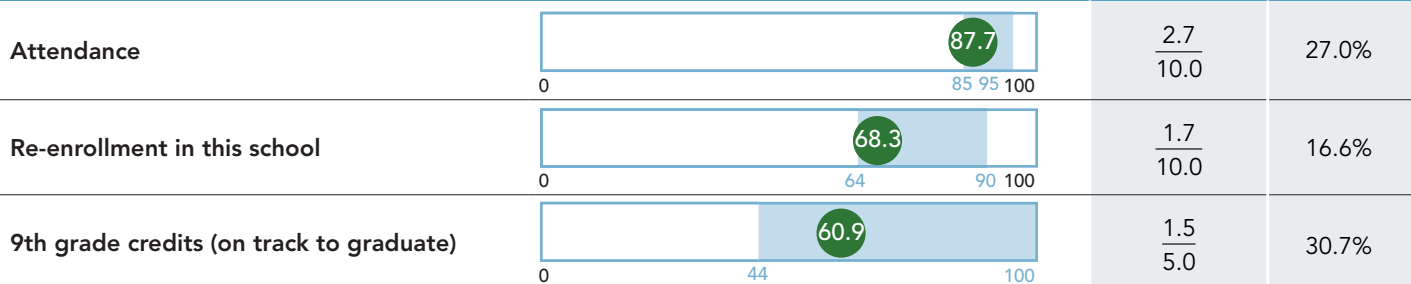
Student Achievement (30 points): Meeting or exceeding standards



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



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



TOTAL SCORE

TIER 3

$\frac{30.0}{100.0}$

30.0%

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

Booker T. Washington PCS

WARD 1

1346 Florida Avenue, NW
Washington, DC 20009

(202) 232-6090

www.btwschool.org

School Profile

Board Chair: Richard English, Ph.D.
First School Year: 1999–2000

Executive Director: Edward Pinkard

Total Enrollment: 360

2012–13 Grades:



2012–13 Application Deadline: March 25, 2013

Percentage of Highly Qualified Teachers: 95%

Student-to-Teacher Ratio: 15 to 1

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.

Unique School Characteristics

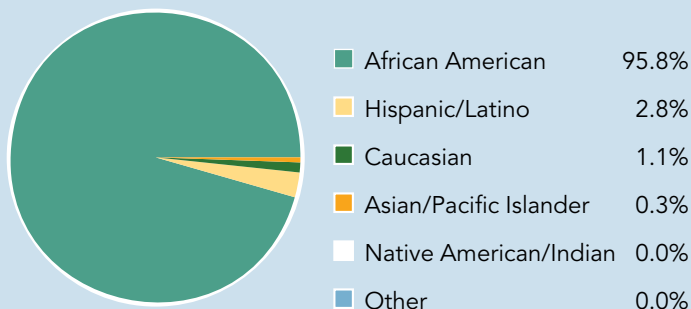
- Curriculum for college-bound students, GED preparation, workplace skills development and career and technical training programs
- Nationally NCCER certified in carpentry, plumbing, electrical wiring, AutoCAD and job internships
- Men's and women's basketball programs

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: 3.9%

Low Income: 41.7%

Special Education: 11.1%

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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	83% (5 of 6 students) progressed 5 points.	Yes
<ul style="list-style-type: none"> 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. 	76% progressed 3 points.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	62% (8 of 13 students) of Virtual Enterprise Program students .	No
<ul style="list-style-type: none"> 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. 	87% (55 of 63 students) of Career Preparation Training students were awarded 2 certificates or more.	Yes
<ul style="list-style-type: none"> 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. 	33.3% of GED students (1 of 3 students) passed the official GED.	Yes
<ul style="list-style-type: none"> 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. 	92% (12 of 13 students) earned the National External Diploma by June 2012.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> GED student average attendance rate will be 70%. 	GED student average attendance rate was 87%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 60% of GED students will achieve at least three life skill goals within six months after enrollment. 	80% of GED students achieved at least three life skill goals within six months after enrollment.	Yes

TOTAL TARGETS MET

7 OF **8**

Bridges PCS

WARD 4

1250 Taylor Street, NW
Washington, DC 20011

(202) 545-0515

www.bridgespcs.org

School Profile

Board Chair:

Betsy Centofanti

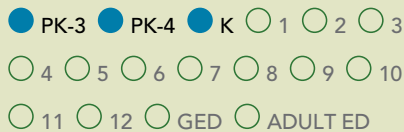
First School Year: 2005–06

Executive Director:

Olivia Smith

Total Enrollment: 85

2012–13 Grades:



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

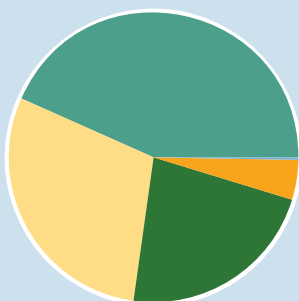
- Successfully educate children with and without special needs in inclusive and special education classrooms
- Received approval for elementary school program expansion; will serve grades PK3 to 5 by the 2017-18 school year
- 100% of parents recommend the school (2011-12 parent survey)
- Strong foundation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

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	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*

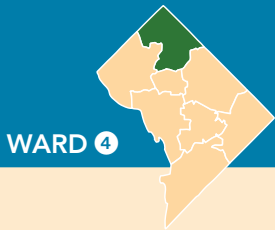
Georgia Avenue Petworth Station/52,53,54; 70; S1; S2,4

*Please check www.wmata.com for updates.

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	92% of students demonstrated a gain of 4 points or scored at least 85.	Yes
<ul style="list-style-type: none"> 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. 	84.9% of students increased by 6 letters or mastered at least 11.	Yes
<ul style="list-style-type: none"> 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. 	83.3% of students increased by 6 letters or mastered at least 16.	Yes
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.7%.	Yes
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents or guardians will report being satisfied or highly satisfied with the school on the end of year parent satisfaction survey. 	99% of parents surveyed reported being satisfied or highly satisfied.	Yes
TOTAL TARGETS MET		5 OF 5



2012 School Performance Report



WARD 4

Capital City PCS – Lower School

100 Peabody Street, NW
Washington, DC 20011

(202) 808-9800
www.ccpcs.org



Total Score: **65.3%**

2011 Score: 73.1% **1**

School Profile

Board Chair:

David Bennett

Executive Director:

Karen Dresden

Total Enrollment: 244

2012–13 Grades:



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

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

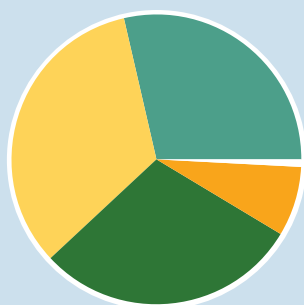
- Nationally recognized as a Mentor School for Expeditionary Learning
- Project-based learning around compelling topics with fieldwork and service
- Integrated arts program with instruction in drama, music, and visual arts
- Wide range of extracurricular activities including sports teams
- Social curriculum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

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	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



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{13.3}{20.0}$

66.3%

Growth on DC-CAS Mathematics over time



$\frac{11.1}{20.0}$

55.3%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{3.0}{5.0}$

59.8%

Advanced only



$\frac{0.76}{1.25}$

61.1%

Elementary grades DC-CAS Mathematics

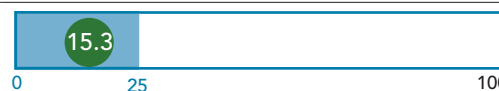
Proficient and Advanced



$\frac{2.5}{5.0}$

49.2%

Advanced only



$\frac{0.76}{1.25}$

61.1%

Middle grades DC-CAS Reading

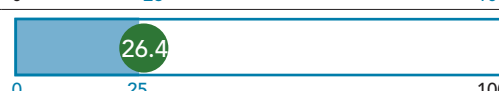
Proficient and Advanced



$\frac{2.6}{5.0}$

52.1%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Middle grades DC-CAS Mathematics

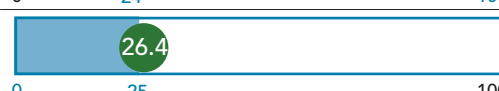
Proficient and Advanced



$\frac{2.9}{5.0}$

58.1%

Advanced only



$\frac{1.25}{1.25}$

100.0%

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

Proficient and Advanced 3rd grade
Reading



$\frac{3.1}{7.5}$

41.9%

Proficient and Advanced 8th grade
Mathematics

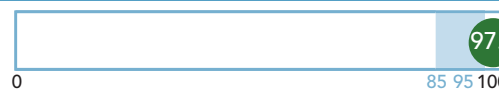


$\frac{4.7}{7.5}$

62.8%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.1}{10.0}$

81.3%

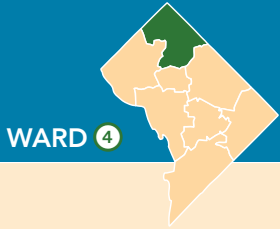
TOTAL SCORE

TIER 1

$\frac{65.3}{100.0}$

65.3%

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



WARD 4

Capital City PCS – Lower School

100 Peabody Street, NW
Washington, DC 20011

(202) 808-9800
www.cccps.org

School Profile

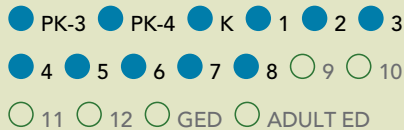
Board Chair:
David Bennett

First School Year: 2000–01

Executive Director:
Karen Dresden

Total Enrollment: 244

2012–13 Grades:



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

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

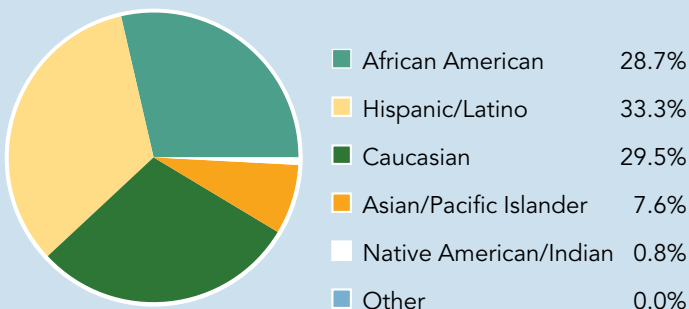
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- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service

Accountability Plans

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Student Demographics



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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	100% of students demonstrated progress or scored at the 100% mark.	Yes
<ul style="list-style-type: none"> 70% of first and second-grade students will make at least the projected level of growth on the Developmental Reading Assessment (DRA.). 	75% of students made at least a year of growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score at or above grade level on the Developmental Reading Assessment (DRA). 	73.2% of students scored at or above grade level.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten through second-grade students will attend school 91% of the days. 	The average daily attendance was 97.1%.	Yes
<ul style="list-style-type: none"> At least 85% of eligible pre-kindergarten through second-grade students will re-enroll. 	95.8% of students re-enrolled for the 2011-2012 school year.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> At least 95% of parents or guardians of pre-kindergarten through second-grade students will participate in a parent conference. 	100% of parents participated in parent conferences.	Yes
<ul style="list-style-type: none"> At least 85% of kindergarten through second-grade students will score at grade level on the 6+1 Writing Traits spring assessment. 	93% of students scored at or above grade level.	Yes

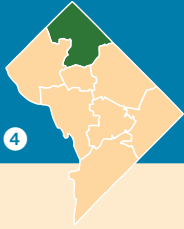
TOTAL TARGETS MET

7 OF 7



2012 School Performance Report

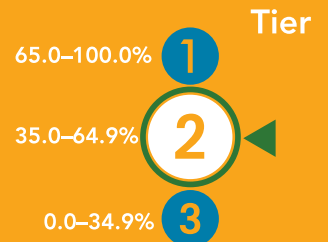
WARD 4



Capital City PCS – Upper (High School)

100 Peabody Street, NW
Washington, DC 20011

(202) 808-9800
www.capcs.org



Total Score: **53.9%**

2011 Score: 64.6% **2**

School Profile

Board Chair:

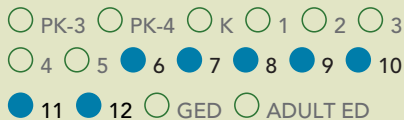
David Bennett

Executive Director:

Karen Dresden

Total Enrollment: 392

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

Percentage of Highly Qualified Teachers: 100.0%

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, think critically, solve problems, achieve a deep understanding of complex subjects and 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

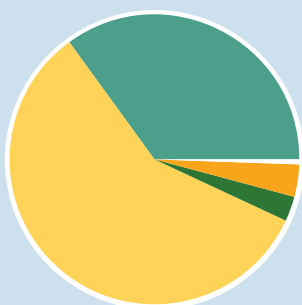
- Nationally recognized as a Mentor School for Expeditionary Learning
- Project-based learning around compelling topics with fieldwork and service
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers

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	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%

Transportation



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

*Please check www.wmata.com for updates.

Capital City PCS – Upper (High School)

2012 School Performance Report

KEY



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{3.8}{7.5}$

51.1%

Growth on DC-CAS Mathematics over time



$\frac{0.8}{7.5}$

10.6%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{2.7}{10.0}$

27.1%

Proficient and Advanced

Advanced only



$\frac{0.5}{2.5}$

19.5%

Mathematics 10th DC-CAS



$\frac{2.0}{10.0}$

20.4%

Proficient and Advanced

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

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

Graduation rate



$\frac{3.3}{7.5}$

43.7%

PSAT performance (11th)



$\frac{5.5}{7.5}$

72.8%

SAT performance (12th)



$\frac{4.8}{7.5}$

63.6%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{6.8}{10.0}$

68.0%

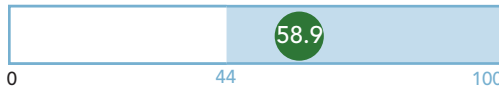
Re-enrollment in this school



$\frac{9.8}{10.0}$

98.5%

9th grade credits (on track to graduate)



$\frac{1.4}{5.0}$

27.3%

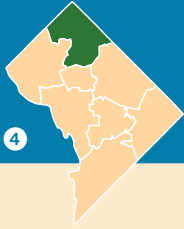
TOTAL SCORE

TIER 2

$\frac{53.9}{100.0}$

53.9%

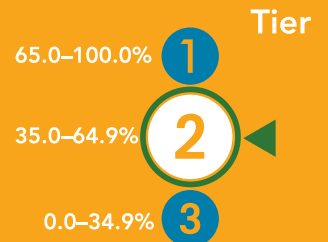
For a more detailed explanation of the indicators, see our user guide.



Capital City PCS – Upper (Middle School)

100 Peabody Street, NW
Washington, DC 20011

(202) 808-9800
www.ccpcs.org



Total Score: **63.5%**

2011 Score: 75.2% **1**

School Profile

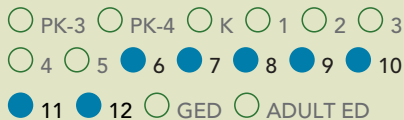
Board Chair:
David Bennett

First School Year: 2008–09

Executive Director:
Karen Dresden

Total Enrollment: 392

2012–13 Grades:



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

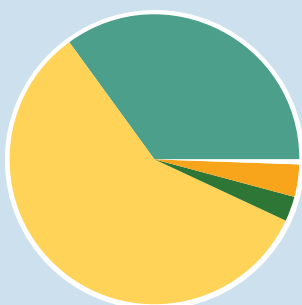
- Nationally recognized as a Mentor School for Expeditionary Learning
- Integrated arts program with instruction in drama, music, and visual arts
- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service
- Wide range of extracurricular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

Tier Explanations

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

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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%

Transportation

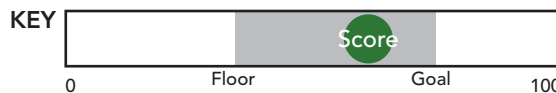


Metro/Bus Service*
Fort Totten or Takoma
Metro Station/62,63

*Please check www.wmata.com for updates.

Capital City PCS – Upper (Middle School)

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 6–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{15.1}{20.0}$

75.3%

Growth on DC-CAS Mathematics over time



$\frac{11.9}{20.0}$

59.5%

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

DC-CAS Reading

Proficient and Advanced



$\frac{3.3}{10.0}$

33.0%

Advanced only

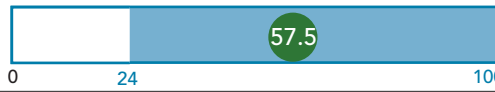


$\frac{1.0}{2.5}$

41.5%

DC-CAS Mathematics

Proficient and Advanced



$\frac{4.4}{10.0}$

44.4%

Advanced only



$\frac{0.8}{2.5}$

34.0%

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

Proficient and Advanced 8th grade
Mathematics



$\frac{8.0}{15.0}$

53.2%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.9}{10.0}$

89.2%

TOTAL SCORE

TIER 2

$\frac{63.5}{100.0}$

63.5%

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

Carlos Rosario International PCS

WARD 1

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

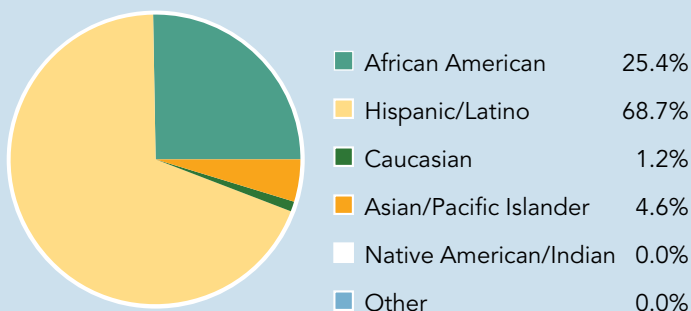
- Recognized by the U.S. Department of Education as a national model in adult education; hosts visits from more than 150 international businesses and other dignitaries annually
- Partnerships with Comptia, Microsoft IT Academy, Marriott, The Culinary Institute of America and Red Cross
- Designated examination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



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.

Carlos Rosario International PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 64% of GED 100 and GED 200 students enrolled in the fall will advance one grade level in language by the end of the school year on the Supera Test. 	70% [27 students enrolled; 19 advanced one grade level or more]	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 74% of ESL Levels 2 and 6 students who take the TEAAL post-test will achieve a cut score of 70% by the end of the semester. 	78% [673 students tested; 527 achieved a cut score of 70%]	Yes
<ul style="list-style-type: none"> 75% of students completing ESL Levels 1 and 4 in the fall semester and continuing ESL classes in the spring semester will achieve cut scores of 200 and 220, respectively, on the Comprehensive Adult Student Assessment System (CASAS). 	87% [344 students completed Levels 1 and 4; 298 achieved the cut score]	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, students will attend school 69% of the days. 	The average daily attendance was 81.1%	Yes

Gateway Targets	Gateway Results	Met Target?
<ul style="list-style-type: none"> 60% of eligible students will pass the General Education Development (GED) exam. 	93% [44 students took the GED; 41 passed]	Yes
<ul style="list-style-type: none"> 90% of students in the Culinary Arts Program will earn the ServSafe Certification by the end of the school year. 	100% [26 students enrolled; 26 students earned the certification]	Yes

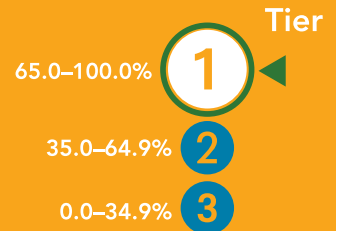
TOTAL TARGETS MET	6 OF 6
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Center City PCS – Brightwood

6008 Georgia Avenue, NW
Washington, DC 20011

(202) 723-3322

www.centercitypcs.org



Total Score: **67.8%**

2011 Score: 45.2% **2**

School Profile

Board Chair:

Ralph F. Boyd, Jr.

Principal:

Shavone Gibson

Total Enrollment: 227

2012–13 Grades:



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

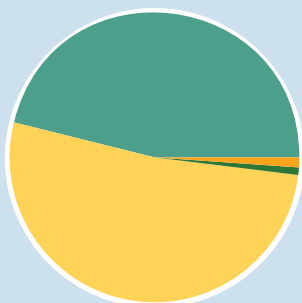
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and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

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.

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

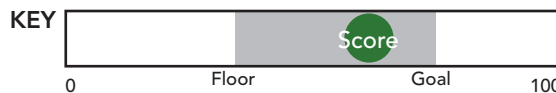


Metro/Bus Service*
52,53,54; 70

*Please check www.wmata.com for updates.

Center City PCS – Brightwood

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{15.0}{20.0}$

75.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

23.3%

Advanced only

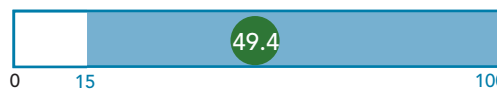


$\frac{0.29}{1.25}$

23.5%

Elementary grades DC-CAS Mathematics

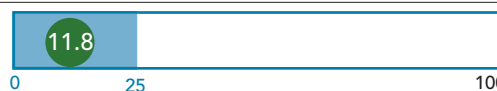
Proficient and Advanced



$\frac{2.0}{5.0}$

40.3%

Advanced only



$\frac{0.59}{1.25}$

47.1%

Middle grades DC-CAS Reading

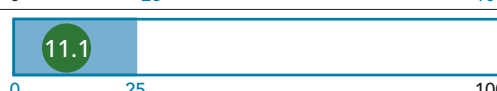
Proficient and Advanced



$\frac{1.7}{5.0}$

33.6%

Advanced only

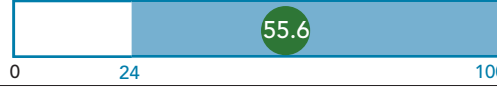


$\frac{0.56}{1.25}$

44.4%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{5.0}$

41.8%

Advanced only



$\frac{1.11}{1.25}$

88.9%

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

Proficient and Advanced 3rd grade
Reading



$\frac{2.6}{7.5}$

35.1%

Proficient and Advanced 8th grade
Mathematics



$\frac{2.7}{7.5}$

36.2%

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

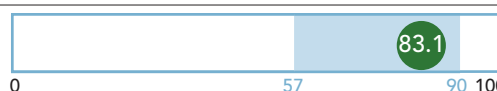
Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.9}{10.0}$

79.2%

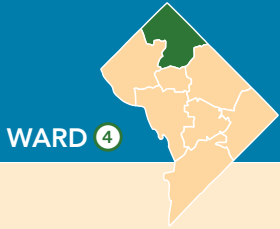
TOTAL SCORE

TIER 1

$\frac{67.8}{100.0}$

67.8%

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



Center City PCS – Brightwood

6008 Georgia Avenue, NW
Washington, DC 20011

(202) 723-3322

www.centercitypcs.org

School Profile

Board Chair:
Ralph F. Boyd, Jr.

First School Year: 2008–09

Principal:
Shavone Gibson

Total Enrollment: 227

2012–13 Grades:



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.

Accountability Plans

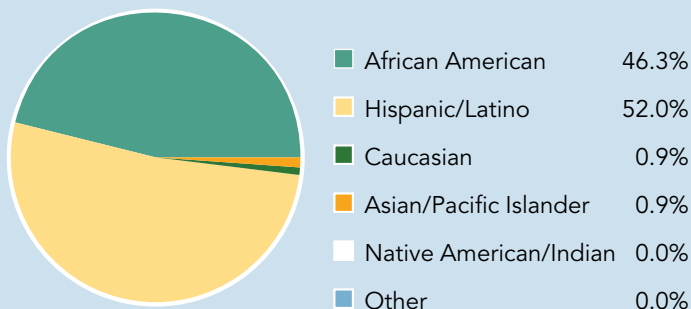
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Unique School Characteristics

- 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



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.

Center City PCS – Brightwood

2012 School Performance Report

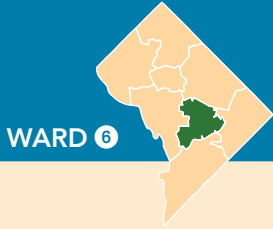
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment. 	Students increased their score by an average of 13.7 points.	No
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment. 	Students increased their score by an average of 9 points.	No
<ul style="list-style-type: none"> 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. 	Students increased by an average of 5.6 reading levels.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	81.8% of students scored low-risk.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.7%.	Yes

TOTAL TARGETS MET

3 OF **6**



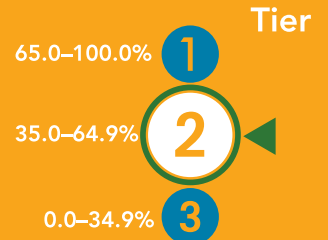
WARD 6

Center City PCS – Capitol Hill

1503 East Capitol Street, SE
Washington, DC 20003

(202) 547-7556

www.centercitypcs.org



Total Score: **59.5%**

2011 Score: 52.5% **2**

School Profile

Board Chair:

Ralph F. Boyd, Jr.

Principal:

Sharise Deal

Total Enrollment: 212

2012–13 Grades:



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

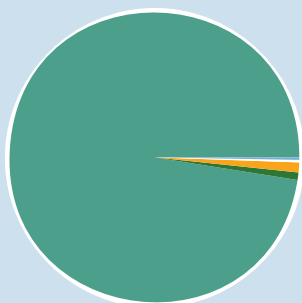
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- Extended learning program with chess, legos and robotics, conflict resolution through movement, yoga, capoeira, coordinated play, online interventions, science, and playwriting

Tier Explanations

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

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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.

Center City PCS – Capitol Hill

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{14.0}{20.0}$

70.0%

Growth on DC-CAS Mathematics over time



$\frac{12.5}{20.0}$

62.5%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.0}{5.0}$

40.3%

Advanced only



$\frac{0.23}{1.25}$

18.2%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.1}{5.0}$

21.3%

Advanced only



$\frac{0.30}{1.25}$

24.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

23.6%

Advanced only



$\frac{0.38}{1.25}$

30.8%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.6}{5.0}$

51.6%

Advanced only



$\frac{0.23}{1.25}$

18.5%

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

Proficient and Advanced 3rd grade
Reading



$\frac{2.7}{7.5}$

36.3%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.3}{7.5}$

57.5%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.0}{10.0}$

79.5%

TOTAL SCORE

TIER 2

$\frac{59.5}{100.0}$

59.5%

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

Center City PCS – Capitol Hill

WARD 6

1503 East Capitol Street, SE
Washington, DC 20003

(202) 547-7556

www.centercitypcs.org

School Profile

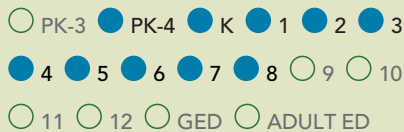
Board Chair:
Ralph F. Boyd, Jr.

First School Year: 2008–09

Principal:
Sharise Deal

Total Enrollment: 212

2012–13 Grades:



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

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.

Accountability Plans

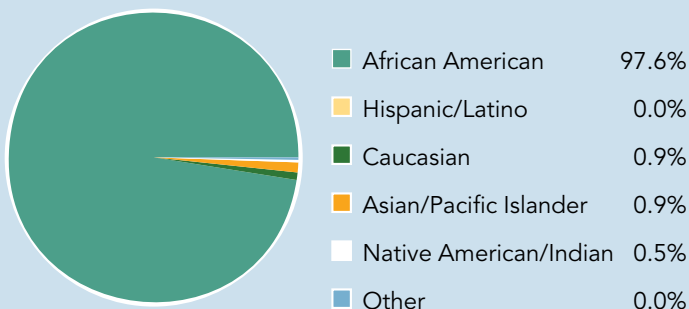
For schools with students in grades PK–2, adult learners, students preparing for GED, or dedicated special education programs, the DC Public Charter School Board has implemented the **Accountability Plan** system as part of the Performance Management Framework (PMF) to measure academic performance. Schools 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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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



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.

Center City PCS – Capitol Hill

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment. 	Students increased their score by an average of 16.6 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment. 	Students increased their score by an average of 6.4 points.	No
<ul style="list-style-type: none"> 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. 	Students increased by an average of 5.8 reading levels.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	87.1% of students scored low-risk.	Yes

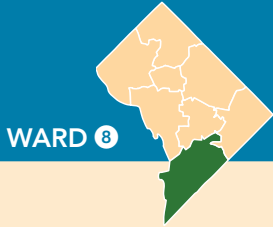
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 91.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.1%.	Yes

TOTAL TARGETS MET

5 OF **6**



2012 School Performance Report



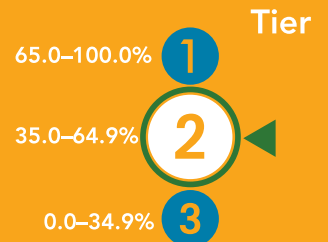
WARD 8

Center City PCS – Congress Heights

220 Highview Place, SE
Washington, DC 20032

(202) 562-7070

www.centercitypcs.org



Total Score: **37.0%**

2011 Score: 26.5% **3**

School Profile

Board Chair:

Ralph F. Boyd, Jr.

Principal:

Niya White

Total Enrollment: 229

2012-13 Grades:



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

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	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



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time	0 30 70 100	$\frac{12.2}{20.0}$	61.0%
Growth on DC-CAS Mathematics over time	0 30 70 100	$\frac{7.4}{20.0}$	36.8%

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

Elementary grades DC-CAS Reading	0 24 100	$\frac{0.4}{5.0}$	7.8%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.09}{1.25}$	7.0%
Elementary grades DC-CAS Mathematics	0 15 100	$\frac{0.5}{5.0}$	10.9%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.09}{1.25}$	7.0%
Middle grades DC-CAS Reading	0 28 100	$\frac{0.7}{5.0}$	13.8%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.06}{1.25}$	4.9%
Middle grades DC-CAS Mathematics	0 24 100	$\frac{1.0}{5.0}$	20.7%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.12}{1.25}$	9.9%

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

Proficient and Advanced 3rd grade Reading	0 17 100	$\frac{0.1}{7.5}$	1.7%
Proficient and Advanced 8th grade Mathematics	0 22 100	$\frac{2.7}{7.5}$	36.2%

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

Attendance	0 85 95 100	$\frac{6.2}{10.0}$	62.0%
Re-enrollment in this school	0 57 90 100	$\frac{5.4}{10.0}$	53.6%

TOTAL SCORE

TIER 2

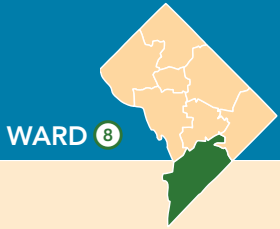
$\frac{37.0}{100.0}$

37.0%

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



2012 School Performance Report



Center City PCS – Congress Heights

220 Highview Place, SE
Washington, DC 20032

(202) 562-7070

www.centercitypcs.org

School Profile

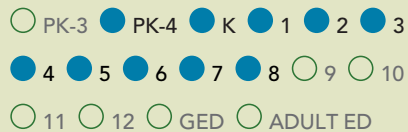
Board Chair:
Ralph F. Boyd, Jr.

First School Year: 2008–09

Principal:
Niya White

Total Enrollment: 229

2012–13 Grades:



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

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

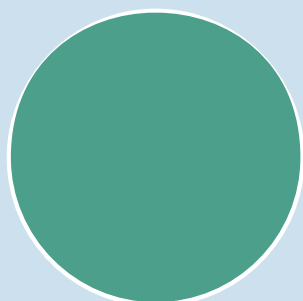
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 — including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and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

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: 0.4%

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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment. 	Students increased their score by an average of 16.8 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment. 	Students increased their score by an average of 8.8 points.	No
<ul style="list-style-type: none"> 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. 	Students increased by an average of 7 reading levels.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	86.1% of students scored low-risk.	Yes

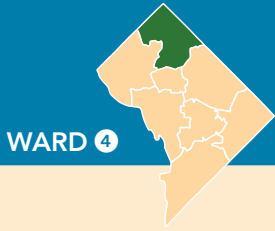
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 87.8%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.7%.	Yes

TOTAL TARGETS MET

4 OF **6**



2012 School Performance Report



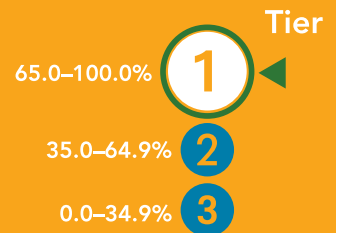
WARD 4

Center City PCS – Petworth

510 Webster Street, NW
Washington, DC 20011

(202) 726-9212

www.centercitypcs.org



Total Score: **69.3%**

2011 Score: 70.0% **1**

School Profile

Board Chair:

Ralph F. Boyd, Jr.

Principal:

La Shada Ham and Toni Barton

Total Enrollment: 226

2012–13 Grades:



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

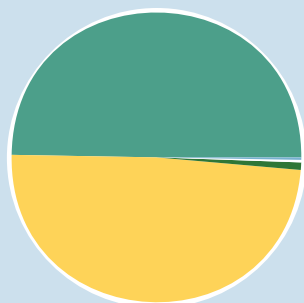
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and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

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.

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%

Transportation



Metro/Bus Service*

Georgia
Avenue-Petworth Metro
Station/70; H8

*Please check www.wmata.com for updates.

Center City PCS – Petworth

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time	0 30 70 100	$\frac{17.9}{20.0}$	89.3%
Growth on DC-CAS Mathematics over time	0 30 70 100	$\frac{17.5}{20.0}$	87.5%

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

Elementary grades DC-CAS Reading	0 24 100	$\frac{1.6}{5.0}$	31.6%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.07}{1.25}$	5.4%
Elementary grades DC-CAS Mathematics	0 15 100	$\frac{2.2}{5.0}$	44.2%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.47}{1.25}$	37.8%
Middle grades DC-CAS Reading	0 28 100	$\frac{1.7}{5.0}$	33.3%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.50}{1.25}$	40.0%
Middle grades DC-CAS Mathematics	0 24 100	$\frac{2.6}{5.0}$	51.9%
Proficient and Advanced			
Advanced only	0 25 100	$\frac{0.67}{1.25}$	53.3%

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

Proficient and Advanced 3rd grade Reading	0 17 100	$\frac{1.3}{7.5}$	17.5%
Proficient and Advanced 8th grade Mathematics	0 22 100	$\frac{4.8}{7.5}$	64.6%

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

Attendance	0 85 95 100	$\frac{8.4}{10.0}$	84.0%
Re-enrollment in this school	0 57 90 100	$\frac{9.6}{10.0}$	96.1%

TOTAL SCORE

TIER 1

$\frac{69.3}{100.0}$

69.3%

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

Center City PCS – Petworth

WARD 4

510 Webster Street, NW
Washington, DC 20011

(202) 726-9212

www.centercitypcs.org

School Profile

Board Chair:

Ralph F. Boyd, Jr.

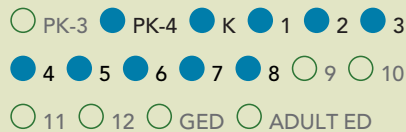
First School Year: 2008–09

Principal:

La Shada Ham and Toni Barton

Total Enrollment: 226

2012–13 Grades:



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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Accountability Plans

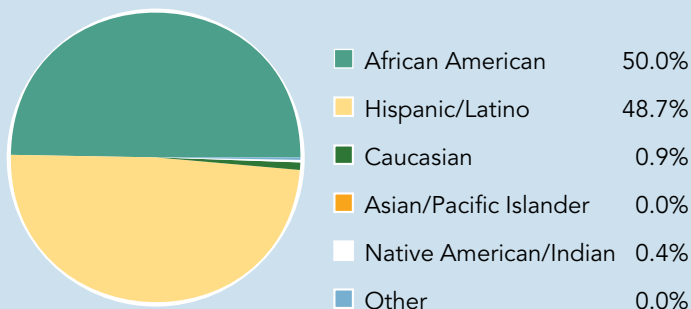
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Unique School Characteristics

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

Student Demographics



English Language Learners: 32.3%

Low Income: 78.8%

Special Education: 13.3%

Transportation



Metro/Bus Service*

Georgia Avenue-Petworth
Metro Station/70; H8

*Please check www.wmata.com for updates.

Center City PCS – Petworth

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment. 	Students increased their score by an average of 19.3 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment. 	Students increased their score by an average of 6.5 points.	No
<ul style="list-style-type: none"> 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. 	Students increased by an average of 7.3 reading levels.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	78.3% of students scored low-risk.	No

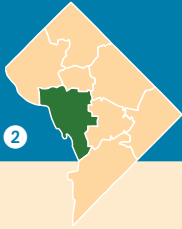
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 93.8%.	Yes

TOTAL TARGETS MET

4 OF **6**

Center City PCS – Shaw

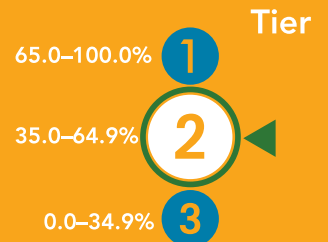
WARD 2



711 N Street, NW
Washington, DC 20001

(202) 234-1093

www.centercitypcs.org



Total Score: **50.4%**

2011 Score: 46.9% **2**

School Profile

Board Chair:

Ralph F. Boyd, Jr.

Principal:

Demetria Gartrell

Total Enrollment: 230

2012–13 Grades:



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

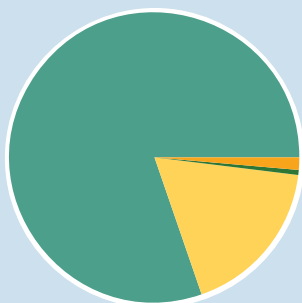
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and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

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.

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.

Center City PCS – Shaw

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{11.3}{20.0}$

56.3%

Growth on DC-CAS Mathematics over time



$\frac{13.1}{20.0}$

65.5%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.4}{5.0}$

8.0%

Advanced only



$\frac{0.14}{1.25}$

11.4%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.4}{5.0}$

27.5%

Advanced only



$\frac{0.21}{1.25}$

17.1%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.1}{5.0}$

21.7%

Advanced only

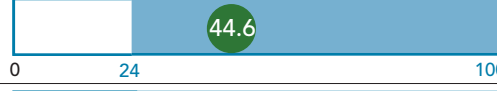


$\frac{0.20}{1.25}$

16.2%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.4}{5.0}$

27.4%

Advanced only



$\frac{0.14}{1.25}$

10.8%

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

Proficient and Advanced 3rd grade
Reading



$\frac{1.2}{7.5}$

16.2%

Proficient and Advanced 8th grade
Mathematics



$\frac{3.6}{7.5}$

47.8%

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

Attendance



$\frac{8.6}{10.0}$

86.0%

Re-enrollment in this school



$\frac{7.7}{10.0}$

77.4%

TOTAL SCORE

TIER 2

$\frac{50.4}{100.0}$

50.4%

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

Center City PCS – Shaw

WARD 2

711 N Street, NW
Washington, DC 20001

(202) 234-1093

www.centercitypcs.org

School Profile

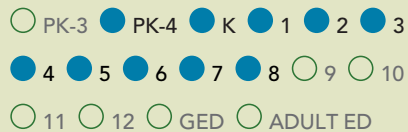
Board Chair:
Ralph F. Boyd, Jr.

First School Year: 2008–09

Principal:
Demetria Gartrell

Total Enrollment: 230

2012–13 Grades:



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

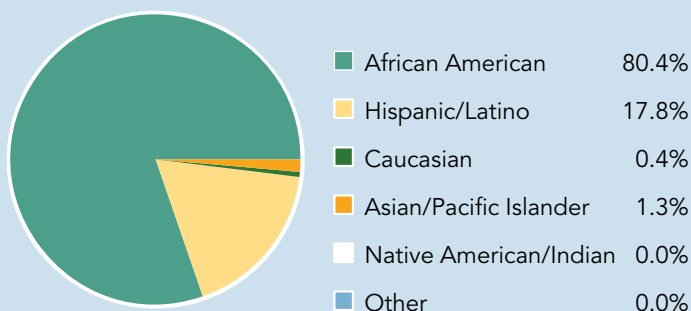
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and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

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: 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.

Center City PCS – Shaw

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment. 	Students increased their score by an average of 20.2 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment. 	Students increased their score by an average of 6.6 points.	No
<ul style="list-style-type: none"> 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. 	Students increased by an average of 3.6 reading levels.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	85.5% of students scored low-risk.	Yes

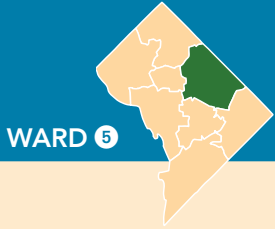
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.2%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.9%.	Yes

TOTAL TARGETS MET

5 OF **6**



2012 School Performance Report



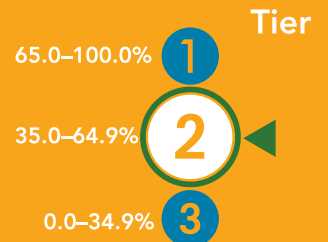
WARD 5

Center City PCS – Trinidad

1217 West Virginia Avenue, NE
Washington, DC 20002

(202) 397-1614

www.centercitypcs.org



Total Score: **61.1%**

2011 Score: 69.0% **1**

School Profile

Board Chair:

Ralph F. Boyd, Jr.

Principal:

Travis Bouldin

Total Enrollment: 202

2012–13 Grades:



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

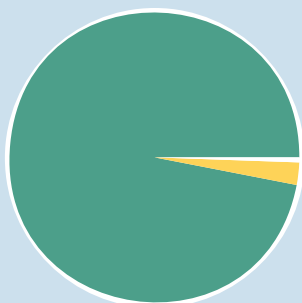
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
- Extended learning program with chess, legos and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

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.

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



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{17.7}{20.0}$

88.5%

Growth on DC-CAS Mathematics over time



$\frac{15.9}{20.0}$

79.3%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.5}{5.0}$

9.4%

Advanced only



$\frac{0.20}{1.25}$

16.2%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.9}{5.0}$

18.6%

Advanced only



$\frac{0.20}{1.25}$

16.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.9}{5.0}$

38.1%

Advanced only



$\frac{0.31}{1.25}$

24.5%

Middle grades DC-CAS Mathematics

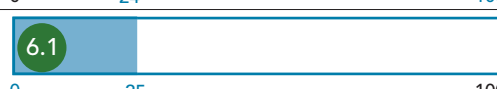
Proficient and Advanced



$\frac{2.2}{5.0}$

43.8%

Advanced only



$\frac{0.31}{1.25}$

24.5%

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

Proficient and Advanced 3rd grade
Reading



$\frac{0.0}{7.5}$

0.0%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.6}{7.5}$

61.7%

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

Attendance



$\frac{9.4}{10.0}$

94.0%

Re-enrollment in this school



$\frac{7.0}{10.0}$

70.2%

TOTAL SCORE

TIER 2

$\frac{61.1}{100.0}$

61.1%

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



2012 School Performance Report

Center City PCS – Trinidad

WARD 5

1217 West Virginia Avenue, NE
Washington, DC 20002

(202) 397-1614

www.centercitypcs.org

School Profile

Board Chair:
Ralph F. Boyd, Jr.

First School Year: 2008–09

Principal:
Travis Bouldin

Total Enrollment: 202

2012–13 Grades:



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

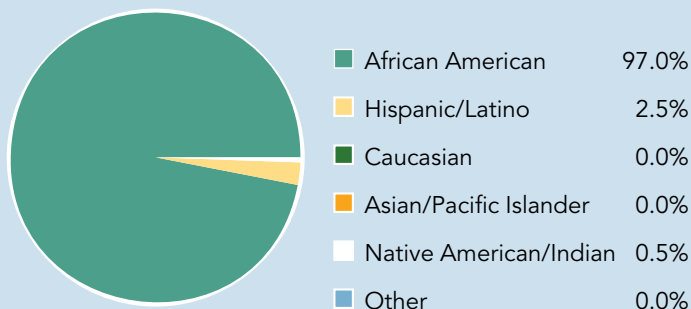
- Yearlong, curricular and thematic capstone project focused on our 12 core values for all students in grades PK4 to 8 - including book study, authentic field trips, service learning, journals, oral and visual presentations and a final writing product
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Accountability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

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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: 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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 15 points by the spring administration on the CIRCLE letter assessment. 	Students increased their score by an average of 15.2 points.	Yes
<ul style="list-style-type: none"> Pre-kindergarten students will increase their score by an average of 12 points by the spring administration on the CIRCLE math assessment. 	Students increased their score by an average of 6.1 points.	No
<ul style="list-style-type: none"> 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. 	Students increased by an average of 3.9 reading levels.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	87.7% of students scored low-risk.	Yes

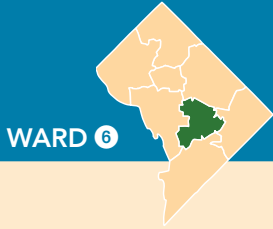
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 88.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92%.	Yes

TOTAL TARGETS MET

5 OF **6**



2012 School Performance Report

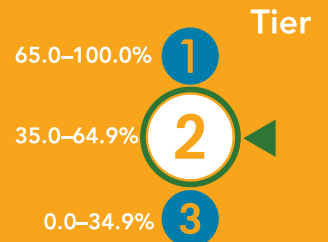


WARD 6

Cesar Chavez PCS for Public Policy – Capitol Hill

709 12th Street, SE
Washington, DC 20003

(202) 547-3424
www.chavezschools.org



Total Score: **52.6%**

2011 Score: 57.8% **2**

School Profile

Board Chair:

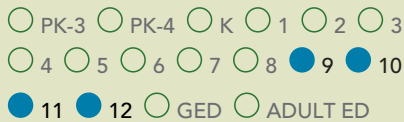
Albert Lord

Principal:

Daneen Keaton

Total Enrollment: 392

2012–13 Grades:



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 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

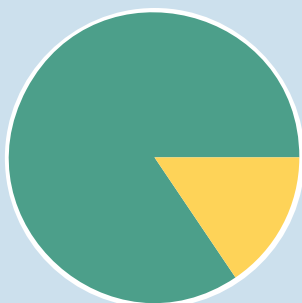
- Collegiate Prep Program includes Advisory, AP Courses and near 100% college acceptance
- Extracurricular activities include varsity sports, debate and many other clubs
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program

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	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%

Transportation



Metro/Bus Service*

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

*Please check www.wmata.com for updates.

Cesar Chavez PCS for Public Policy – Capitol Hill

2012 School Performance Report

KEY



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{4.9}{7.5}$

65.1%

Growth on DC-CAS Mathematics over time



$\frac{7.5}{7.5}$

100.0%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{1.8}{10.0}$

18.5%

Proficient and Advanced

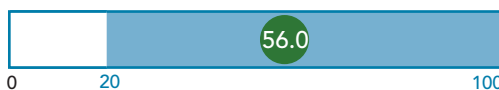
Advanced only



$\frac{0.3}{2.5}$

12.9%

Mathematics 10th DC-CAS



$\frac{4.5}{10.0}$

44.8%

Proficient and Advanced

Advanced only



$\frac{0.4}{2.5}$

16.1%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

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

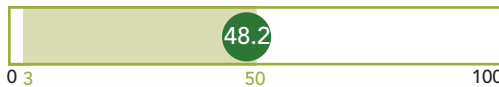
Graduation rate



$\frac{1.2}{7.5}$

15.5%

PSAT performance (11th)



$\frac{7.2}{7.5}$

96.2%

SAT performance (12th)



$\frac{3.9}{7.5}$

52.3%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{5.5}{10.0}$

54.7%

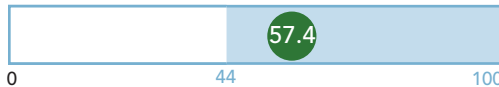
Re-enrollment in this school



$\frac{1.7}{10.0}$

16.6%

9th grade credits (on track to graduate)



$\frac{1.2}{5.0}$

24.6%

TOTAL SCORE

TIER 2

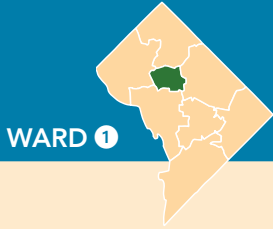
$\frac{52.6}{100.0}$

52.6%

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



2012 School Performance Report



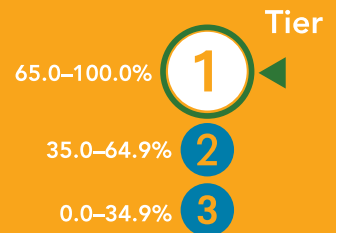
WARD 1

Cesar Chavez PCS for Public Policy – Chavez Prep

770 Kenyon Street, NW
Washington, DC 20010

(202) 723-3975

www.chavezschools.org



Total Score: **66.6%**

2011 Score: 73.6%

School Profile

Board Chair:

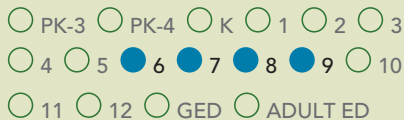
Albert Lord

Principal:

Bryan Eberwein

Total Enrollment: 320

2012–13 Grades:



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:

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

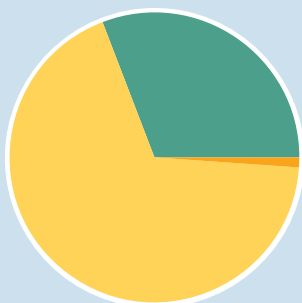
- Collegiate Prep Program includes Advisory, AP Courses and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program
- Extracurricular activities include varsity sports, debate and many other clubs

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.

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



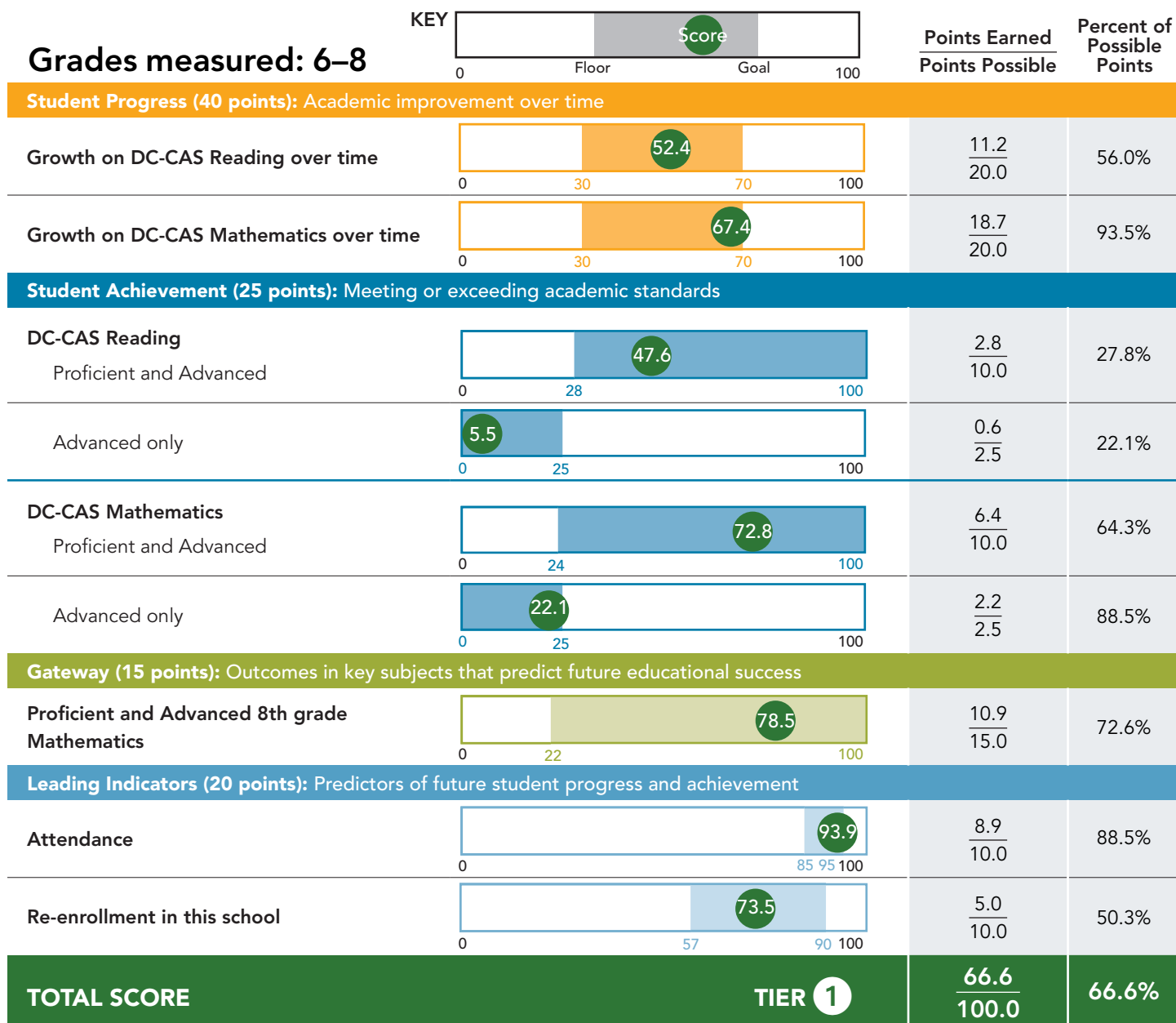
Metro/Bus Service*

Columbia Heights Metro Station/62,63; 70

*Please check www.wmata.com for updates.

Cesar Chavez PCS for Public Policy – Chavez Prep

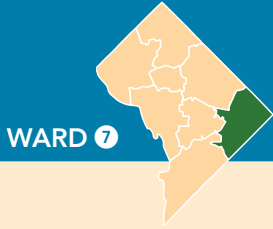
2012 School Performance Report



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



2012 School Performance Report



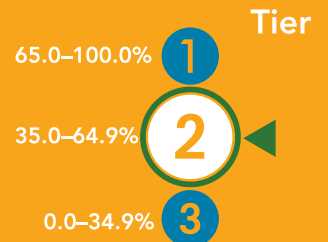
WARD 7

Cesar Chavez PCS for Public Policy – Parkside High School

3701 Hayes Street, NE
Washington, DC 20019

(202) 398-2230

www.chavezschools.org



Total Score: **56.6%**

2011 Score: 49.7% **2**

School Profile

Board Chair:

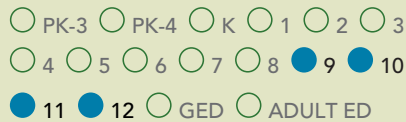
Albert Lord

Principal:

Yvonne Waller

Total Enrollment: 376

2012–13 Grades:



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 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

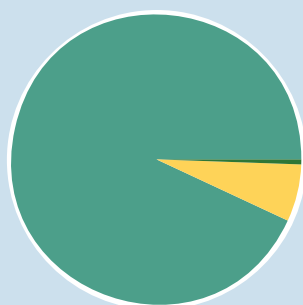
- Collegiate Prep Program includes Advisory, AP Courses and near 100% college acceptance
- Extracurricular activities include varsity sports, debate and many other clubs
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school robotics and media program

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	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%

Transportation



Metro/Bus Service*

Minnesota Avenue Metro Station/U5,6

*Please check www.wmata.com for updates.

Cesar Chavez PCS for Public Policy – Parkside High School

2012 School Performance Report

KEY



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{6.2}{7.5}$

83.1%

Growth on DC-CAS Mathematics over time

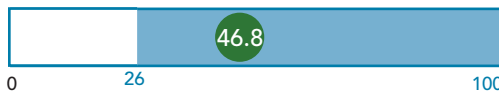


$\frac{7.5}{7.5}$

100.0%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{2.8}{10.0}$

27.7%

Proficient and Advanced

Advanced only



$\frac{0.5}{2.5}$

21.8%

Mathematics 10th DC-CAS



$\frac{4.0}{10.0}$

39.5%

Proficient and Advanced

Advanced only



$\frac{0.3}{2.5}$

10.9%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{2.8}{5.0}$

56.7%

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

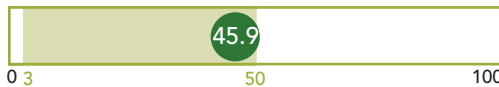
Graduation rate



$\frac{2.0}{7.5}$

27.2%

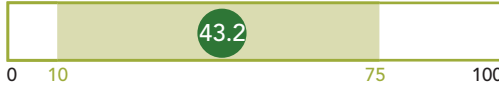
PSAT performance (11th)



$\frac{6.8}{7.5}$

91.3%

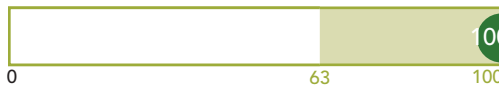
SAT performance (12th)



$\frac{3.9}{7.5}$

51.3%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{6.4}{10.0}$

63.8%

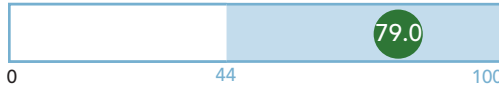
Re-enrollment in this school



$\frac{2.8}{10.0}$

27.8%

9th grade credits (on track to graduate)



$\frac{3.1}{5.0}$

62.8%

TOTAL SCORE

TIER 2

$\frac{56.6}{100.0}$

56.6%

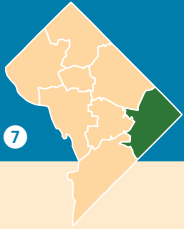
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

Cesar Chavez PCS for Public Policy – Parkside Middle School

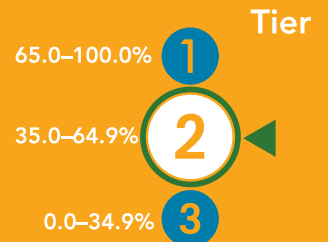
WARD 7



3701 Hayes Street, NE
Washington, DC 20019

(202) 398-2230

www.chavezschools.org



Total Score: **47.3%**

2011 Score: 52.7% **2**

School Profile

Board Chair:

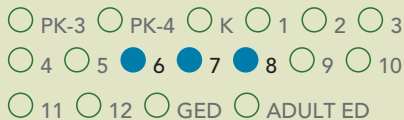
Albert Lord

Principal:

Yvonne Waller

Total Enrollment: 298

2012–13 Grades:



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

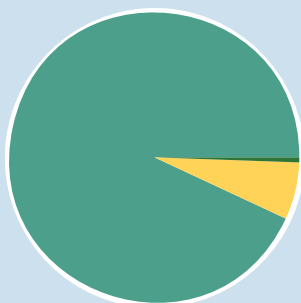
- Early collegiate prep program rich in literacy and math
- Public policy integrated into curriculum through field trips and advisory experience
- Tiger Woods Learning Center Robotics and Media program
- Extended school day with culture that emphasizes safety and structure

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	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%

Transportation



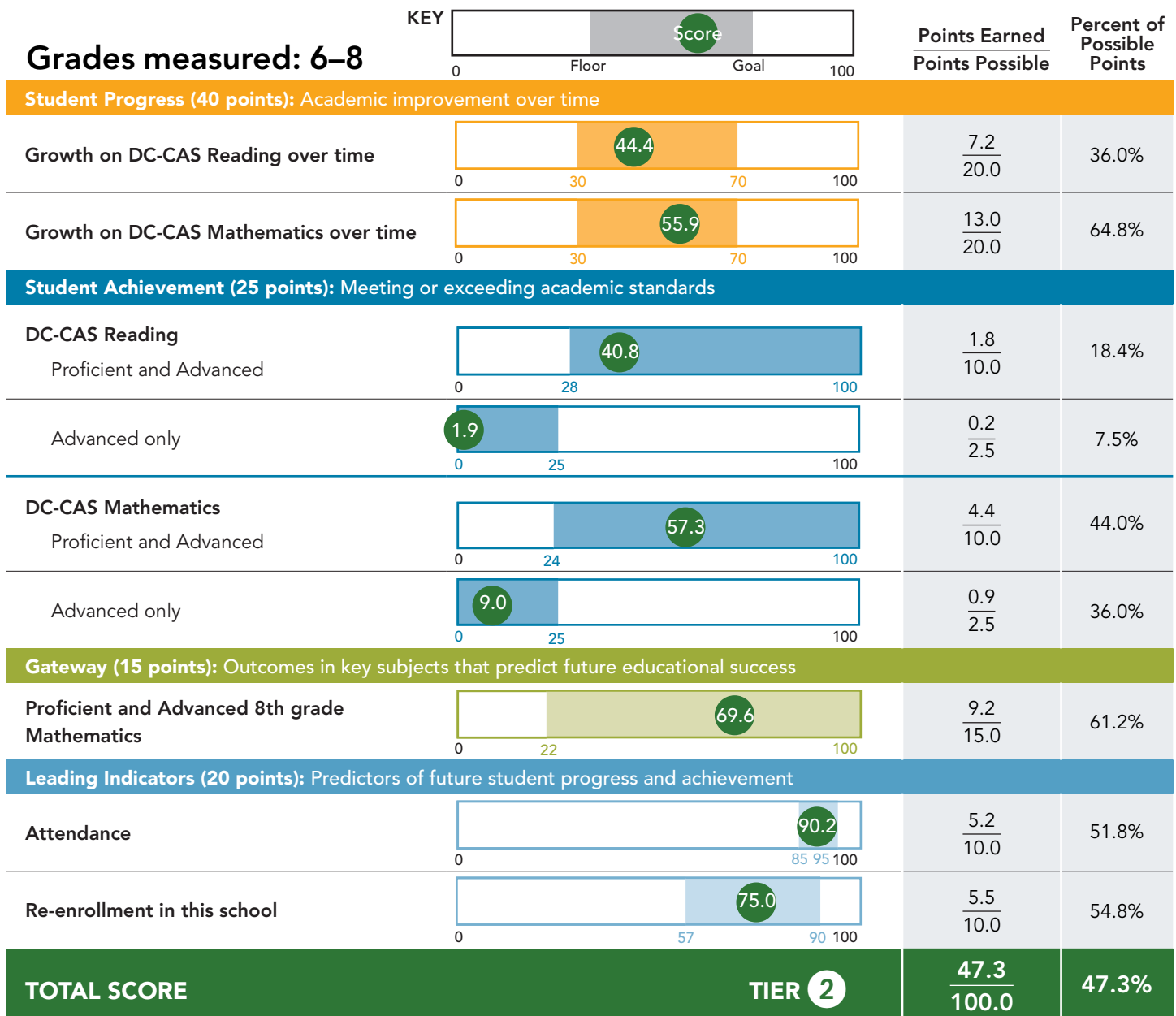
Metro/Bus Service*

Minnesota Avenue Metro Station/U5,6

*Please check www.wmata.com for updates.

Cesar Chavez PCS for Public Policy – Parkside Middle School

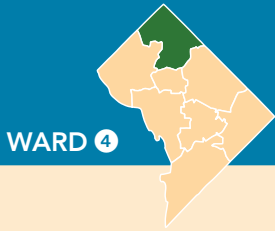
2012 School Performance Report



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



2012 School Performance Report

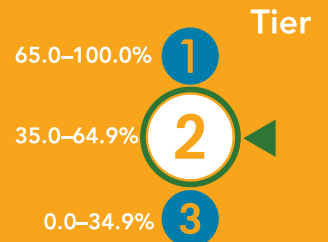


WARD 4

Community Academy PCS – Amos 1

1300 Allison Street, NW
Washington, DC 20011

(202) 723-4100
www.capschool.org



Total Score: **38.3%**

2011 Score: 44.8% **2**

School Profile

Board Chair:

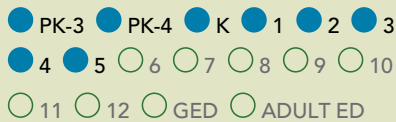
Ernest Green, Jr.

Principal:

Masi Preston

Total Enrollment: 463

2012–13 Grades:



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

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.

Unique School Characteristics

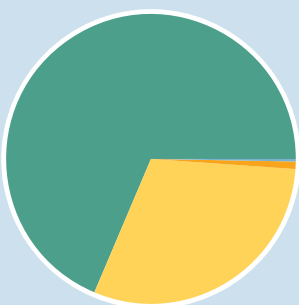
- Complete inclusion for special education students and English language learners in grades 2 to 5
- Focus on humanities
- Classes in music, art, and physical education
- After-school clubs include music, leadership, art and seasonal sports
- Interactive whiteboards and laptop computers used with all students in grades 1 to 5

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.

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.

Community Academy PCS – Amos 1

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–5

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{9.3}{20.0}$

46.5%

Growth on DC-CAS Mathematics over time



$\frac{6.0}{20.0}$

29.8%

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

DC-CAS Reading

Proficient and Advanced



$\frac{2.5}{10.0}$

25.5%

Advanced only

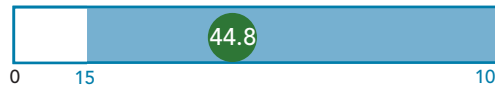


$\frac{0.3}{2.5}$

11.6%

DC-CAS Mathematics

Proficient and Advanced



$\frac{3.5}{10.0}$

34.8%

Advanced only



$\frac{1.1}{2.5}$

42.0%

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

Proficient and Advanced 3rd grade
Reading



$\frac{1.2}{15.0}$

8.0%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{4.5}{10.0}$

45.3%

TOTAL SCORE

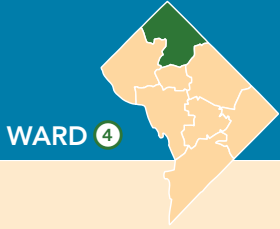
TIER 2

$\frac{38.3}{100.0}$

38.3%



2012 School Performance Report



Community Academy PCS – Amos 1

1300 Allison Street, NW
Washington, DC 20011

(202) 723-4100
www.capcs.org

School Profile

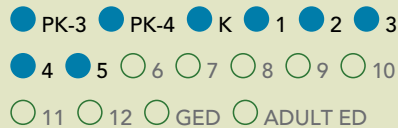
Board Chair:
Ernest Green, Jr.

First School Year: 1997–98

Principal:
Masi Preston

Total Enrollment: 463

2012–13 Grades:



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

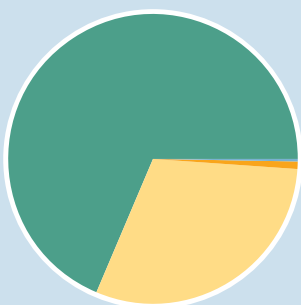
- Complete inclusion for special education students and English language learners in grades 2 to 5
- Focus on humanities
- Classes in music, art, and physical education
- After-school clubs include music, leadership, art and seasonal sports

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	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.

Community Academy PCS – Amos 1

2012 School Performance Report

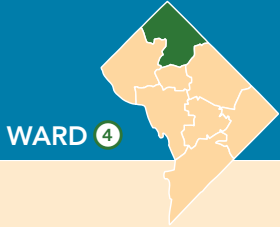
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the literacy skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT). 	99.2% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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). 	100% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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. 	87.1% made 0 or greater NCE growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment. 	62.3% of students scored at or above the 5th stanine.	Yes
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment. 	67.2% of students scored at or above the 5th stanine.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.3%.	Yes

TOTAL TARGETS MET

7 OF **7**



WARD 4

Community Academy PCS – Amos 2

33 Riggs Road, NE
Washington, DC 20011

(202) 723-5136
www.capcs.org

School Profile

Board Chair:
Ernest Green, Jr.

First School Year: 2005–06

Principal:
Tanya Morgan

Total Enrollment: 134

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: 9:1 PK3; 10:1 PK4 and K

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

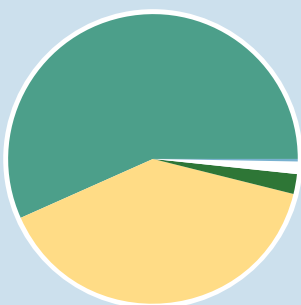
- Strong ESL program
- Reggio-inspired curriculum and instruction
- Spanish, art and physical education for all students
- Strong parental involvement

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	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%

Transportation



Metro/Bus Service*
52,53,54; E2,3,4; S1; S2,4

*Please check www.wmata.com for updates.

Community Academy PCS – Amos 2

2012 School Performance Report

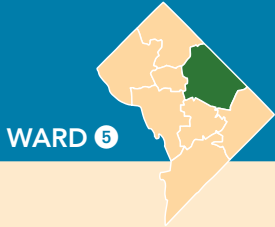
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase at least one level or remain competent on 75% of the literacy skills by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT). 	98.9% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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). 	98.9% of students increased one level or remained competent.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above the 5th stanine in reading on the Terra Nova assessment. 	72.5% of students scored at or above the 5th stanine.	Yes
<ul style="list-style-type: none"> 60% of kindergarten students will score at or above the 5th stanine in math on the Terra Nova assessment. 	87.5% of students scored at or above the 5th stanine.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 98.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 97.4%.	Yes

TOTAL TARGETS MET

6 OF **6**

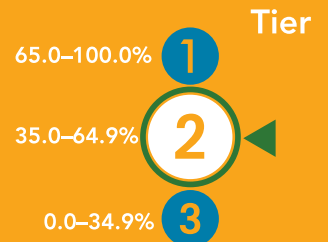


WARD 5

Community Academy PCS – Amos 3

1400 First Street, NW
Washington, DC 20001

(202) 234-2122
www.capcs.org



Total Score: **35.4%**

2011 Score: 29.7% **3**

School Profile

Board Chair:

Ernest Green, Jr.

Principal:

Kevin Waltson

Total Enrollment: 466

2012–13 Grades:



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

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

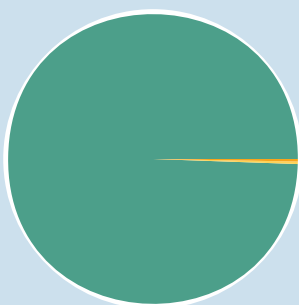
- Science, Technology, Engineering and Math (STEM)-focused school
- Spanish, music, physical education and art classes
- Enrichment curriculum supported by Project Lead The Way (PLTW) and "Let's Go"
- Interactive white boards in each classroom

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	99.6%
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.

Community Academy PCS – Amos 3

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time	 0 30 70 100	$\frac{10.6}{20.0}$	53.0%
Growth on DC-CAS Mathematics over time	 0 30 70 100	$\frac{7.2}{20.0}$	35.8%

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

Elementary grades DC-CAS Reading	 0 24 100	$\frac{0.2}{5.0}$	4.4%
Proficient and Advanced			
Advanced only	 0 25 100	$\frac{0.00}{1.25}$	0.0%
Elementary grades DC-CAS Mathematics	 0 15 100	$\frac{0.0}{5.0}$	0.0%
Proficient and Advanced			
Advanced only	 0 25 100	$\frac{0.00}{1.25}$	0.0%
Middle grades DC-CAS Reading	 0 28 100	$\frac{0.3}{5.0}$	6.4%
Proficient and Advanced			
Advanced only	 0 25 100	$\frac{0.09}{1.25}$	7.1%
Middle grades DC-CAS Mathematics	 0 24 100	$\frac{0.7}{5.0}$	14.6%
Proficient and Advanced			
Advanced only	 0 25 100	$\frac{0.18}{1.25}$	14.3%

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

Proficient and Advanced 3rd grade Reading	 0 17 100	$\frac{0.6}{7.5}$	8.2%
Proficient and Advanced 8th grade Mathematics	 0 22 100	$\frac{2.5}{7.5}$	33.9%

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

Attendance	 0 85 95 100	$\frac{9.6}{10.0}$	96.0%
Re-enrollment in this school	 0 57 90 100	$\frac{3.4}{10.0}$	33.9%

TOTAL SCORE

TIER 2

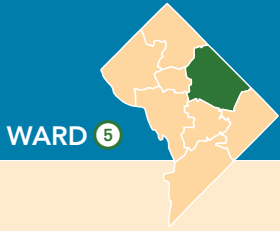
$\frac{35.4}{100.0}$

35.4%

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



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.

First School Year: 2006–07

Principal:
Kevin Waltson

Total Enrollment: 466

2012–13 Grades:



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

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

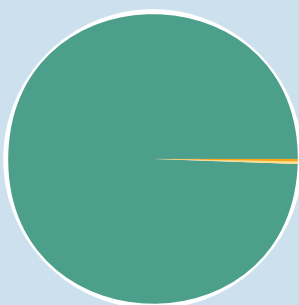
- Science, Technology, Engineering and Math (STEM)-focused school
- Spanish and physical education classes
- Enrichment curriculum supported by Wolf Trap and "Let's Go"
- Full-time parent coordinator, social worker, school counselor and school psychologist

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	99.6%
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.

Community Academy PCS – Amos 3

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	98.4% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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). 	99.2% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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. 	85.9% made 0 or greater NCE growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment. 	33.3% of students scored at or above the 5th stanine.	No
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment. 	54.4% of students scored at or above the 5th stanine.	No

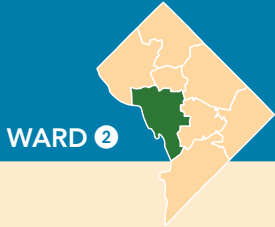
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance rate was 95.8%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance rate was 96.9%.	Yes

TOTAL TARGETS MET

5 OF 7



2012 School Performance Report



WARD 2

Community Academy PCS – Butler Global

5 Thomas Circle, NW
Washington, DC 20005

(202) 332-6565
www.capcs.org



Total Score: **65.0%**

2011 Score: 76.2% **1**

School Profile

Board Chair:

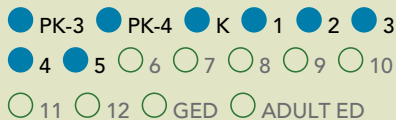
Ernest Green, Jr.

Principal:

William N. Thomas, IV

Total Enrollment: 281

2012–13 Grades:



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

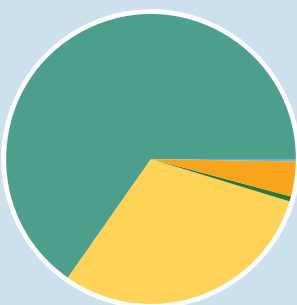
- Highest growth on 2011 DC CAS out of all DC elementary schools (FOCUS School Quality Dashboard)
- Spanish is taught to all students in grades PK3 to 5
- Extensive use of technology
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement
- Strong partnership with YMCA
- Global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

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



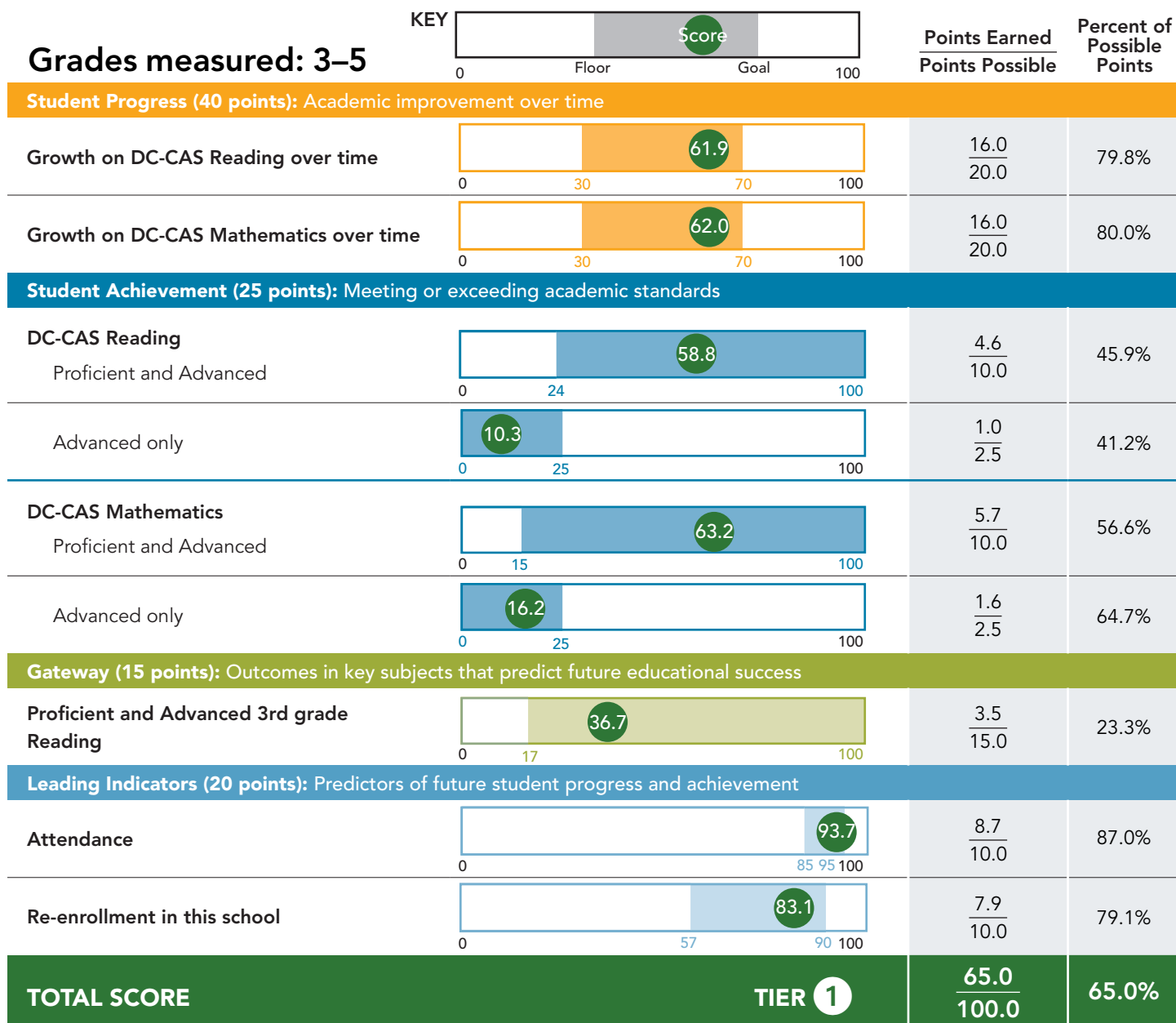
Metro/Bus Service*

McPherson Square Metro Station

*Please check www.wmata.com for updates.

Community Academy PCS – Butler Global

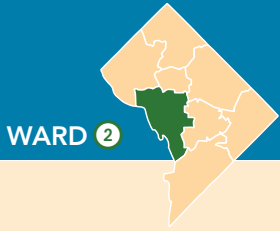
2012 School Performance Report



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



2012 School Performance Report



WARD 2

Community Academy PCS – Butler Global

5 Thomas Circle, NW
Washington, DC 20005

(202) 332-6565
www.capcs.org

School Profile

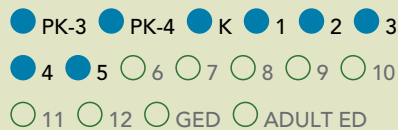
Board Chair:
Ernest Green, Jr.

First School Year: 2004–05

Principal:
William N. Thomas, IV

Total Enrollment: 281

2012–13 Grades:



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

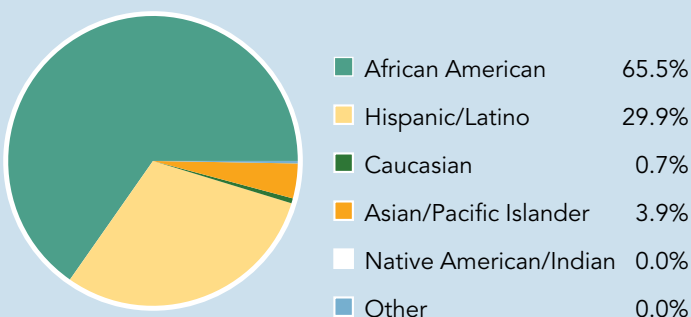
- Spanish is taught to all students in grades PK3 to 5
- Strong partnership with YMCA
- Extensive use of technology
- Global focus
- Strong Parent-Teacher Organization (PTO) and high levels of parent involvement

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: 27.0%

Low Income: 85.4%

Special Education: 6.8%

Transportation



Metro/Bus Service*
McPherson Square Metro Station

*Please check www.wmata.com for updates.

Community Academy PCS – Butler Global

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	98.1% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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). 	97.2% of students increased one level or remained competent.	Yes
<ul style="list-style-type: none"> 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. 	93.7% made 0 or greater NCE growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment. 	56.9% of students scored at or above the 5th stanine.	No
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment. 	65.5% of students scored at or above the 5th stanine.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance rate was 98.9%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance rate was 99.2%.	Yes

TOTAL TARGETS MET

6 OF 7



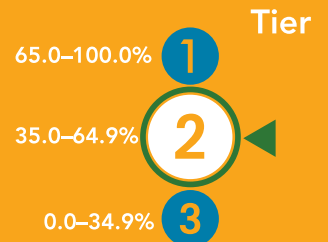
2012 School Performance Report

WARD N/A

Community Academy PCS – CAPCS Online

(540) 788-1492

www.k12.com/capcs



Total Score: **55.4%**

2011 Score: 64.1%

2

School Profile

Board Chair:

Ernest Green, Jr.

Principal:

John Sloane

Total Enrollment: 95

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 45 to 1 with a 1 to 1 ratio for learning coach to student

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

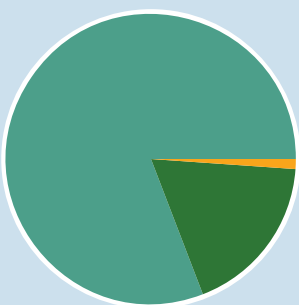
- Only virtual school in Washington, DC
- Uses the award-winning K¹² curriculum
- Each student receives an individualized learning plan

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	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%

Transportation



Metro/Bus Service*

N/A – Online school

*Please check www.wmata.com for updates.

Community Academy PCS – CAPCS Online

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.3}{20.0}$

61.5%

Growth on DC-CAS Mathematics over time



$\frac{11.7}{20.0}$

58.5%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.2}{5.0}$

44.4%

Advanced only

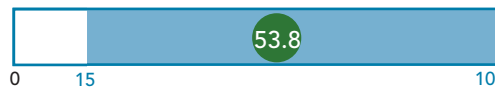


$\frac{0.19}{1.25}$

15.4%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.3}{5.0}$

45.5%

Advanced only



$\frac{0.96}{1.25}$

76.9%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{3.1}{5.0}$

61.7%

Advanced only



$\frac{1.11}{1.25}$

88.9%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.8}{5.0}$

56.3%

Advanced only



$\frac{1.11}{1.25}$

88.9%

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

Proficient and Advanced 3rd grade
Reading



$\frac{3.0}{7.5}$

Proficient and Advanced 8th grade
Mathematics



$\frac{4.6}{7.5}$

61.7%

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

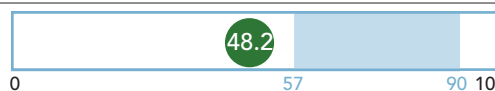
Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 2

$\frac{55.4}{100.0}$

55.4%

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

Community Academy PCS – CAPCS Online

(540) 788-1492

www.capcs.org

School Profile

Board Chair:

Ernest Green, Jr.

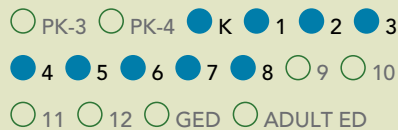
First School Year: 2007–08

Principal:

John Sloane

Total Enrollment: 95

2012–13 Grades:



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

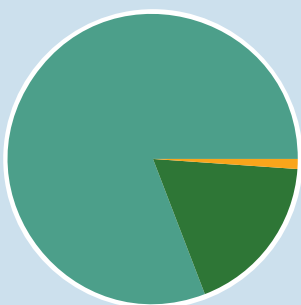
- Only virtual school in Washington, DC
- Uses the award-winning K¹² curriculum
- Each student receives an individualized learning plan

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	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%

Transportation



Metro/Bus Service*

N/A – Online school

*Please check www.wmata.com for updates.

Community Academy PCS – CAPCS Online

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	90.3% of students progressed to mastery.	Yes
<ul style="list-style-type: none"> 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. 	96.8% of students progressed to mastery.	Yes
<ul style="list-style-type: none"> 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. 	71.2% made 0 or greater NCE growth.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in reading on the Terra Nova assessment. 	77.3% of students scored at or above the 5th stanine.	Yes
<ul style="list-style-type: none"> 60% of first and second-grade students will score at or above the 5th stanine in math on the Terra Nova assessment. 	68.0% of students scored at or above the 5th stanine.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95.8%.	Yes

TOTAL TARGETS MET

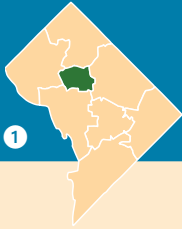
5 OF **6**



2012 School Performance Report

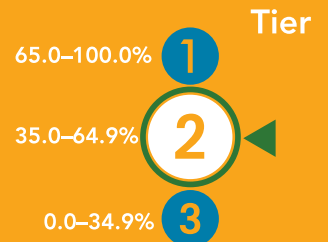
DC Bilingual PCS

WARD 1



1420 Columbia Road, NW
Washington, DC 20009

(202) 332-4200
www.dcbilingual.org



Total Score: **60.3%**

2011 Score: 56.8% **2**

School Profile

Board Chair:

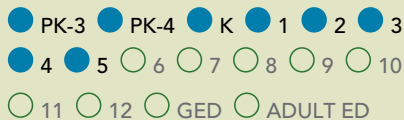
Lester Matlock

Executive Director:

Tehani Collazo

Total Enrollment: 349

2012–13 Grades:



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:

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

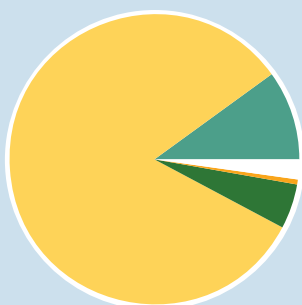
- 50/50 Two-way bilingual and biliteracy immersion Spanish/English program
- Part of the DC nonprofit CentroNía and its umbrella of educational and family services
- Recipient of the U.S. Department of Agriculture HealthierUS School Challenge Gold Award with Distinction in March 2011
- Fifth grade trip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

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%

Transportation



Metro/Bus Service*

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

*Please check www.wmata.com for updates.

DC Bilingual PCS

2012 School Performance Report



Grades measured: 3–5

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{14.6}{20.0}$

72.8%

Growth on DC-CAS Mathematics over time



$\frac{11.4}{20.0}$

57.0%

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

DC-CAS Reading

Proficient and Advanced



$\frac{4.1}{10.0}$

40.8%

Advanced only



$\frac{0.4}{2.5}$

17.9%

DC-CAS Mathematics

Proficient and Advanced



$\frac{3.6}{10.0}$

35.7%

Advanced only



$\frac{0.2}{2.5}$

7.1%

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

Proficient and Advanced 3rd grade
Reading



$\frac{7.1}{15.0}$

47.2%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{9.0}{10.0}$

89.8%

TOTAL SCORE

TIER 2

$\frac{60.3}{100.0}$

60.3%

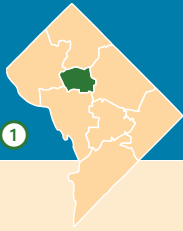
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

DC Bilingual PCS

WARD 1



1420 Columbia Road, NW
Washington, DC 20009

(202) 332-4200

www.dcbilingual.org

School Profile

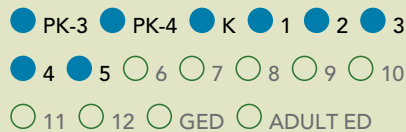
Board Chair:
Lester Matlock

First School Year: 2004–05

Executive Director:
Tehani Collazo

Total Enrollment: 349

2012–13 Grades:



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:

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

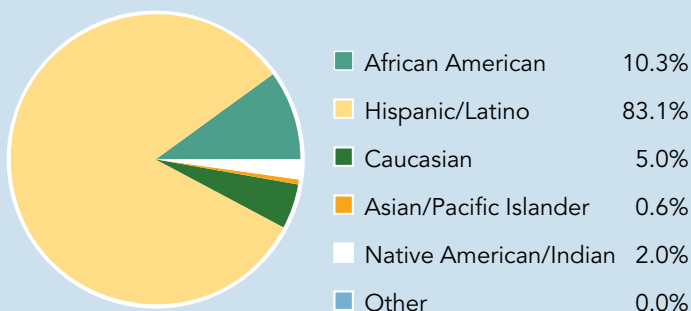
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We hope this information will improve transparency of charter school accountability for students across the educational spectrum, and that parents and community members will use this information to make informed decisions about school options.

Student Demographics



English Language Learners: 66.2%

Low Income: 84.0%

Special Education: 12.0%

Transportation



Metro/Bus Service*

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

*Please check www.wmata.com for updates.

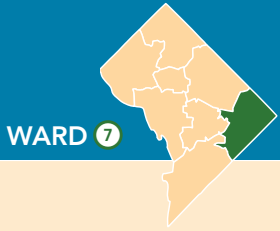
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will show improvement on 70% and 80%, respectively, of all non-mastered indicators by the spring administration on Creative Curriculum Teaching Strategies. 	77.3% of students demonstrated improvement on non-mastered standards.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will demonstrate one year of growth in reading by the spring administration on the Terra Nova assessment. 	62.4% of students demonstrated at least one year of growth.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will demonstrate one year of growth in math by the spring administration on the Terra Nova assessment. 	64.0% of students demonstrated at least one year of growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of first and second-grade students will score at the 50th percentile or higher in math on the Terra Nova assessment. 	42.9% of students scored at the 50th percentile.	No
<ul style="list-style-type: none"> 50% of first and second-grade students will score at the 50th percentile or higher in reading on the Terra Nova assessment. 	37.8% of students scored at the 50th percentile.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 91.2%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94%.	Yes

TOTAL TARGETS MET

5 OF **7**



DC Prep PCS – Benning Elementary

100 41st Street, NE
Washington, DC 20019

(202) 398-2838
www.dcrep.org

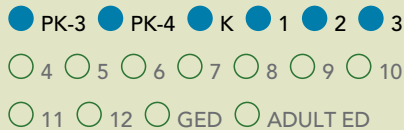
School Profile

Board Chair: Le Roy (Terry) Eakin III
First School Year: 2008–09

Principal: Raymond Weeden

Total Enrollment: 301

2012–13 Grades:



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

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 11 to 1

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

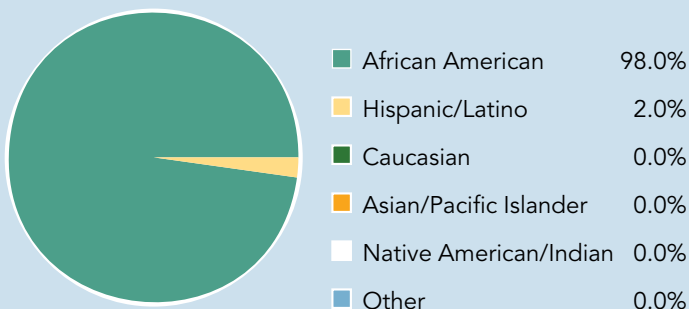
- Twin focus on rigorous academics and character education for success in high school, college and beyond
- PrepNext program helps student alumni transition to high school and on into college; 100% of graduates entered college-preparatory high schools
- Balances joy in learning with urgency and rigor;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

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: 2.0%

Low Income: 83.4%

Special Education: 5.0%

Transportation



Metro/Bus Service*

Benning Road or
Minnesota Avenue Metro
Station/96,97; U8

*Please check www.wmata.com for updates.

DC Prep PCS – Benning Elementary

2012 School Performance Report

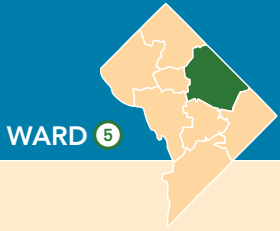
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Kindergarten through second-grade students will increase their math percentile score by an average of at least 7 points by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades (NWEA MAP/ MGP). 	Students achieved an average growth of 2.3 percentile points.	No
<ul style="list-style-type: none"> Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least 7 letter identifications by the spring administration of the Phonological Awareness Literacy Screening (PALS) assessment. 	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.	Yes
<ul style="list-style-type: none"> Pre-Kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least 7 letter sounds by the spring administration of the Strategic Teaching and Evaluation of Progress (STEP). 	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.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will score at or above the 40th percentile on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades (NWEA MAP/MPG). 	54.6% of students scored at or above the 40th percentile.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress (STEP). 	54.6% of students scored at or above grade level.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.3%.	Yes

TOTAL TARGETS MET

6 OF **7**



WARD 5

DC Prep PCS – Edgewood Elementary

707 Edgewood Street, NE
Washington, DC 20017

(202) 635-4411

www.dcrep.org

School Profile

Board Chair:

Le Roy (Terry) Eakin III

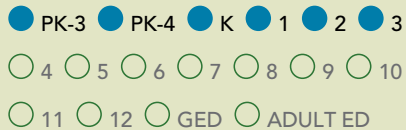
First School Year: 2007–08

Principal:

Nicole Bryan

Total Enrollment: 387

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 12.5 to 1

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

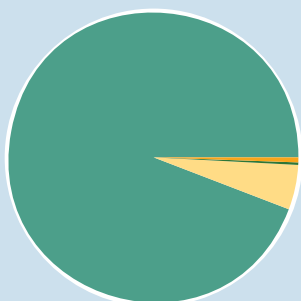
- Twin focus on rigorous academics and character education for success in high school, college and beyond
- PrepNext program helps student alumni transition to high school and on into college; 100% of graduates entered college-preparatory high schools
- Balances joy in learning with urgency and rigor;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

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	94.3%
Hispanic/Latino	5.2%
Caucasian	0.3%
Asian/Pacific Islander	0.3%
Native American/Indian	0.0%
Other	0.0%

English Language Learners: 5.2%

Low Income: 87.9%

Special Education: 6.2%

Transportation



Metro/Bus Service*

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

*Please check www.wmata.com for updates.

DC Prep PCS – Edgewood Elementary

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> Kindergarten through third-grade students will increase their math percentile score by an average of at least 7 points by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades "(NWEA MAP/MPG). 	Students achieved an average growth of .10 percentile points.	No
<ul style="list-style-type: none"> Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least 7 letter identifications by the spring administration of the Phonological Awareness Literacy Screening (PALS) assessment. 	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.	Yes
<ul style="list-style-type: none"> Pre-Kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least 7 letter sounds by the spring administration of the Strategic Teaching and Evaluation of Progress (STEP). 	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.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of kindergarten through third-grade students will score at or above the 40th percentile on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades (NWEA MAP/MPG). 	67.4% of students scored at or above the 40th percentile.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress (STEP). 	76.1% of students scored at or above grade level.	Yes
<ul style="list-style-type: none"> Third-grade students will achieve DC Prep's safe harbor target in Reading on the DC CAS. 	76.2% of students scored proficient (last year-64.6%).	Yes

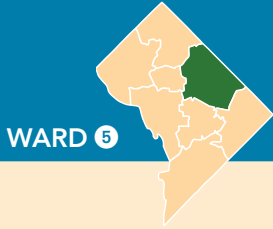
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.9%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through third-grade students will attend school 92% of the days. 	The average daily attendance was 96.7%.	Yes

TOTAL TARGETS MET

7 OF 8



2012 School Performance Report



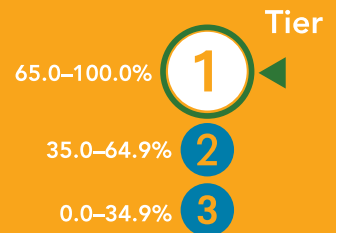
WARD 5

DC Prep PCS – Edgewood Middle

701 Edgewood Street, NE
Washington, DC 20017

(202) 832-5700

www.dcrep.org



Total Score: **90.8%**

2011 Score: **92.3%** **1**

School Profile

Board Chair:

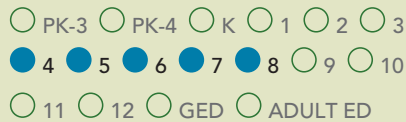
Le Roy (Terry) Eakin III

Principal:

Cassie Meltzer Pergament

Total Enrollment: 260

2012–13 Grades:



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.

Unique School Characteristics

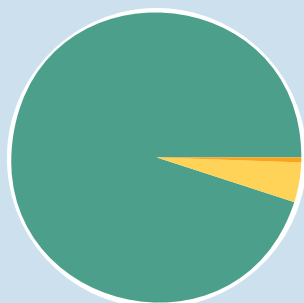
- Twin focus on rigorous academics and character education for success in high school, college and beyond
- PrepNext program helps student alumni transition to high school, and on into college; 100% of graduates entered college-preparatory high schools
- Balances joy in learning with urgency and rigor;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

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	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.

DC Prep PCS – Edgewood Middle

2012 School Performance Report



Grades measured: 4–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{17.7}{20.0}$

88.3%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{3.0}{5.0}$

59.2%

Advanced only



$\frac{0.72}{1.25}$

57.6%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{4.3}{5.0}$

85.7%

Advanced only



$\frac{1.25}{1.25}$

100.0%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{3.3}{5.0}$

65.5%

Advanced only



$\frac{1.02}{1.25}$

81.3%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{4.3}{5.0}$

86.7%

Advanced only



$\frac{1.25}{1.25}$

100.0%

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

Proficient and Advanced 3rd grade
Reading



—

N/A

Proficient and Advanced 8th grade
Mathematics



$\frac{14.3}{15.0}$

95.3%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{9.8}{10.0}$

98.2%

TOTAL SCORE

TIER 1

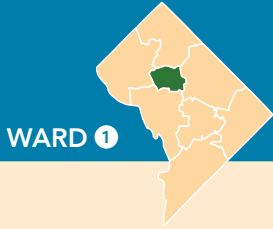
$\frac{90.8}{100.0}$

90.8%

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



2012 School Performance Report



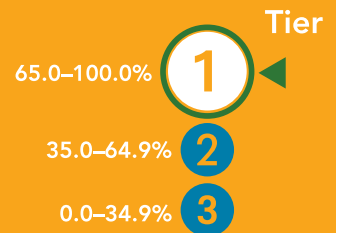
WARD 1

E.L. Haynes PCS – Georgia Avenue

3600 Georgia Avenue, NW
Washington, DC 20010

(202) 667-4446

www.elhaynes.org



Total Score: **65.6%**

2011 Score: 78.9% **1**

School Profile

Board Chair:

Guy Cecil

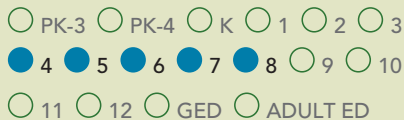
First School Year: 2004–05

Principal:

Towana Pierre-Floyd (6–8); Michelle Molitor (4–5)

Total Enrollment: 397

2012–13 Grades:



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

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

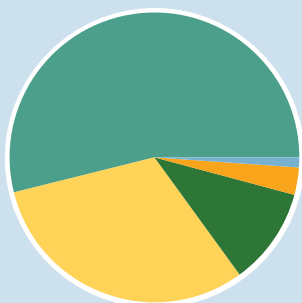
- Year-Round Calendar: E.L. Haynes provides eight weeks of optional intersession opportunities annually
- Athletics include flag football, soccer, basketball, rugby, swimming, cross country and track
- Spanish, Arabic, art, music, health and fitness, drama, robotics, and student-led clubs and activities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

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	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.

E.L. Haynes PCS – Georgia Avenue

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{11.2}{20.0}$

56.0%

Growth on DC-CAS Mathematics over time



$\frac{13.4}{20.0}$

66.8%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.2}{5.0}$

43.3%

Advanced only



$\frac{0.45}{1.25}$

35.6%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.0}{5.0}$

39.4%

Advanced only



$\frac{0.55}{1.25}$

43.8%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{2.2}{5.0}$

43.6%

Advanced only



$\frac{0.54}{1.25}$

43.5%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{3.5}{5.0}$

69.2%

Advanced only

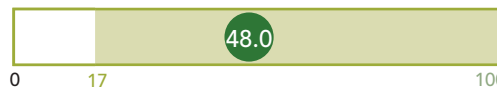


$\frac{1.20}{1.25}$

95.7%

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

Proficient and Advanced 3rd grade
Reading



$\frac{2.8}{7.5}$

37.0%

Proficient and Advanced 8th grade
Mathematics



$\frac{5.8}{7.5}$

77.5%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

TOTAL SCORE

TIER 1

$\frac{65.6}{100.0}$

65.6%

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

E.L. Haynes PCS – Kansas Avenue

WARD 4

4501 Kansas Avenue, NW
Washington, DC 20011

PK–3 (202) 706-5828; HS (202) 706-5838

www.elhaynes.org

School Profile

Board Chair:

Guy Cecil

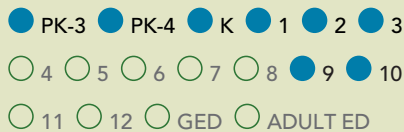
First School Year: 2004–05

Principal:

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

Total Enrollment: 403

2012–13 Grades:



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:

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

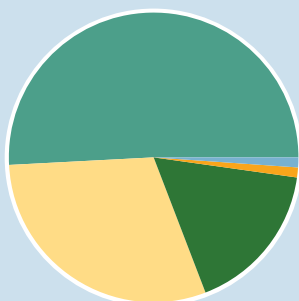
- Year-Round Calendar: E.L. Haynes provides eight weeks of optional intersession opportunities annually
- Spanish, Arabic, art, music, health and fitness, drama, robotics, and student-led clubs and activities
- Athletics include flag football, soccer, basketball, rugby, swimming, cross country and track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

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	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.

E.L. Haynes PCS – Kansas Avenue

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed their projected growth goals by the spring administration on the Creative Curriculum Teaching Strategies GOLD assessment. 	76.5% of students met or exceeded their projected growth goals.	Yes
<ul style="list-style-type: none"> 75% of kindergarten through second-grade students will make at least one year's growth by the spring administration on the Developmental Reading Assessment (DRA). 	79% of students made at least one year's growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first-grade students will score on grade level (level 16) or higher on the Developmental Reading Assessment (DRA). 	77% of students scored on grade level or higher.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.8%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.6%.	Yes

TOTAL TARGETS MET

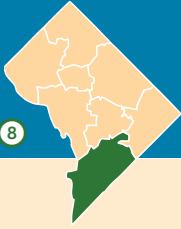
5 OF 5



2012 School Performance Report

Eagle Academy PCS

WARD 8



3400 Wheeler Road, SE
Washington, DC 20032

(202) 544-2646

www.eagleacademypcs.org

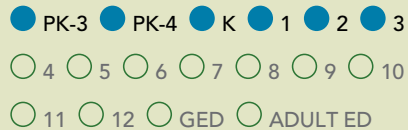
School Profile

Board Chair: Davene B. McCarthy White
First School Year: 2003–04

Executive Director: Cassandra S. Pinkney

Total Enrollment: 610

2012–13 Grades:



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

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 83%

Student-to-Teacher Ratio: 14.5 to 1

School Mission:

Eagle Academy Public Charter School's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners.

Unique School Characteristics

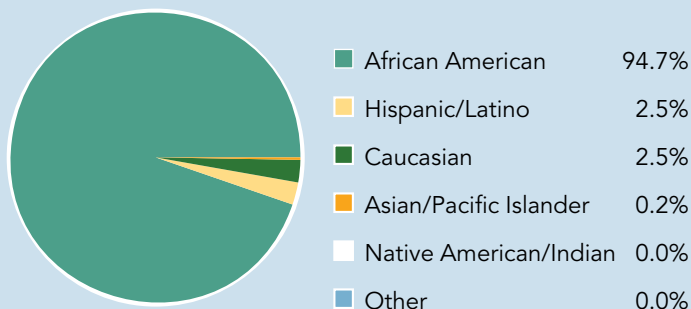
- Accredited by Middle States Association of Colleges and Schools
- General Mills and United Way School Physical Fitness and Nutrition Award
- High-quality instructional program, strong parental involvement in the school
- Awarded OSSE's PreK Enhancement Grant

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: 0.0%

Low Income: 64.8%

Special Education: 9.2%

Transportation



Metro/Bus Service*

Congress Heights Metro Station/A6,7; A46; M8,9

*Please check www.wmata.com for updates.

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Core Knowledge assessment. 	99.3% of students demonstrated growth of one level or maintained mastery.	Yes
<ul style="list-style-type: none"> 70% of Pre-kindergarten-4 students will demonstrate growth of at least one level or maintain 75% mastery in literacy by the spring administration on the Houghton Mifflin Assessment. 	79.9% of students maintained mastery.	Yes
<ul style="list-style-type: none"> 50% of kindergarten through second-grade students will demonstrate growth of at least one level or maintain proficiency in literacy by the spring administration on the STAR Early Literacy assessment. 	78.6% of students demonstrated growth of at least one level or maintained proficiency.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score proficient on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. 	70.2% of students scored proficient.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.4%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.9%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents surveyed will report being "satisfied" or "highly satisfied" with the school on the end of year survey. 	95.6% of parents surveyed reported being "satisfied" or "highly satisfied".	Yes
<ul style="list-style-type: none"> 65% of first and second-grade students will score at or above average on the Scale in Social Skills Improvement System (SSIS) assessment. 	81.0% of students scored at or above average.	Yes

TOTAL TARGETS MET

8 OF **8**

Early Childhood Academy PCS

WARD 8

4025 9th Street, SE
Washington, DC 20032

(202) 373-0035
www.ecapcs.org

School Profile

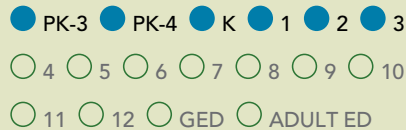
Board Chair:
Dennis Sawyers

First School Year: 2005–06

Executive Director:
Wendy Edwards

Total Enrollment: 253

2012–13 Grades:



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

☒ Before Care ☒ After Care

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 PK3 to 3
- Teachers use computers, iPads, and smart boards in classrooms; quarterly field trips

connect student learning with real-world experiences.

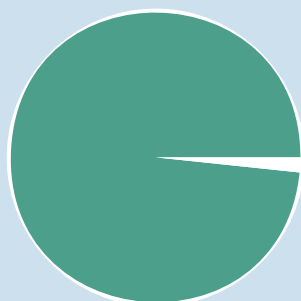
- Before and after care programs run by teachers as an extension of classroom learning

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	98.5%
Hispanic/Latino	0.0%
Caucasian	0.0%
Asian/Pacific Islander	0.0%
Native American/Indian	1.5%
Other	0.0%

English Language Learners: 0.0%

Low Income: 87.0%

Special Education: 16.0%

Transportation



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

*Please check www.wmata.com for updates.

Early Childhood Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> At least 75% of eligible students will re-enroll. 	83% of students re-enrolled for the 2011-2012 school year.	Yes

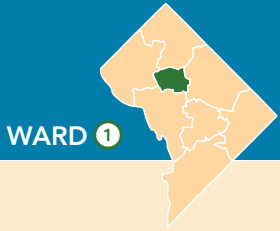
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents will report "Satisfied" or "Highly Satisfied" on the end-of-year Parent Satisfaction Survey. 	95% of parents answered "Satisfied" or "Highly Satisfied" on overall satisfaction with the school.	Yes

Early Childhood Academy PCS

2012 School Performance Report

TOTAL TARGETS MET

7 OF 9



WARD 1

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

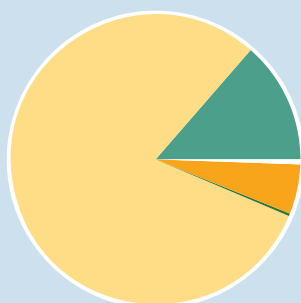
- Integrated adult and early childhood education, using a family literacy model
- Recipient of the Washington Area Women's Foundation Leadership Award
- Dynamic, student-centered classes designed for parents and children learning English
- Accredited by the Middle States Association of Colleges and Schools

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	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.

Education Strengthens Families PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	77.9%; 159 of 204 participating students progressed 5 points.	Yes
<ul style="list-style-type: none"> 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. 	77.9%; 60 of 77 participating students progressed 3 points.	Yes
<ul style="list-style-type: none"> 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. 	97.2% of students met or exceeded widely-held expectations of growth	Yes
<ul style="list-style-type: none"> 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. 	97.2% of students met or exceeded widely-held expectations of growth.	Yes
<ul style="list-style-type: none"> 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. 	100% of students met or exceeded widely-held expectations of growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of adult students who complete 120 hours of Child Development Associate (CDA) instruction will pass the certification practice exam. 	81% of participating students passed the practice exam.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 97.3%.	Yes

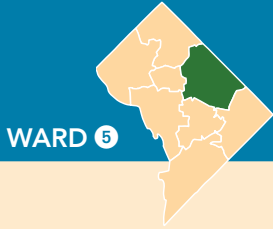
Education Strengthens Families PCS

2012 School Performance Report

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 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. 	97.2% of students met or exceeded widely-held expectations of growth.	Yes
<ul style="list-style-type: none"> 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. 	100% of participating students received a rating of acceptable on the Professional Resource File.	Yes
<ul style="list-style-type: none"> 70% of pre-kindergarten families will score 5 or above on the Family Reading Journal Rubric. 	97.4% of pre-kindergarten families scored 5 or above.	Yes
TOTAL TARGETS MET		11 OF 11



2012 School Performance Report

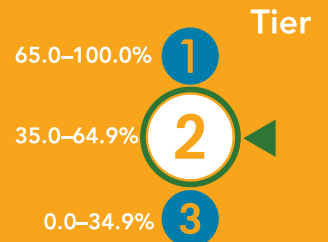


WARD 5

Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace, NE
Washington, DC 20017

(202) 265-7237
www.ewstokes.org



Total Score: **63.5%**

2011 Score: 67.2% **1**

School Profile

Board Chair:

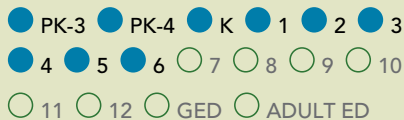
Lisa Hall

Executive Director:

Linda Moore, Ed.D.

Total Enrollment: 350

2012–13 Grades:



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

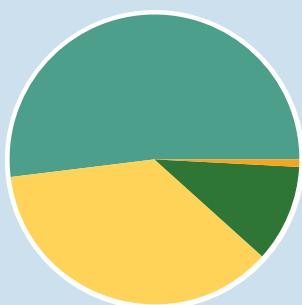
- Teaches students to think, read, write and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- School aims to increase students' knowledge of and respect for their own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

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.

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%

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station

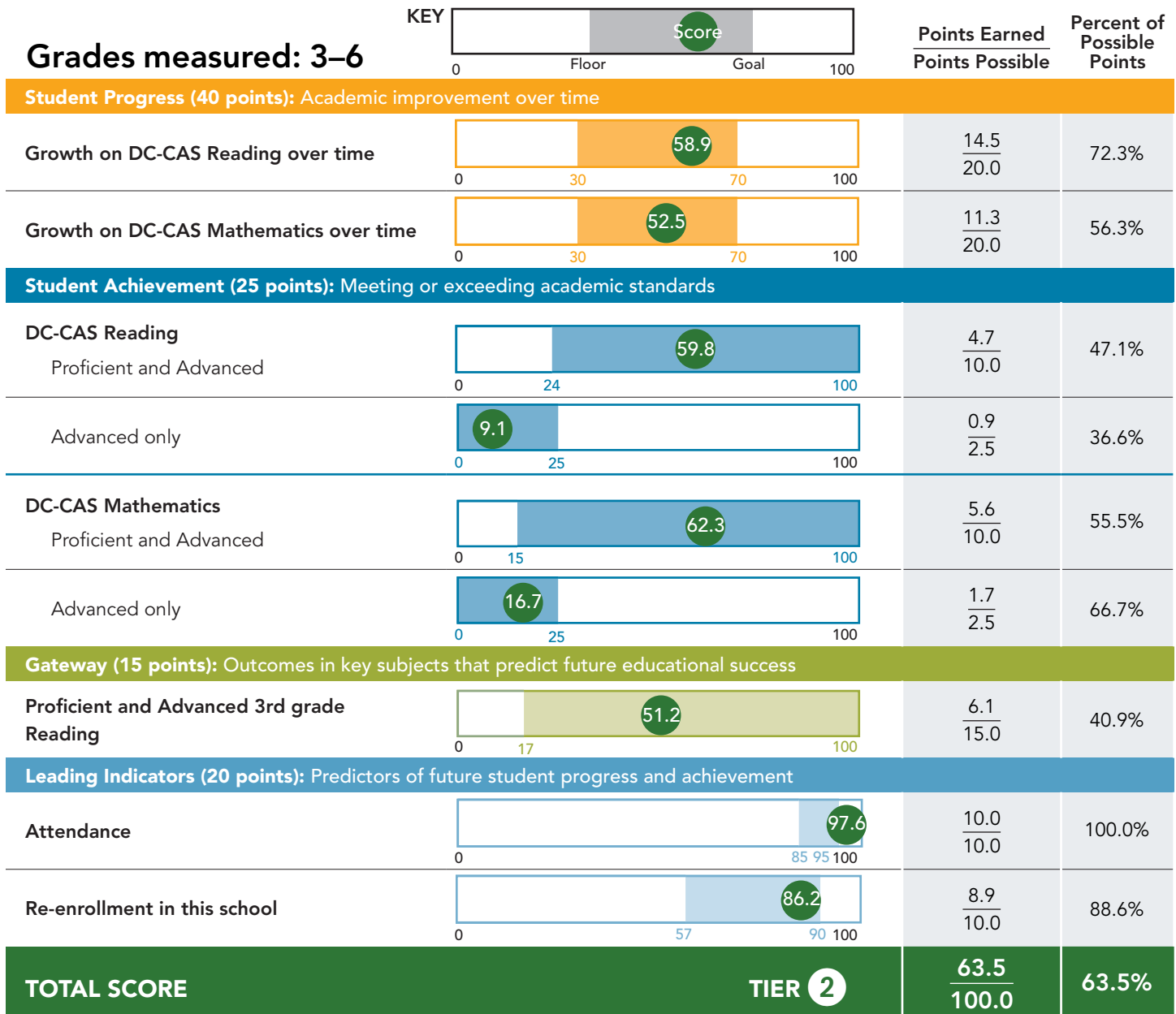


School Shuttle
Morning and afternoon shuttle for a limited number of students

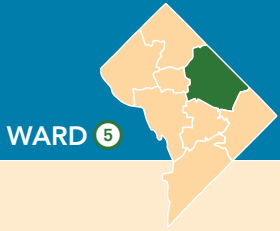
*Please check www.wmata.com for updates.

Elsie Whitlow Stokes Community Freedom PCS

2012 School Performance Report



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



WARD 5

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

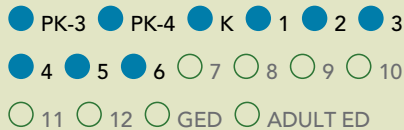
First School Year: 1998–99

Executive Director:

Linda Moore, Ed.D.

Total Enrollment: 350

2012–13 Grades:



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

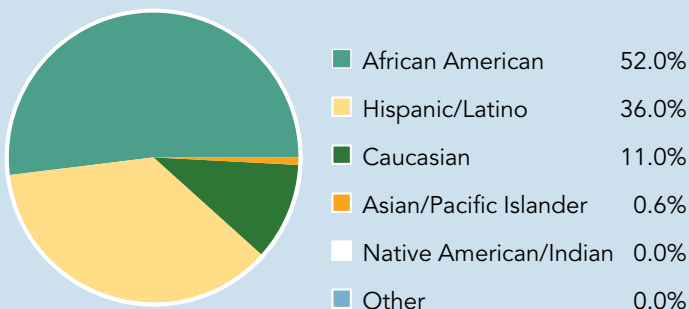
- Teaches students to think, read, write and learn in two languages: English and Spanish or English and French
- Students engage in community service learning to prepare them for citizenship in a multicultural, global society
- School aims to increase students' knowledge of and respect for their own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

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: 35.7%

Low Income: 74.6%

Special Education: 10.2%

Transportation



Metro/Bus Service*
Brookland-CUA Metro Station



School Shuttle
Morning and afternoon shuttle for a limited number of students

*Please check www.wmata.com for updates.

Elsie Whitlow Stokes Community Freedom PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten-3 and pre-kindergarten-4 students will meet or exceed growth expectations by the spring administration on the Teaching Strategies GOLD assessment. 	On average, 94.5% of students met or exceeded growth expectations.	Yes
<ul style="list-style-type: none"> 70% of kindergarten students will increase by one level or maintain their benchmark score by the spring administration on the Dynamic Inventory of Basic Early Literacy Skills (DIBELS) assessment. 	74.4% of students increased by one level or maintained their benchmark score.	Yes
<ul style="list-style-type: none"> 70% of first and second-grade students will increase at least one NCE above their previous year's score on the Terra Nova assessment. 	70% of students increased by at least one NCE.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score at or above stanine 4 in math on the Terra Nova assessment. 	84.3% of students scored at or above stanine 4.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Terra Nova assessment. 	91.0% of students scored at or above stanine 4.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 97.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.8%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents of pre-kindergarten through second-grade students will report being "Satisfied" or "Highly Satisfied" with the school on the end-of-year Parent Survey. 	80% of parents surveyed reported being satisfied or highly satisfied.	Yes
<ul style="list-style-type: none"> 55% of second-grade students will score at or above test level 2 on the Student Oral Proficiency Assessment (SOPA). 	64.4% of students scored at or above test level 2.	Yes

TOTAL TARGETS MET

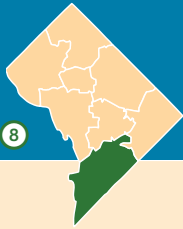
9 OF **9**



2012 School Performance Report

Excel Academy PCS

WARD 8



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

(202) 373-0097

www.excelpcs.org

School Profile

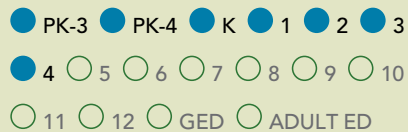
Board Chair:
Vito Germinario

First School Year: 2008–09

Executive Director:
Kaye Savage

Total Enrollment: 401

2012–13 Grades:



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

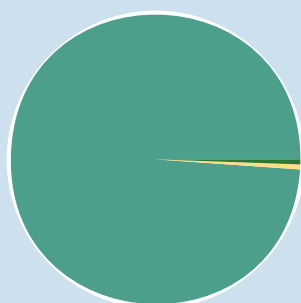
- Single-sex education model (girls)

Accountability Plans

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	99.0%
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: 92.1%

Special Education: 3.1%

Transportation



Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 65% of pre-kindergarten-3 and pre-kindergarten-4 students will advance one level or maintain Emerging/ Satisfactory status by the spring administration on the mCIRCLE Letters assessment. 	87.6% of students advanced one level or maintained Emerging/ Satisfactory status.	Yes
<ul style="list-style-type: none"> 65% of kindergarten through third-grade students will advance one level or maintain proficiency by the spring administration on the mCLASS Text Reading Comprehension (TRC) assessment. 	70.8% of students advanced one level or maintained proficiency.	Yes
<ul style="list-style-type: none"> 65% of kindergarten through third-grade students will advance one level or maintain Emerging/ Established status by the spring administration on the mCLASS Math assessment. 	89.8% of students advanced one level or maintained Emerging/ Established status.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 65% of pre-kindergarten students will score at age equivalency in pre-reading on the Brigance Developmental Inventory. 	91.3% of students scored at age equivalency.	Yes
<ul style="list-style-type: none"> The median score of kindergarten through second-grade students in reading will be at or above the 50th percentile on the Terra Nova assessment. 	The median score of students was at the 48th percentile.	No
<ul style="list-style-type: none"> 65% of third-grade students will score proficient or advanced in reading on the DC CAS. 	53.5% of students scored proficient or advanced.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 92%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.4%.	Yes

TOTAL TARGETS MET

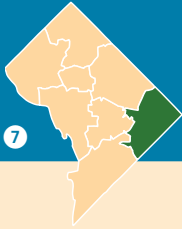
6 OF **8**



2012 School Performance Report

Friendship PCS – Blow-Pierce Elementary & Middle

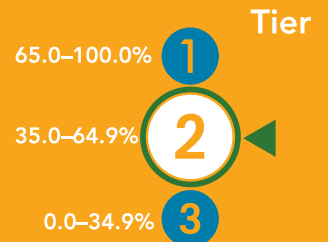
WARD 7



725 19th Street, NE
Washington, DC 20002

(202) 572-1070

www.friendshipschools.org



Total Score: **35.7%**

2011 Score: 38.6% **2**

School Profile

Board Chair:

Donald L. Hense

Principal:

Mya Baker

Total Enrollment: 649

2012–13 Grades:



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

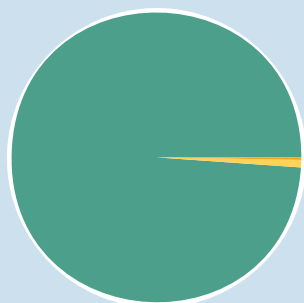
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)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

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.

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%

Transportation



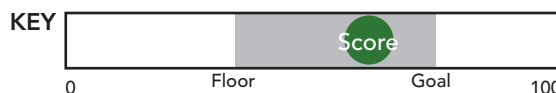
Metro/Bus Service*

X1,3; X2; X8; X9; D6; B2

*Please check www.wmata.com for updates.

Friendship PCS – Blow-Pierce Elementary & Middle

2012 School Performance Report

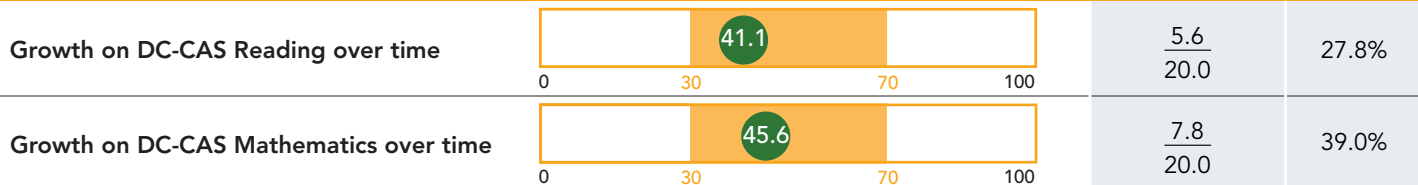


Grades measured: 3–8

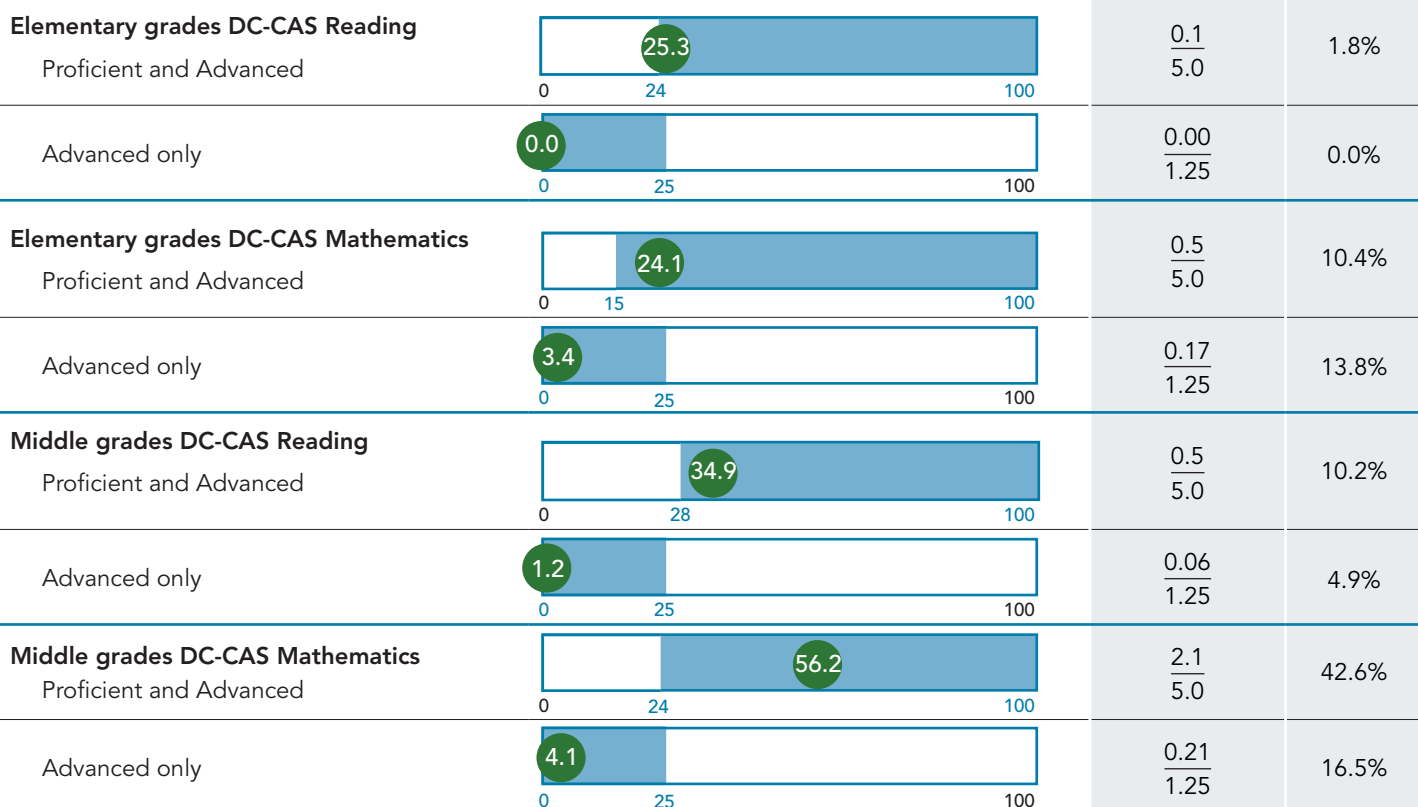
Points Earned
Points Possible

Percent of
Possible
Points

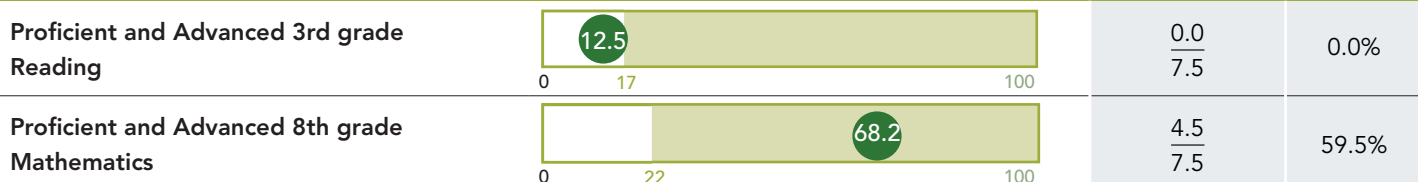
Student Progress (40 points): Academic improvement over time



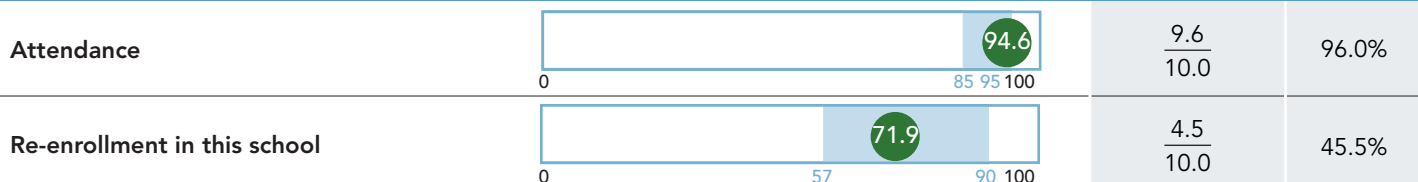
Student Achievement (25 points): Meeting or exceeding academic standards



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



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



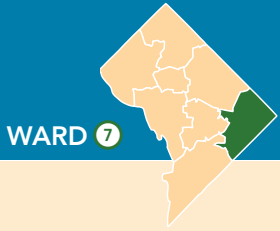
TOTAL SCORE

TIER 2

$\frac{35.7}{100.0}$

35.7%

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



WARD 7

Friendship PCS – Blow-Pierce Elementary & Middle

725 19th Street, NE
Washington, DC 20002

(202) 572-1070

www.friendshipschools.org

School Profile

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

Principal: Mya Baker

Total Enrollment: 649

2012–13 Grades:



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

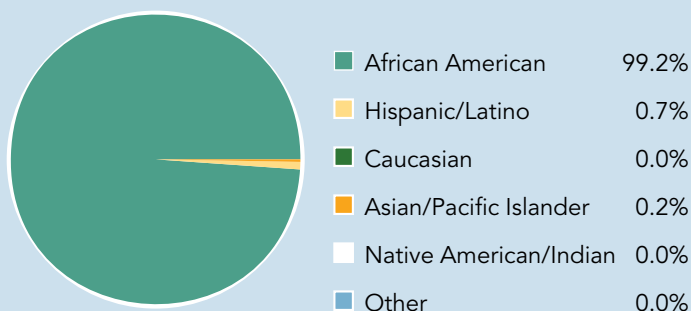
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)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

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: 0.5%

Low Income: 87.0%

Special Education: 11.0%

Transportation



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

*Please check www.wmata.com for updates.

Friendship PCS – Blow-Pierce Elementary & Middle

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	84.7% of students met growth expectations or exceeded performance expectations.	Yes
<ul style="list-style-type: none"> 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. 	82.8% of students grew 2 or more levels or scored on grade level.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the Fountas and Pinnell assessment. 	49.1% of students demonstrated proficiency.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 91%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94%.	Yes

TOTAL TARGETS MET

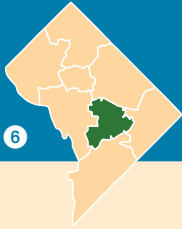
4 OF **5**



2012 School Performance Report

Friendship PCS – Chamberlain Elementary & Middle

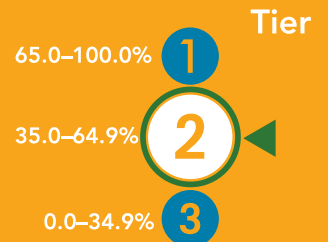
WARD 6



1345 Potomac Avenue, SE
Washington, DC 20003

(202) 547-5800

www.friendshipschools.org



Total Score: **53.8%**

2011 Score: 53.0% **2**

School Profile

Board Chair:

Donald L. Hense

Principal:

Morris Harbour

Total Enrollment: 767

2012–13 Grades:



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

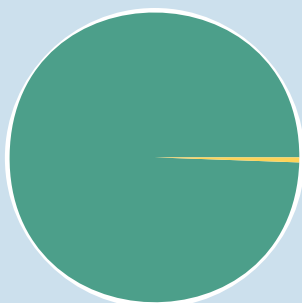
- Standards-based curriculum with a focus on preparing students for success in high school & college
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support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

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	99.5%
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.

Friendship PCS – Chamberlain Elementary & Middle

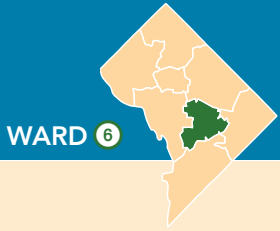
2012 School Performance Report

Grades measured: 3–8		KEY	Points Earned Points Possible	Percent of Possible Points
				
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time			$\frac{10.8}{20.0}$	53.8%
Growth on DC-CAS Mathematics over time			$\frac{14.0}{20.0}$	69.8%
Student Achievement (25 points): Meeting or exceeding academic standards				
Elementary grades DC-CAS Reading			$\frac{0.7}{5.0}$	13.4%
Proficient and Advanced				
Advanced only			$\frac{0.02}{1.25}$	1.9%
Elementary grades DC-CAS Mathematics			$\frac{1.5}{5.0}$	30.8%
Proficient and Advanced				
Advanced only			$\frac{0.34}{1.25}$	26.9%
Middle grades DC-CAS Reading			$\frac{1.4}{5.0}$	28.1%
Proficient and Advanced				
Advanced only			$\frac{0.24}{1.25}$	19.0%
Middle grades DC-CAS Mathematics			$\frac{2.7}{5.0}$	54.2%
Proficient and Advanced				
Advanced only			$\frac{0.58}{1.25}$	46.6%
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 3rd grade Reading			$\frac{1.0}{7.5}$	12.8%
Proficient and Advanced 8th grade Mathematics			$\frac{3.8}{7.5}$	50.0%
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance			$\frac{10.0}{10.0}$	100.0%
Re-enrollment in this school			$\frac{6.9}{10.0}$	69.0%
TOTAL SCORE		TIER 2	$\frac{53.8}{100.0}$	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:

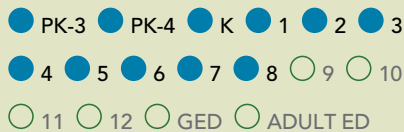
Donald L. Hense

Principal:

Morris Harbour

Total Enrollment: 767

2012–13 Grades:



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

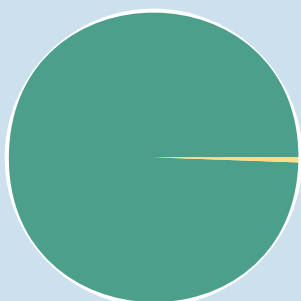
- Standards-based curriculum with a focus on preparing students for success in high school & college
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic support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

Friendship PCS – Chamberlain Elementary & Middle

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	81.0% of students met growth expectations or exceeded performance expectations.	Yes
<ul style="list-style-type: none"> 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. 	95.0% of students grew 2 or more levels or scored on grade level.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the Fountas and Pinnell assessment. 	69.2% of students demonstrated proficiency.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 95%.	Yes

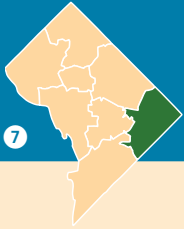
TOTAL TARGETS MET

5 OF **5**



2012 School Performance Report

WARD 7

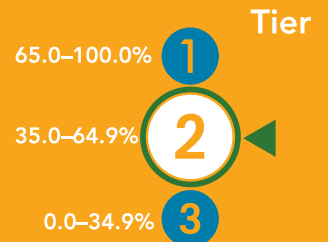


Friendship PCS – Collegiate Academy

4095 Minnesota Avenue, NE
Washington, DC 20019

(202) 396-5500

www.friendshipschools.org



Total Score: **62.8%**

2011 Score: 56.1% **2**

School Profile

Board Chair:

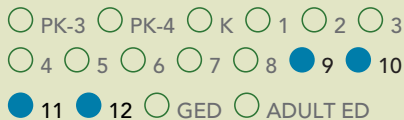
Donald L. Hense

Principal:

Peggy Jones

Total Enrollment: 1,132

2012–13 Grades:



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

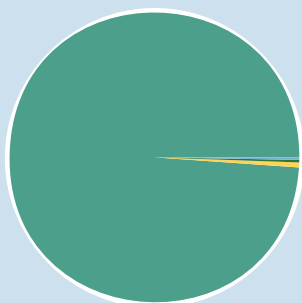
- College preparatory program that prepares students for college and work in a global economy
- Develop critical and creative thinking, oral and written communication and intellectual curiosity
- AP courses starting in 9th grade, allowing high school students to take college-level work

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.

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

KEY



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{2.6}{7.5}$

34.9%

Growth on DC-CAS Mathematics over time

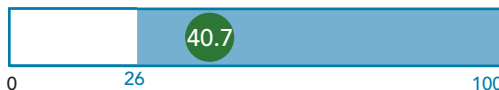


$\frac{7.3}{7.5}$

97.4%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{1.9}{10.0}$

19.4%

Proficient and Advanced

Advanced only



$\frac{0.4}{2.5}$

16.1%

Mathematics 10th DC-CAS



$\frac{4.1}{10.0}$

40.8%

Proficient and Advanced

Advanced only



$\frac{0.4}{2.5}$

14.5%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{3.2}{5.0}$

64.0%

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

Graduation rate



$\frac{5.9}{7.5}$

79.1%

PSAT performance (11th)



$\frac{5.3}{7.5}$

70.9%

SAT performance (12th)



$\frac{6.1}{7.5}$

82.0%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{8.1}{10.0}$

81.0%

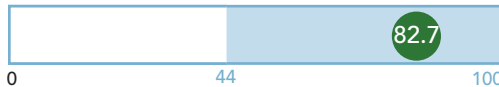
Re-enrollment in this school



$\frac{6.4}{10.0}$

63.9%

9th grade credits (on track to graduate)



$\frac{3.5}{5.0}$

69.4%

TOTAL SCORE

TIER 2

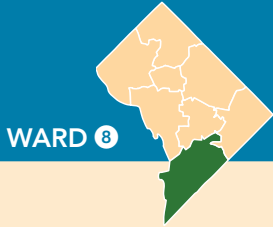
$\frac{62.8}{100.0}$

62.8%

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



2012 School Performance Report



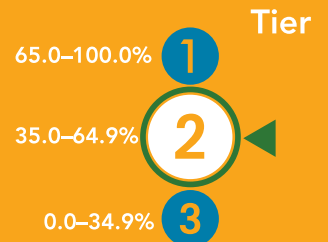
WARD 8

Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place, SE
Washington, DC 20032

(202) 562-1980

www.friendshipschools.org



Total Score: **49.6%**

2011 Score: 38.2% **2**

School Profile

Board Chair:

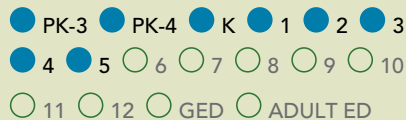
Donald L. Hense

Principal:

Joseph Speight

Total Enrollment: 549

2012–13 Grades:



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:

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

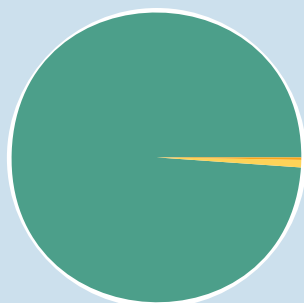
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)
- Saturday Learning Camp for students to provide additional academic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

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	99.1%
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



Metro/Bus Service*
Congress Heights Metro Station/A2

*Please check www.wmata.com for updates.

Friendship PCS – Southeast Elementary Academy

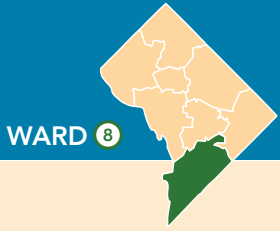
2012 School Performance Report

Grades measured: 3–5		KEY	Points Earned Points Possible	Percent of Possible Points
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time			$\frac{9.2}{20.0}$	45.8%
Growth on DC-CAS Mathematics over time			$\frac{13.3}{20.0}$	66.3%
Student Achievement (25 points): Meeting or exceeding academic standards				
DC-CAS Reading			$\frac{1.0}{10.0}$	10.3%
Advanced only			$\frac{0.2}{2.5}$	8.8%
DC-CAS Mathematics			$\frac{4.0}{10.0}$	39.7%
Advanced only			$\frac{0.5}{2.5}$	21.1%
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 3rd grade Reading			$\frac{1.9}{15.0}$	12.8%
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance			$\frac{9.7}{10.0}$	97.0%
Re-enrollment in this school			$\frac{9.8}{10.0}$	98.5%
TOTAL SCORE		TIER 2	$\frac{49.6}{100.0}$	49.6%

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

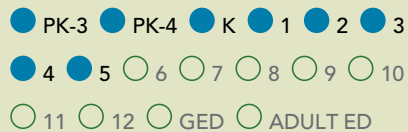
Board Chair:
Donald L. Hense

First School Year: 2005–06

Principal:
Joseph Speight

Total Enrollment: 549

2012–13 Grades:



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:

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

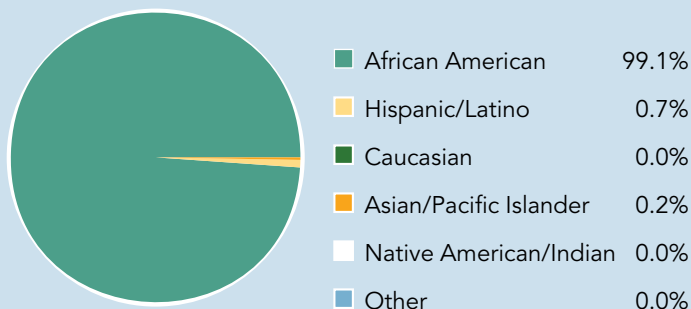
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)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



English Language Learners: 0.0%

Low Income: 89.0%

Special Education: 9.0%

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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	73.1% of students met growth expectations or exceeded performance expectations.	Yes
<ul style="list-style-type: none"> 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. 	90.8% of students grew 2 or more levels or scored on grade level.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the Fountas and Pinnell assessment. 	48.1% of students demonstrated proficiency.	No

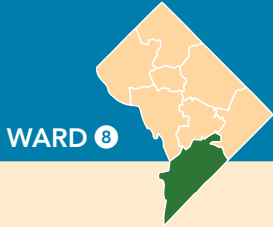
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.5%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94%.	Yes

TOTAL TARGETS MET

4 OF **5**



2012 School Performance Report



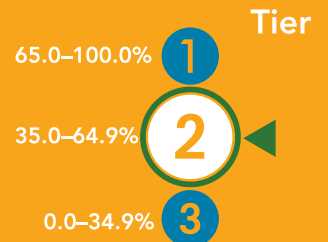
WARD 8

Friendship PCS – Technology Preparatory Academy

620 Milwaukee Place, SE
Washington, DC 20032

(202) 562-1681

www.friendshipschools.org



Total Score: **50.1%**

2011 Score: 51.8% **2**

School Profile

Board Chair:

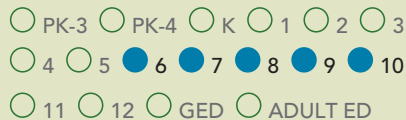
Donald L. Hense

Principal:

Doranna Tindle-Mason

Total Enrollment: 383

2012–13 Grades:



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

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

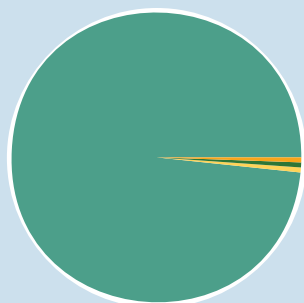
- Prepares students for college and careers in science, technology, engineering and mathematics
- Students learn math and science content through hands-on projects
- Equips students with iPads to engage them in learning
- Partner with community organizations to expose students to a variety of college and career opportunities

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	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/A42,46; A48

*Please check www.wmata.com for updates.

Friendship PCS – Technology Preparatory Academy

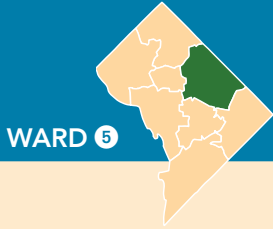
2012 School Performance Report

Grades measured: 6–8		KEY	Points Earned Points Possible	Percent of Possible Points
				
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time			$\frac{8.8}{20.0}$	44.0%
Growth on DC-CAS Mathematics over time			$\frac{10.2}{20.0}$	51.0%
Student Achievement (25 points): Meeting or exceeding academic standards				
DC-CAS Reading			$\frac{0.9}{10.0}$	9.4%
Proficient and Advanced				
Advanced only			$\frac{0.6}{2.5}$	22.9%
DC-CAS Mathematics			$\frac{3.6}{10.0}$	35.7%
Proficient and Advanced				
Advanced only			$\frac{1.0}{2.5}$	39.5%
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 8th grade Mathematics			$\frac{7.3}{15.0}$	48.5%
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance			$\frac{9.5}{10.0}$	95.0%
Re-enrollment in this school			$\frac{8.3}{10.0}$	82.8%
TOTAL SCORE		TIER 2	$\frac{50.1}{100.0}$	50.1%

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



2012 School Performance Report



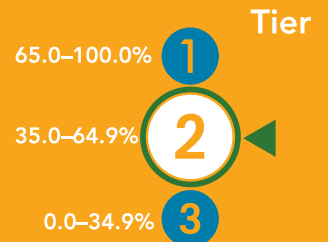
WARD 5

Friendship PCS – Woodridge Elementary & Middle

2959 Carlton Avenue, NE
Washington, DC 20018

(202) 635-6500

www.friendshipschools.org



Total Score: **50.0%**

2011 Score: 51.5% **2**

School Profile

Board Chair:

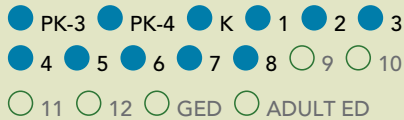
Donald L. Hense

Principal:

Rictor Craig

Total Enrollment: 499

2012–13 Grades:



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

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

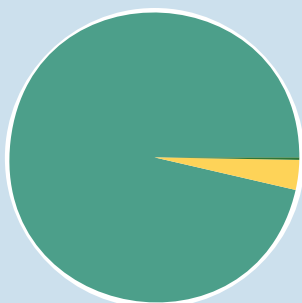
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)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

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.

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



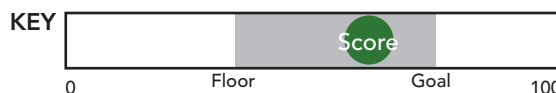
Metro/Bus Service*

82,83; B8; G8; H6

*Please check www.wmata.com for updates.

Friendship PCS – Woodridge Elementary & Middle

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.5}{20.0}$

62.3%

Growth on DC-CAS Mathematics over time



$\frac{8.0}{20.0}$

40.0%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.2}{5.0}$

23.8%

Advanced only



$\frac{0.04}{1.25}$

3.1%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.5}{5.0}$

30.6%

Advanced only



$\frac{0.27}{1.25}$

21.4%

Middle grades DC-CAS Reading

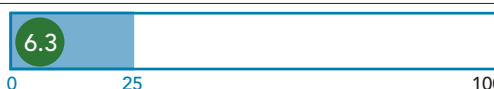
Proficient and Advanced



$\frac{2.3}{5.0}$

45.0%

Advanced only



$\frac{0.31}{1.25}$

25.2%

Middle grades DC-CAS Mathematics

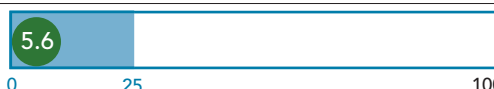
Proficient and Advanced



$\frac{2.1}{5.0}$

42.3%

Advanced only



$\frac{0.28}{1.25}$

22.4%

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

Proficient and Advanced 3rd grade
Reading



$\frac{0.8}{7.5}$

10.9%

Proficient and Advanced 8th grade
Mathematics



$\frac{5.3}{7.5}$

70.8%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.4}{10.0}$

53.9%

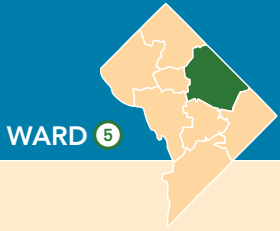
TOTAL SCORE

TIER 2

$\frac{50.0}{100.0}$

50.0%

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



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

First School Year: 1998–99

Principal:
Rictor Craig

Total Enrollment: 499

2012–13 Grades:



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

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

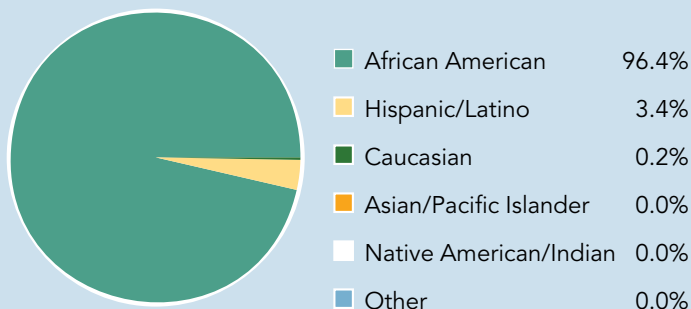
- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Gifted-and-talented program known as Smart C.O.O.K.I.E.S. (Challenging Our Own Kids Intellectually, Educationally and Socially)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



English Language Learners: 2.6%

Low Income: 66.0%

Special Education: 11.0%

Transportation



Metro/Bus Service*
82,83; B8; G8; H6

*Please check www.wmata.com for updates.

Friendship PCS – Woodridge Elementary & Middle

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	89.0% of students met growth expectations or exceeded performance expectations.	Yes
<ul style="list-style-type: none"> 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. 	93.0% of students grew 2 or more levels or scored on grade level.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 55% of kindergarten through second-grade students will demonstrate proficiency in Language Arts on the Fountas and Pinnell assessment. 	58.3% of students demonstrated proficiency.	Yes

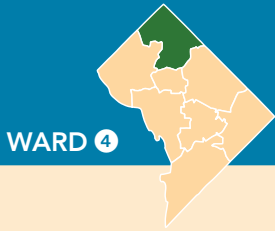
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 96.3%.	Yes

TOTAL TARGETS MET

5 OF **5**



2012 School Performance Report



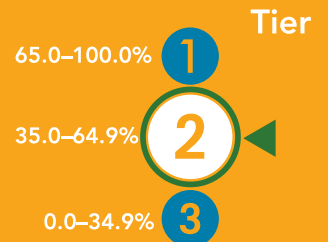
WARD 4

Hope Community PCS – Lamond

6200 Kansas Avenue, NE
Washington, DC 20011

(202) 722-4421

www.hopcommunitycs.org



Total Score: **48.8%**

2011 Score: 41.6% **2**

School Profile

Board Chair:

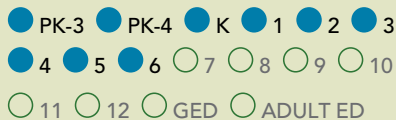
James Kemp

Executive Director:

Michael DePass

Total Enrollment: 390

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2008–09

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

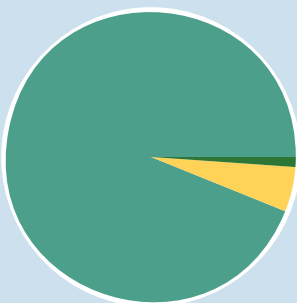
- Recipient of 2011 Parent Choice Award from Imagine Schools
- In-house academic intervention program; after-school tutoring services
- Uses Common Core State Standards
- Dance, music, art and physical education elective classes for all students in grades PK to 6

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	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

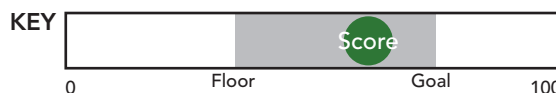


Metro/Bus Service*
K6

*Please check www.wmata.com for updates.

Hope Community PCS – Lamond

2012 School Performance Report



Grades measured: 3–6

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{10.9}{20.0}$

54.7%

Growth on DC-CAS Mathematics over time



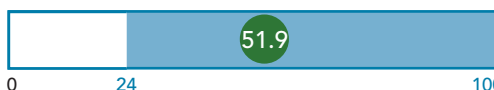
$\frac{13.4}{20.0}$

67.0%

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

DC-CAS Reading

Proficient and Advanced



$\frac{3.7}{10.0}$

36.8%

Advanced only



$\frac{0.2}{2.5}$

7.6%

DC-CAS Mathematics

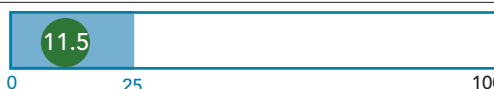
Proficient and Advanced



$\frac{3.6}{10.0}$

36.5%

Advanced only



$\frac{1.2}{2.5}$

46.0%

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

Proficient and Advanced 3rd grade
Reading



$\frac{6.8}{15.0}$

45.5%

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

Attendance



$\frac{7.5}{10.0}$

75.0%

Re-enrollment in this school



$\frac{1.4}{10.0}$

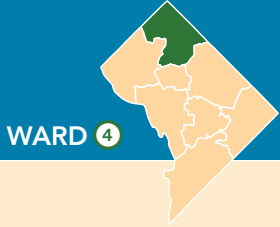
14.2%

TOTAL SCORE

TIER 2

$\frac{48.8}{100.0}$

48.8%



WARD 4

Hope Community PCS – Lamond

6200 Kansas Avenue, NE
Washington, DC 20011

(202) 722-4421

www.hopecommunitypcs.org

School Profile

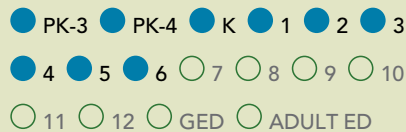
Board Chair:
James Kemp

First School Year: 2007–08

Executive Director:
Michael DePass

Total Enrollment: 390

2012–13 Grades:



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

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

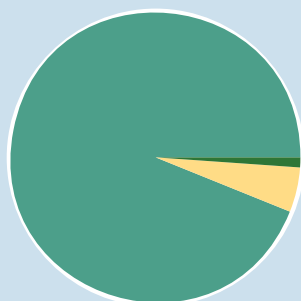
- Recipient of 2011 Parent Choice Award from Imagine Schools
- In-house academic intervention program; after-school tutoring services
- Uses Common Core State Standards
- Dance, music, art and physical education elective classes for all students in grades PK to 6

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	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*
K6

*Please check www.wmata.com for updates.

Hope Community PCS – Lamond

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	95.2% of students advanced one level or maintained readiness.	Yes
<ul style="list-style-type: none"> 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). 	81.3% of students advanced one level or maintained readiness.	Yes
<ul style="list-style-type: none"> 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). 	91.3% of students advanced one level or maintained readiness.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Stanford Achievement Test (SAT-10). 	80.1% of students scored at or above stanine 4.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above stanine 4 in math on the Stanford Achievement Test (SAT-10). 	86.2% of students scored at or above stanine 4.	Yes

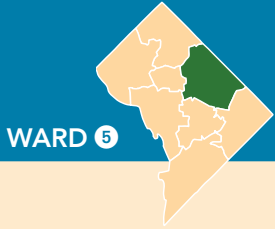
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.8%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.4%.	Yes

TOTAL TARGETS MET

7 OF **7**



2012 School Performance Report



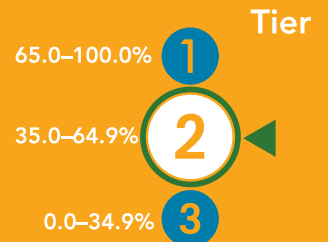
WARD 5

Hope Community PCS – Tolson

2917 8th Street, NE
Washington, DC 20017

(202) 832-7370

www.hopcommunitycs.org



Total Score: **54.2%**

2011 Score: 51.4% **2**

School Profile

Board Chair:

James Kemp

Executive Director:

Michael DePass

Total Enrollment: 407

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2005–06

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

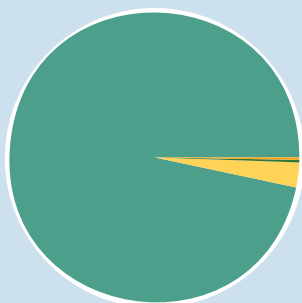
- Strong results in: shared values, parent choice, academic achievement and positive character development
- Core knowledge in language arts, history, geography, math, science and fine arts
- Nurture and promote positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps and Stanford Math

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.

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.

Hope Community PCS – Tolson

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{16.4}{20.0}$

81.8%

Growth on DC-CAS Mathematics over time



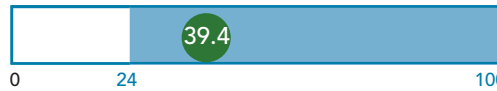
$\frac{14.9}{20.0}$

74.5%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.0}{5.0}$

20.4%

Advanced only

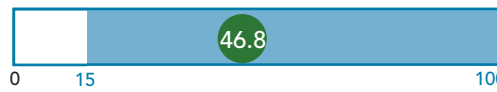


$\frac{0.14}{1.25}$

11.0%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.9}{5.0}$

37.2%

Advanced only



$\frac{0.41}{1.25}$

33.0%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.8}{5.0}$

36.3%

Advanced only



$\frac{0.31}{1.25}$

24.6%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.2}{5.0}$

43.5%

Advanced only



$\frac{0.46}{1.25}$

36.9%

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

Proficient and Advanced 3rd grade
Reading



$\frac{1.3}{7.5}$

17.0%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.3}{7.5}$

57.5%

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

Attendance



$\frac{1.9}{10.0}$

19.0%

Re-enrollment in this school



$\frac{7.2}{10.0}$

72.3%

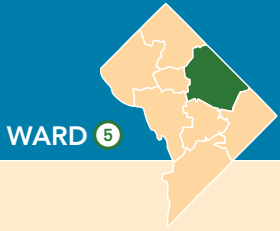
TOTAL SCORE

TIER 2

$\frac{54.2}{100.0}$

54.2%

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



WARD 5

Hope Community PCS – Tolson

2917 8th Street, NE
Washington, DC 20017

(202) 832-7370

www.hopecommunitycs.org

School Profile

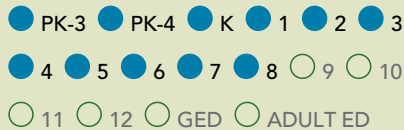
Board Chair:
James Kemp

First School Year: 2005–06

Executive Director:
Michael DePass

Total Enrollment: 407

2012–13 Grades:



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

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

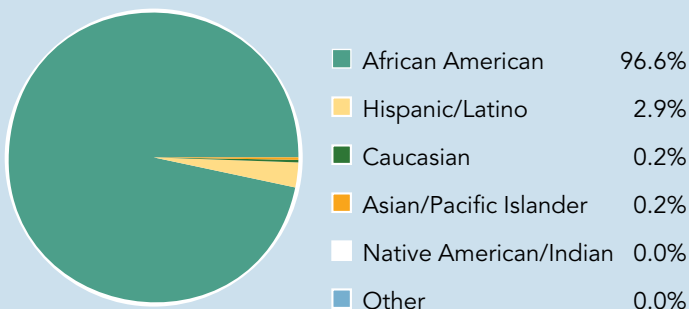
- Strong results in: shared values, parent choice, academic achievement and positive character development
- Core knowledge in language arts, history, geography, math, science and fine arts
- Nurture and promote positive character development
- Strong intervention programs: BURST, Mcircle, ANet, Math Steps and Stanford Math

Accountability Plans

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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: 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.

Hope Community PCS – Tolson

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	93.3% of students advanced one level or maintained readiness.	Yes
<ul style="list-style-type: none"> 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). 	86% of students advanced one level or maintained readiness.	Yes
<ul style="list-style-type: none"> 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). 	93.1% of students advanced one level or maintained readiness.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Stanford Achievement Test (SAT-10). 	68.4% of students scored at or above stanine 4.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above stanine 4 in math on the Stanford Achievement Test (SAT-10). 	78.6% of students scored at or above stanine 4.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 87.1%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 86.6%.	No

TOTAL TARGETS MET

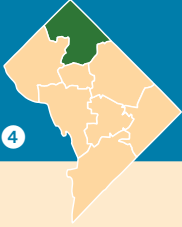
5 OF **7**



2012 School Performance Report

Hospitality PCS

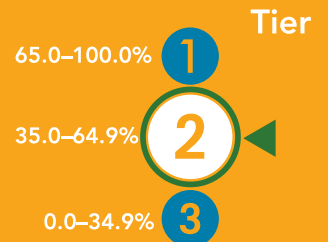
WARD 4



4301 13th Street, NW 3rd Floor
Washington, DC 20011

(202) 737-4150

www.washingtonhospitality.org



Total Score: **38.2%**

2011 Score: 45.5% **2**

School Profile

Board Chair:

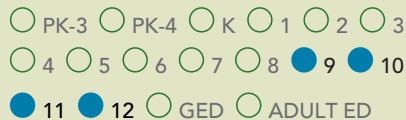
Michael Durso

Executive Director:

Tiffany Godbout

Total Enrollment: 166

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

Percentage of Highly Qualified Teachers: 92.0%

Student-to-Teacher Ratio: 11 to 1

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

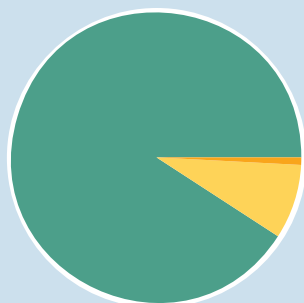
- Career and college preparatory curriculum
- College counseling and scholarships
- Hands-on business industry exposure

Tier 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	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

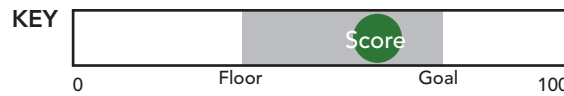


Metro/Bus Service*
52,53,54

*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

Growth on DC-CAS Reading over time	53.2	$\frac{5.0}{7.5}$	66.3%
Growth on DC-CAS Mathematics over time	54.5	$\frac{5.3}{7.5}$	70.0%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS	26.1	$\frac{0.0}{10.0}$	0.0%
Proficient and Advanced			
Advanced only	0.0	$\frac{0.0}{2.5}$	0.0%
Mathematics 10th DC-CAS	25.5	$\frac{0.7}{10.0}$	6.6%
Proficient and Advanced			
Advanced only	0.0	$\frac{0.0}{2.5}$	0.0%
Advanced Placement and International Baccalaureate performance (12th)	0.0	$\frac{0.0}{5.0}$	0.0%

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

Graduation rate	50.0	$\frac{0.0}{7.5}$	0.0%
PSAT performance (11th)	13.6	$\frac{1.7}{7.5}$	23.0%
SAT performance (12th)	47.6	$\frac{4.4}{7.5}$	58.1%
College acceptance rate	100.0	$\frac{7.5}{7.5}$	100.0%

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

Attendance	90.0	$\frac{5.0}{10.0}$	50.0%
Re-enrollment in this school	78.7	$\frac{5.7}{10.0}$	56.6%
9th grade credits (on track to graduate)	78.0	$\frac{3.1}{5.0}$	61.0%

TOTAL SCORE

TIER 2

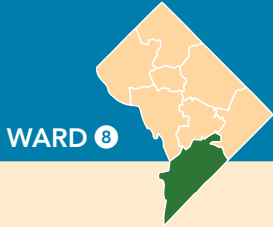
$\frac{38.2}{100.0}$

38.2%

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



2012 School Performance Report



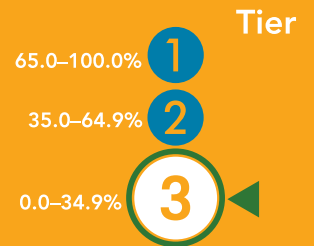
WARD 8

Howard Road Academy PCS – Howard Road Main

701 Howard Road, SE
Washington, DC 20020

(202) 610-4193

www.howardroadacademy.org



Total Score: **28.8%**

2011 Score: 30.5% **3**

School Profile

Board Chair:

Carla Bailey, Ph.D.

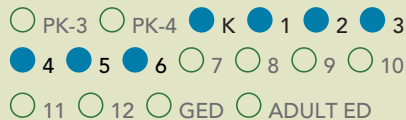
First School Year: 2001–02

Executive Director:

LaTonya Henderson, Ed.D.

Total Enrollment: 502

2012–13 Grades:



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

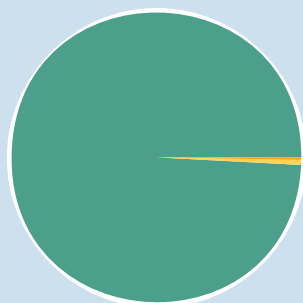
- Recipient of the Department of Health Immunization Excellence Award
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring

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	99.4%
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

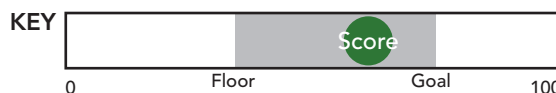


Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.

Howard Road Academy PCS – Howard Road Main

2012 School Performance Report



Grades measured: 3–6

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

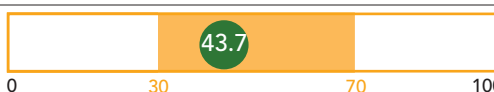
Growth on DC-CAS Reading over time



$\frac{8.9}{20.0}$

44.3%

Growth on DC-CAS Mathematics over time



$\frac{6.9}{20.0}$

34.3%

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

DC-CAS Reading

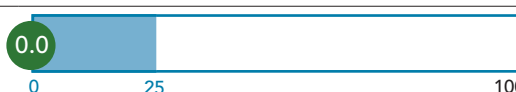
Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.0}{2.5}$

0.0%

DC-CAS Mathematics

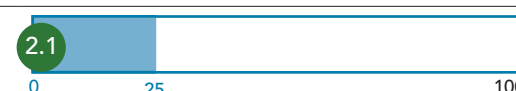
Proficient and Advanced



$\frac{0.7}{10.0}$

7.1%

Advanced only



$\frac{0.2}{2.5}$

8.5%

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

Proficient and Advanced 3rd grade
Reading



$\frac{0.0}{15.0}$

0.0%

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

Attendance



$\frac{8.3}{10.0}$

83.2%

Re-enrollment in this school



$\frac{3.8}{10.0}$

38.3%

TOTAL SCORE

TIER 3

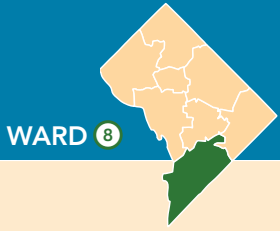
$\frac{28.8}{100.0}$

28.8%

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



2012 School Performance Report



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.

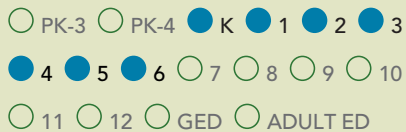
First School Year: 2001–02

Executive Director:

LaTonya Henderson, Ed.D.

Total Enrollment: 502

2012–13 Grades:



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

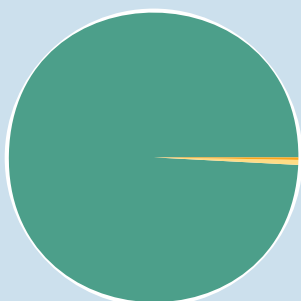
- Recipient of the Department of Health Immunization Excellence Award
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring

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	99.4%
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

*Please check www.wmata.com for updates.

Howard Road Academy PCS – Howard Road Main

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	80.8% of students advanced one grade level.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through first-grade students will advance one level or maintain proficiency by the spring administration on the Scantron Reading Achievement assessment. 	Results unavailable*	No
<ul style="list-style-type: none"> 70% of kindergarten through first-grade students will advance one level or maintain proficiency by the spring administration on the Scantron Math Achievement assessment. 	Results unavailable*	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten students will demonstrate proficiency on the Get It! Got It! Go! assessment. 	80.8% of students demonstrated proficiency.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate proficiency on the Scantron Reading Achievement assessment. 	Results unavailable (Primary source data not available at the time of review)	No
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate proficiency on the Scantron Math Achievement assessment. 	Results unavailable (Primary source data not available at the time of review)	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> 70% of eligible pre-kindergarten through third-grade students will re-enroll for the 2011-2012 school year. 	The re-enrollment rate was 68.4%.	No
<ul style="list-style-type: none"> On average, pre-kindergarten students will attend school 88% of the days. Kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 88.9% for pre-kindergarten and 90.9% for kindergarten through second-grade.	No

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will report "satisfied" or "highly satisfied" with the school on the end of year parent satisfaction survey. 	67.9% of parents surveyed reported being satisfied or highly satisfied.	No

TOTAL TARGETS MET

2 OF **9**

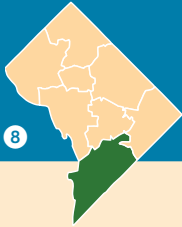
*Primary source data were not available at the time of review.



2012 School Performance Report

Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School

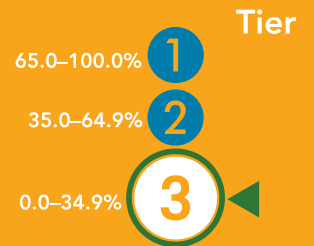
WARD 8



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

(202) 610-5780

www.howardroadacademy.org



Total Score: **29.8%**

2011 Score: 43.5% **2**

School Profile

Board Chair:

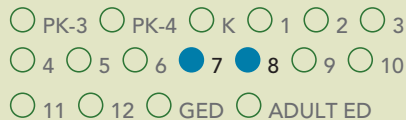
Carla Bailey, Ph.D.

Executive Director:

LaTonya Henderson, Ed.D.

Total Enrollment: 123

2012–13 Grades:



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

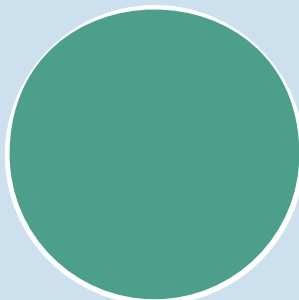
■ (School did not report)

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	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%

Transportation













Metro/Bus Service*

Anacostia Metro Station/B2

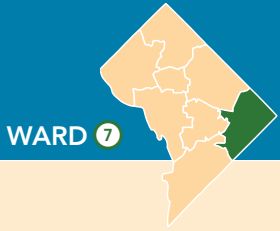
*Please check www.wmata.com for updates.

Howard Road Academy PCS – Martin Luther King Jr. Avenue Middle School

2012 School Performance Report

Grades measured: 6–8		KEY	Points Earned	Percent of Possible Points
			Points Possible	Possible Points
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time			$\frac{9.3}{20.0}$	46.3%
Growth on DC-CAS Mathematics over time			$\frac{5.8}{20.0}$	28.8%
Student Achievement (25 points): Meeting or exceeding academic standards				
DC-CAS Reading			$\frac{1.6}{10.0}$	15.6%
Proficient and Advanced				
Advanced only			$\frac{0.5}{2.5}$	19.8%
DC-CAS Mathematics			$\frac{3.6}{10.0}$	36.1%
Proficient and Advanced				
Advanced only			$\frac{0.4}{2.5}$	16.5%
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 8th grade Mathematics			$\frac{5.6}{15.0}$	37.5%
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance			$\frac{1.2}{10.0}$	12.0%
Re-enrollment in this school			$\frac{1.9}{10.0}$	19.0%
TOTAL SCORE		TIER 3	$\frac{29.8}{100.0}$	29.8%

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



WARD 7

Howard Road Academy PCS – Pennsylvania Avenue

3000 Pennsylvania Avenue, SE
Washington, DC 20020

(202) 582-3322

www.howardroadacademy.org

School Profile

Board Chair:

Carla Bailey, Ph.D.

First School Year: 2008–09

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)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 25 to 1

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

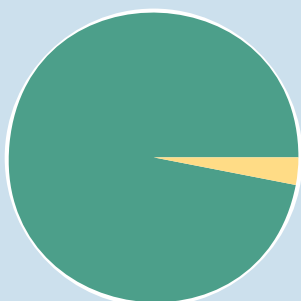
- Recipient of Department of Health Immunization Excellence Award
- Summer school enrichment
- Saturday Academy
- After-school programming and tutoring

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	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%

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.

Howard Road Academy PCS – Pennsylvania Avenue

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	86.3% of students advanced one grade level.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through first-grade students will advance one level or maintain proficiency by the spring administration on the Scantron Reading Achievement assessment. 	89.4% of students advanced one level.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through first-grade students will advance one level or maintain proficiency by the spring administration on the Scantron Math Achievement assessment. 	80.9% of students advanced one level.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of pre-kindergarten students will demonstrate proficiency on the Get It! Got It! Go! assessment. 	86.3% of students demonstrated proficiency.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate proficiency on the Scantron Reading Achievement assessment. 	89.4% of students demonstrated proficiency.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate proficiency on the Scantron Math Achievement assessment. 	78.7% of students demonstrated proficiency.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> 70% of eligible pre-kindergarten through third-grade students will re-enroll for the 2011-2012 school year. 	The re-enrollment rate was 35.6%.	No
<ul style="list-style-type: none"> 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. 	The average daily attendance was 85.4% for pre-kindergarten and 90.5% for kindergarten through second-grade.	No

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents will report "satisfied" or "highly satisfied" with the school on the end of year parent satisfaction survey. 	90% of parents surveyed reported being satisfied or highly satisfied.	Yes

TOTAL TARGETS MET

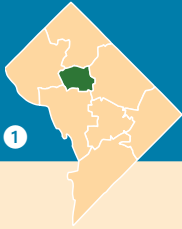
7 OF 9



2012 School Performance Report

Howard University Middle School of Mathematics and Science PCS

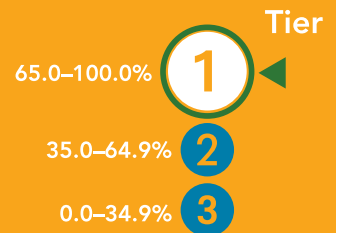
WARD 1



405 Howard Place, NW
Washington, DC 20059

(202) 806-7725

www.howard.edu/ms2



Total Score: **69.6%**

2011 Score: 71.0% **1**

School Profile

Board Chair:

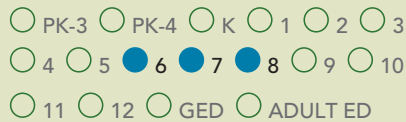
Hassan Minor, Ph.D.

Executive Director:

Yohance C. Maqubela

Total Enrollment: 304

2012–13 Grades:



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

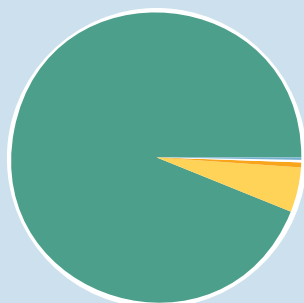
- Located on the campus of Howard University
- Strong emphasis on mathematics, science and technology
- Small class sizes
- Numerous public and private partnerships
- A bi-weekly Saturday Academy
- Extended enrichment and STEM connections

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	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%

Transportation



Metro/Bus Service*
Shaw-Howard Metro Station/70; 79

*Please check www.wmata.com for updates.

Howard University Middle School of Mathematics and Science PCS

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 6–8

Student Progress (40 points): Academic improvement over time

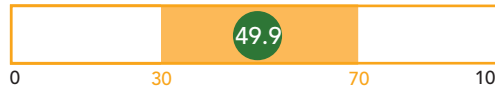
Growth on DC-CAS Reading over time



$\frac{12.7}{20.0}$

63.3%

Growth on DC-CAS Mathematics over time



$\frac{10.0}{20.0}$

49.8%

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

DC-CAS Reading

Proficient and Advanced



$\frac{6.4}{10.0}$

63.6%

Advanced only



$\frac{1.4}{2.5}$

54.5%

DC-CAS Mathematics

Proficient and Advanced



$\frac{7.3}{10.0}$

72.7%

Advanced only



$\frac{1.6}{2.5}$

63.6%

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

Proficient and Advanced 8th grade
Mathematics



$\frac{12.2}{15.0}$

81.1%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{8.2}{10.0}$

82.2%

TOTAL SCORE

TIER 1

$\frac{69.6}{100.0}$

69.6%

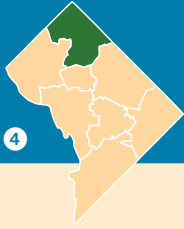
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

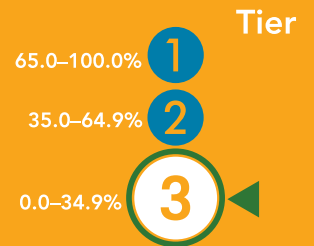
Ideal Academy PCS

WARD 4



6130 North Capitol Street, NW
Washington, DC 20011

(202) 729-6660
www.iapcs.com



Total Score: **29.7%**

2011 Score: 38.1%

School Profile

Board Chair:

Patricia Cooks

First School Year: 1999–2000

Executive Director:

George Rutherford, Ph.D.

Total Enrollment: 286

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

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.

Unique School Characteristics

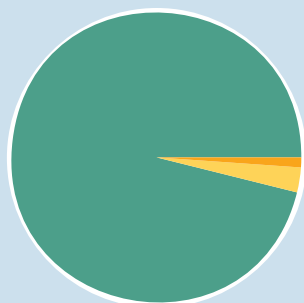
■ (School did not report)

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

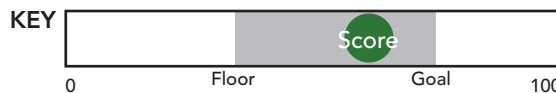


Metro/Bus Service*
K2; K6

*Please check www.wmata.com for updates.

Ideal Academy PCS

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{5.4}{20.0}$

27.0%

Growth on DC-CAS Mathematics over time



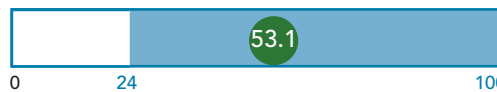
$\frac{3.1}{20.0}$

15.3%

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

Elementary grades DC-CAS Reading

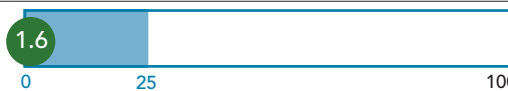
Proficient and Advanced



$\frac{1.9}{5.0}$

38.4%

Advanced only



$\frac{0.08}{1.25}$

6.3%

Elementary grades DC-CAS Mathematics

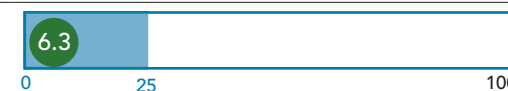
Proficient and Advanced



$\frac{1.4}{5.0}$

28.1%

Advanced only



$\frac{0.31}{1.25}$

25.0%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{0.3}{5.0}$

6.3%

Advanced only

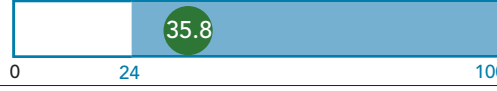


$\frac{0.19}{1.25}$

15.1%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.8}{5.0}$

15.9%

Advanced only



$\frac{0.00}{1.25}$

0.0%

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

Proficient and Advanced 3rd grade
Reading



$\frac{3.0}{7.5}$

39.5%

Proficient and Advanced 8th grade
Mathematics



$\frac{2.2}{7.5}$

29.1%

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

Attendance



$\frac{9.0}{10.0}$

90.0%

Re-enrollment in this school



$\frac{2.1}{10.0}$

21.1%

TOTAL SCORE

TIER 3

$\frac{29.7}{100.0}$

29.7%

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

Ideal Academy PCS

WARD 4

6130 North Capitol Street, NW
Washington, DC 20011

(202) 729-6660
www.iapcs.com

School Profile

Board Chair: Patricia J. Cooks
First School Year: 1999–2000

Executive Director: George H. Rutherford II, Ph.D.

Total Enrollment: 286

2012–13 Grades:



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

☒ Before Care ☒ After Care

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.

Unique School Characteristics

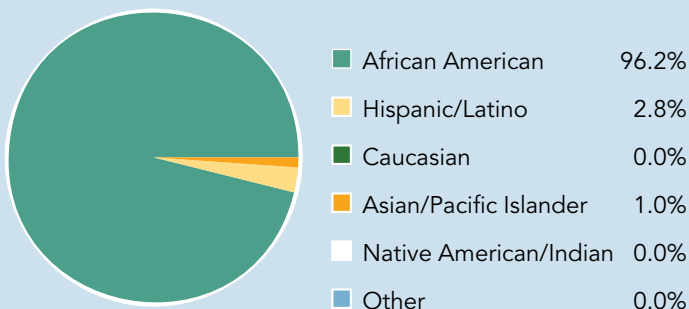
■ (School did not report)

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: 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

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	87.4% of students progressed to the spring developmental range.	Yes
<ul style="list-style-type: none"> 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. 	86.8% of students progressed to proficient or maintained proficiency.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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). 	56.3% of students scored at or above the 70th percentile.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 through second-grade students will attend school 92% of the days. 	The average daily attendance was 69.3%.	No

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of parents surveyed will report being "satisfied" or "highly satisfied" with the school on the end of year parent satisfaction survey. 	96% of parents surveyed reported being satisfied or highly satisfied.	Yes

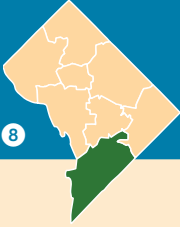
TOTAL TARGETS MET	3 OF 5
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2012 School Performance Report

Imagine Southeast PCS

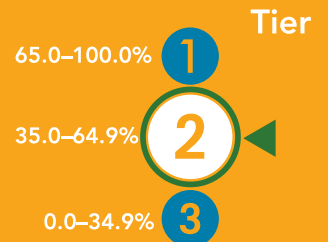
WARD 8



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

(202) 561-1622

www.imaginesoutheastpcs.org



Total Score: **35.6%**

2011 Score: 35.7% **2**

School Profile

Board Chair:

Barbara Bazron, Ph.D.

Executive Director:

Michael DePass

Total Enrollment: 528

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

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
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Data-driven instruction based on each child's individual learning capacity and style
- Integration of learning through project-based learning and field trips

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	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%

Transportation



Metro/Bus Service*

Congress Heights Metro Station

*Please check www.wmata.com for updates.

Imagine Southeast PCS

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–5

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.0}{20.0}$

60.0%

Growth on DC-CAS Mathematics over time



$\frac{14.0}{20.0}$

69.8%

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

DC-CAS Reading

Proficient and Advanced



$\frac{1.7}{10.0}$

16.8%

Advanced only



$\frac{0.2}{2.5}$

7.6%

DC-CAS Mathematics

Proficient and Advanced



$\frac{2.1}{10.0}$

20.8%

Advanced only



$\frac{0.4}{2.5}$

17.7%

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

Proficient and Advanced 3rd grade
Reading



$\frac{1.1}{15.0}$

7.6%

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

Attendance



$\frac{0.5}{10.0}$

5.0%

Re-enrollment in this school



$\frac{3.6}{10.0}$

36.1%

TOTAL SCORE

TIER 2

$\frac{35.6}{100.0}$

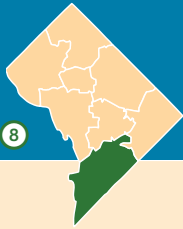
35.6%



2012 School Performance Report

Imagine Southeast PCS

WARD 8



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

(202) 561-1622

www.imaginesoutheastpcs.org

School Profile

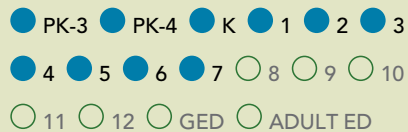
Board Chair:
Barbara Bazron, Ph.D.

First School Year: 2008–09

Executive Director:
Michael DePass

Total Enrollment: 528

2012–13 Grades:



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

☒ Before Care ☒ After Care

School Mission:

Imagine Southeast Public Charter School 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

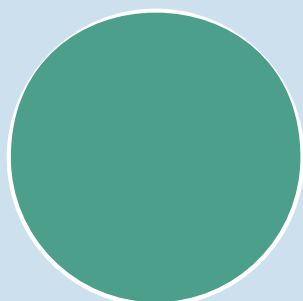
- Gender-specific instruction for all students; single-sex classes starting in first grade
- Rigorous, content-rich curriculum using Core Knowledge Scope and Sequence supported by publisher Houghton-Mifflin
- Data-driven instruction based on each child's individual learning capacity and style
- Integration of learning through project-based learning and field trips

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: 92.6%

Special Education: 8.7%

Transportation



Metro/Bus Service*
Congress Heights Metro Station

*Please check www.wmata.com for updates.

Imagine Southeast PCS

2012 School Performance Report

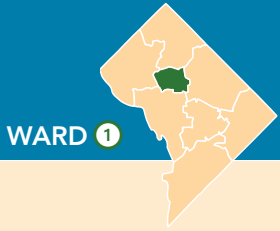
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 80% of pre-kindergarten-3 students will advance one level or maintain readiness in literacy (print) by the spring administration on the Core Knowledge Preschool Assessment Test (CK-PAT). 	94.1% of students advanced one level or maintained readiness.	Yes
<ul style="list-style-type: none"> 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). 	78% of students maintained readiness.	No
<ul style="list-style-type: none"> 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). 	91.8% of students advanced one level or maintained readiness.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above stanine 4 in reading on the Stanford Achievement Test (SAT-10). 	64.6% of students scored at or above stanine 4.	Yes
<ul style="list-style-type: none"> 60% of kindergarten through second-grade students will score at or above stanine 4 in math on the Stanford Achievement Test (SAT-10). 	70.9% of students scored at or above stanine 4.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 82%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 84.6%.	No

TOTAL TARGETS MET

4 OF **7**



Inspired Teaching Demonstration PCS

1328 Florida Avenue, NW
Washington, DC 20009

(202)-248-6825

www.inspiredteachingschool.org

School Profile

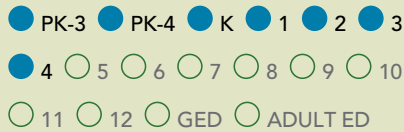
Board Chair:
Gary Cohen

First School Year: 2011–12

Executive Director:
Deborah Dantzler Williams

Total Enrollment: 210

2012–13 Grades:



☐ Before Care ☒ After Care

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

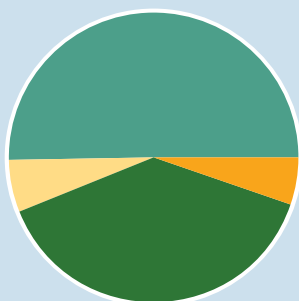
- Student-directed learning that is differentiated

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	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



Metro/Bus Service*

U Street Metro
Station/52,53,54; S1; S2,4

*Please check www.wmata.com for updates.

Inspired Teaching Demonstration PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	83.3% of students demonstrated one year of growth.	Yes
<ul style="list-style-type: none"> 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. 	98.5% of students demonstrated one year of growth.	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will demonstrate a year of growth by the spring administration of the Developmental Reading Assessment (DRA). 	Results unavailable*	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first-grade students will score on grade level (level 18) on the Developmental Reading Assessment (DRA). 	71.4% of students scored on grade level.	Yes
<ul style="list-style-type: none"> 70% of second-grade students will score on grade level (level 28) on the Developmental Reading Assessment (DRA). 	82.3% of students scored on grade level.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.9%.	Yes

TOTAL TARGETS MET

6 OF **7**

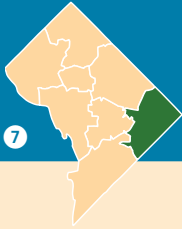
*Primary source data were not available at the time of review.



2012 School Performance Report

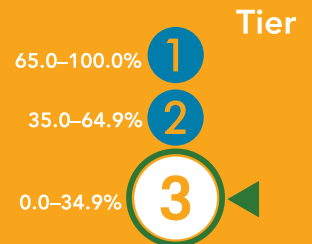
Integrated Design & Electronics Academy PCS (High School)

WARD 7



1027 45th Street, NE
Washington, DC 20019

(202) 399-4750
www.ideapcs.org



Total Score: **28.4%**

2011 Score: 30.9% **3**

School Profile

Board Chair:

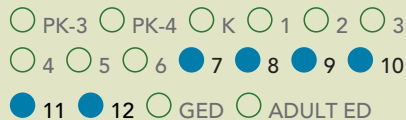
David Owens

Executive Director:

John Goldman

Total Enrollment: 362

2012–13 Grades:



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

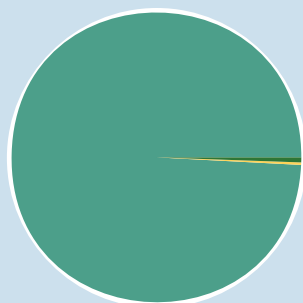
- College-preparatory curriculum including AP courses in Calculus, Chemistry, English, US History and World History
- Student paid internship program
- Full JROTC program for grades 9-12
- Career and Technical Education Courses in computer science, computer-assisted drafting (CAD) and electrical housewiring; students can earn industry certification in A+ Computer Repair, Network+, and CISCO (CCNA)

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	99.4%
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%

Transportation



Metro/Bus Service*

Deanwood or Minnesota Avenue Metro Station/U4

*Please check www.wmata.com for updates.

Integrated Design & Electronics Academy PCS (High School)

2012 School Performance Report

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 9–12

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

Growth on DC-CAS Reading over time



$\frac{3.0}{7.5}$

39.4%

Growth on DC-CAS Mathematics over time



$\frac{3.3}{7.5}$

44.3%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{2.3}{10.0}$

23.0%

Proficient and Advanced

Advanced only



$\frac{0.5}{2.5}$

20.0%

Mathematics 10th DC-CAS



$\frac{0.8}{10.0}$

8.0%

Proficient and Advanced

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.5}{5.0}$

10.9%

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

Graduation rate



$\frac{3.6}{7.5}$

48.4%

PSAT performance (11th)



$\frac{1.0}{7.5}$

13.0%

SAT performance (12th)



$\frac{1.7}{7.5}$

22.9%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{0.0}{10.0}$

0.0%

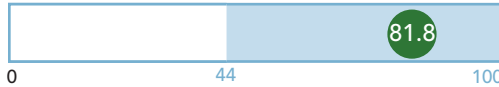
Re-enrollment in this school



$\frac{0.7}{10.0}$

7.4%

9th grade credits (on track to graduate)



$\frac{3.4}{5.0}$

67.8%

TOTAL SCORE

TIER 3

$\frac{28.4}{100.0}$

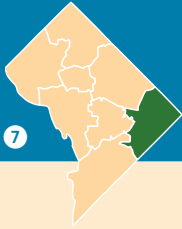
28.4%

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



2012 School Performance Report

WARD 7

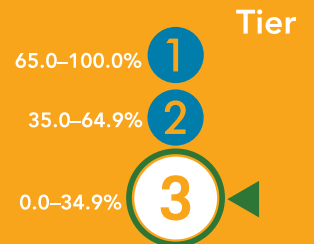


Integrated Design & Electronics Academy PCS (Middle School)

1027 45th Street, NE
Washington, DC 20019

(202) 399-4750

www.ideapcs.org



Total Score: **14.3%**

2011 Score: 29.3% **3**

School Profile

Board Chair:

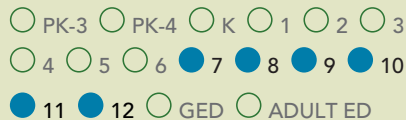
David Owens

Executive Director:

John Goldman

Total Enrollment: 362

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☐ Before Care ☒ After Care

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

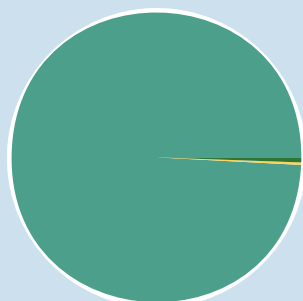
- College-preparatory curriculum including AP courses in Calculus, Chemistry, English, US History and World History
- Student paid internship program
- Full JROTC program for grades 9-12
- Career and Technical Education Courses in computer science, computer-assisted drafting (CAD) and electrical housewiring; students can earn industry certification in A+ Computer Repair, Network+, and CISCO (CCNA)

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.

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%

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

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{1.7}{20.0}$

8.2%

Growth on DC-CAS Mathematics over time



$\frac{2.3}{20.0}$

11.5%

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

DC-CAS Reading

Proficient and Advanced



$\frac{0.1}{10.0}$

0.6%

Advanced only



$\frac{0.1}{2.5}$

5.9%

DC-CAS Mathematics

Proficient and Advanced



$\frac{2.5}{10.0}$

24.8%

Advanced only



$\frac{0.3}{2.5}$

11.8%

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

Proficient and Advanced 8th grade
Mathematics



$\frac{4.1}{15.0}$

27.1%

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

Attendance



$\frac{0.5}{10.0}$

5.4%

Re-enrollment in this school



$\frac{2.7}{10.0}$

27.4%

TOTAL SCORE

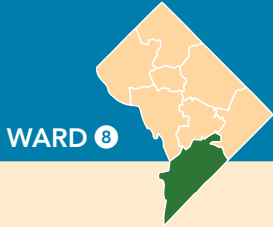
TIER 3

$\frac{14.3}{100.0}$

14.3%



2012 School Performance Report

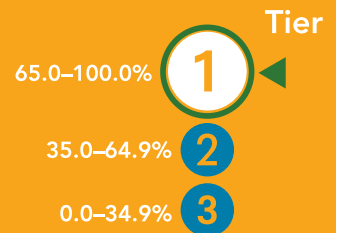


WARD 8

KIPP DC – AIM Academy PCS

2600 Douglass Road, SE
Washington, DC 20020

(202) 678-KIPP
www.kippdc.org



Total Score: **89.4%**

2011 Score: 85.2% **1**

School Profile

Board Chair:

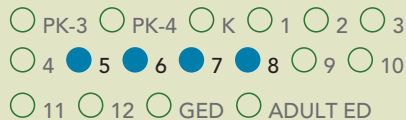
Terry Golden

Principal:

Kristy Ochs

Total Enrollment: 309

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2005–06

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

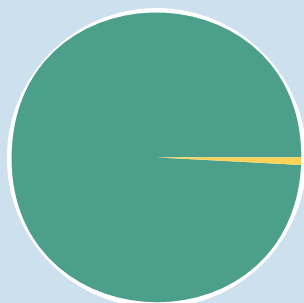
- College preparatory curriculum; daily, individualized, small-group instruction
- Extended day, week, month and school year
- Saturday school program with a focus on the arts; foreign language and arts offered daily
- Focus on building character and college readiness

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.

Student Demographics



African American	99.4%
Hispanic/Latino	0.6%
Caucasian	0.0%
Asian/Pacific Islander	0.0%
Native American/Indian	0.0%
Other	0.0%

English Language Learners: 0.3%

Low Income: 87.4%

Special Education: 18.1%

Transportation












Metro/Bus Service*

Anacostia Metro Station/93,94;
W2,W3,W6,W8

*Please check www.wmata.com for updates.

KIPP DC – AIM Academy PCS

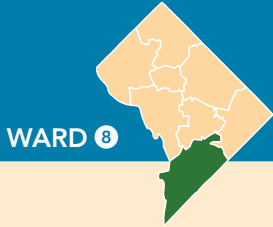
2012 School Performance Report

Grades measured: 5–8		KEY	Points Earned Points Possible	Percent of Possible Points
				
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time			$\frac{19.2}{20.0}$	96.0%
Growth on DC-CAS Mathematics over time			$\frac{20.0}{20.0}$	100.0%
Student Achievement (25 points): Meeting or exceeding academic standards				
DC-CAS Reading			$\frac{4.4}{10.0}$	43.8%
Proficient and Advanced				
Advanced only			$\frac{0.8}{2.5}$	33.9%
DC-CAS Mathematics			$\frac{8.0}{10.0}$	80.4%
Proficient and Advanced				
Advanced only			$\frac{2.5}{2.5}$	100.0%
Advanced only				
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 8th grade Mathematics			$\frac{15.0}{15.0}$	100.0%
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance			$\frac{10.0}{10.0}$	100.0%
Re-enrollment in this school			$\frac{9.4}{10.0}$	94.3%
TOTAL SCORE		TIER 1	$\frac{89.4}{100.0}$	89.4%

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



2012 School Performance Report



WARD 8

KIPP DC – College Preparatory PCS

2600 Douglass Road, SE
Washington, DC 20020

(202) 678-2527
www.kippdc.org



Total Score: **66.7%**

2011 Score: 81.2% **1**

School Profile

Board Chair:

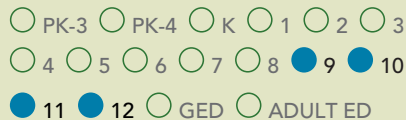
Terry Golden

Principal:

Jessica Cunningham

Total Enrollment: 294

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2009–10

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

- 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

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	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%

Transportation



Metro/Bus Service*

Anacostia Metro Station/
93,94; W2,W3,W6,W8

*Please check www.wmata.com for updates.

KIPP DC – College Preparatory PCS

2012 School Performance Report

KEY



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{3.3}{7.5}$

44.3%

Growth on DC-CAS Mathematics over time



$\frac{6.2}{7.5}$

82.3%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS

Proficient and Advanced



$\frac{3.4}{10.0}$

34.2%

Advanced only



$\frac{0.7}{2.5}$

29.5%

Mathematics 10th DC-CAS

Proficient and Advanced



$\frac{7.0}{10.0}$

69.6%

Advanced only



$\frac{1.3}{2.5}$

50.5%

Advanced Placement and International
Baccalaureate performance (12th)



—

N/A

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

Graduation rate



—

N/A

PSAT performance (11th)



$\frac{5.6}{7.5}$

74.8%

SAT performance (12th)



—

N/A

College acceptance rate



—

N/A

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

Attendance



$\frac{10.0}{10.0}$

100.0%

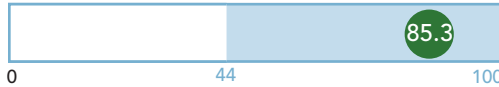
Re-enrollment in this school



$\frac{7.2}{10.0}$

71.6%

9th grade credits (on track to graduate)



$\frac{3.7}{5.0}$

74.1%

TOTAL SCORE

TIER 1

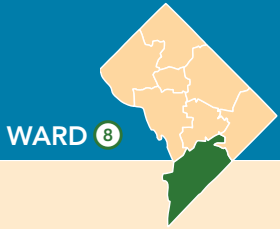
$\frac{48.3}{72.5}$

66.7%

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
Washington, DC 20020

(202) 678-7735
www.kippdc.org

School Profile

Board Chair:
Terry Golden

First School Year: 2009–10

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)

☐ Before Care ☒ After Care

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

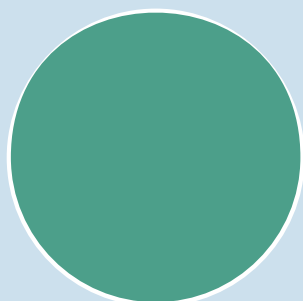
- Many extracurricular activities offered, including Girl Scouts, choir, pep squad, and soccer
- Students engage in learning through our three-fold approach: hands-on, hearts-on and minds-on
- Students learn necessary social skills that foster teamwork and prepare them for the world beyond
- Students 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.

KIPP DC – Discover Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	72.7% of students made 0 or greater NCE growth.	Yes
<ul style="list-style-type: none"> 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). 	70.7% of students met or exceeded growth targets.	Yes
<ul style="list-style-type: none"> 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). 	46.9% of students met or exceeded growth targets.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94.3%.	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance for kindergarten students was 95.4%.	Yes
<ul style="list-style-type: none"> 80% of families re-enrolled. 	The re-enrollment rate was 88%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that their child, with hard work, is capable of going to college. 	97% of parents surveyed agreed or strongly agreed.	Yes
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that they are satisfied with their KIPP DC school. 	94% of parents surveyed agreed or strongly agreed.	Yes

TOTAL TARGETS MET

7 OF **8**



2012 School Performance Report

KIPP DC – Grow Academy PCS

WARD 6

421 P Street, NW
Washington, DC 20001

(202) 986-4769
www.kippdc.org

School Profile

Board Chair:
Terry Golden

First School Year: 2010–11

Principal:
Stacie Kossoy

Total Enrollment: 196

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

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

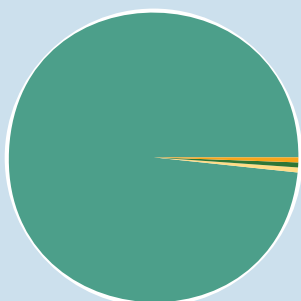
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education and field trips

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	98.5%
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.

KIPP DC – Grow Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	72.6% of students made 0 or greater NCE growth.	Yes
<ul style="list-style-type: none"> 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). 	60.4% of students met or exceeded growth targets.	Yes
<ul style="list-style-type: none"> 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). 	67.7% of students met or exceeded growth targets.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 94% .	Yes
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 94%.	Yes
<ul style="list-style-type: none"> 80% of families re-enrolled. 	The re-enrollment rate was 75%.	No

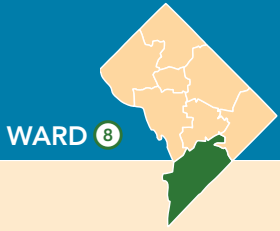
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that their child, with hard work, is capable of going to college. 	98% of parents surveyed agreed or strongly agreed.	Yes
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that they are satisfied with their KIPP DC school. 	98% of parents surveyed agreed or strongly agreed.	Yes

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

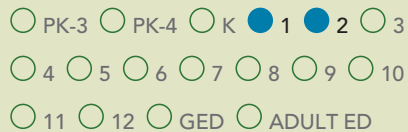
Board Chair:
Terry Golden

First School Year: 2011–12

Principal:
Cherese Brauer

Total Enrollment: 104

2012–13 Grades:



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

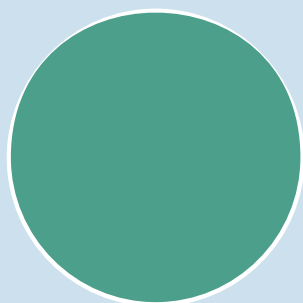
- Extended day model with a rigorous curriculum
- Saturday School program with enrichment opportunities and service learning
- Aftercare services available

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



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: 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.

KIPP DC – Heights Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	73.1% of students met or exceeded growth targets.	Yes
<ul style="list-style-type: none"> 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). 	61.5% of students met or exceeded growth targets.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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). 	44.2% scored at or above the 50th percentile.	No
<ul style="list-style-type: none"> 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. 	73.1% of students met the grade level benchmark.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, first and second-grade students will attend school 92% of the days. 	The average daily attendance was 95.4%.	Yes

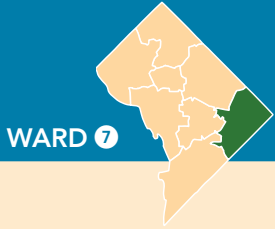
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that their child, with hard work, is capable of going to college. 	97% of parents surveyed agreed or strongly agreed.	Yes
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that they are satisfied with their KIPP DC school. 	95% of parents surveyed agreed or strongly agreed.	Yes

TOTAL TARGETS MET

6 OF 7



2012 School Performance Report



WARD 7

KIPP DC – KEY Academy PCS

4801 Benning Road, SE
Washington, DC 20019

(202) 582-5477
www.kippdc.org



Total Score: **87.6%**

2011 Score: 86.4% **1**

School Profile

Board Chair:

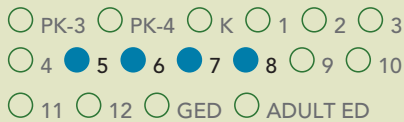
Terry Golden

Principal:

David Ayala

Total Enrollment: 404

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2001–02

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

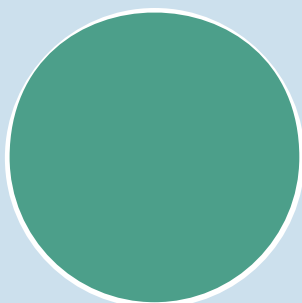
- College preparatory curriculum
- Extended day, week, month and school year
- Saturday school program with a focus on the arts
- Focus on building character and college readiness
- Daily, individualized, small-group instruction
- Foreign language and arts offered daily

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	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:

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.

KIPP DC – KEY Academy PCS

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 4–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{19.5}{20}$

97.5%

Growth on DC-CAS Mathematics over time



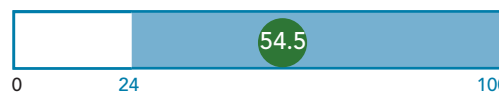
$\frac{20.0}{20.0}$

100.0%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.01}{5.0}$

40.3%

Advanced only



$\frac{0.20}{1.25}$

15.9%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{3.1}{5.0}$

61.1%

Advanced only



$\frac{0.63}{1.25}$

50.0%

Middle grades DC-CAS Reading

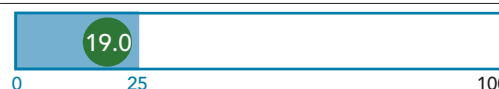
Proficient and Advanced



$\frac{3.4}{5.0}$

67.0%

Advanced only



$\frac{0.95}{1.25}$

76.1%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{4.2}{5.0}$

84.4%

Advanced only



$\frac{1.25}{1.25}$

100.0%

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

Proficient and Advanced 3rd grade
Reading



—

N/A

Proficient and Advanced 8th grade
Mathematics



$\frac{14.7}{15.0}$

98.2%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.7}{10.0}$

77.4%

TOTAL SCORE

TIER 1

$\frac{87.6}{100.0}$

87.6%

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



2012 School Performance Report

KIPP DC – LEAP Academy PCS

WARD 7

4801 Benning Road, SE
Washington, DC 20019

(202) 582-5327
www.kippdc.org

School Profile

Board Chair:
Terry Golden

First School Year: 2007–08

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)

☐ Before Care ☒ After Care

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

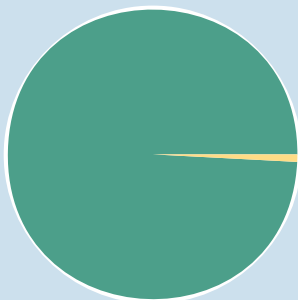
- We believe that ALL our students can and will learn
- We believe that parents and teachers make a commitment for student success
- We believe that students deserve more time for learning
- We believe in educating the whole child and offer art, music, physical education and field trips

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.

KIPP DC – LEAP Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	74.1% of students made 0 or greater NCE growth.	Yes
<ul style="list-style-type: none"> 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). 	60.8% of students met or exceeded growth targets.	Yes
<ul style="list-style-type: none"> 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). 	64.7% of students met or exceeded growth targets.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96.1%.	Yes
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.6%.	Yes
<ul style="list-style-type: none"> 80% of families re-enrolled. 	The re-enrollment rate was 96%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that their child, with hard work, is capable of going to college. 	98% of parents surveyed agreed or strongly agreed.	Yes
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that they are satisfied with their KIPP DC school. 	98% of parents surveyed agreed or strongly agreed.	Yes

TOTAL TARGETS MET

8 OF **8**

KIPP DC – Promise Academy PCS

WARD 7

4801 Benning Road, SE
Washington, DC 20019

(202) 582-1390
www.kippdc.org

School Profile

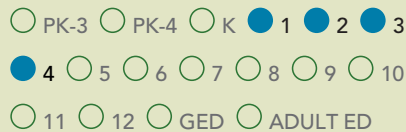
Board Chair:
Terry Golden

First School Year: 2009–10

Principal:
Casey Fullerton

Total Enrollment: 305

2012–13 Grades:



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

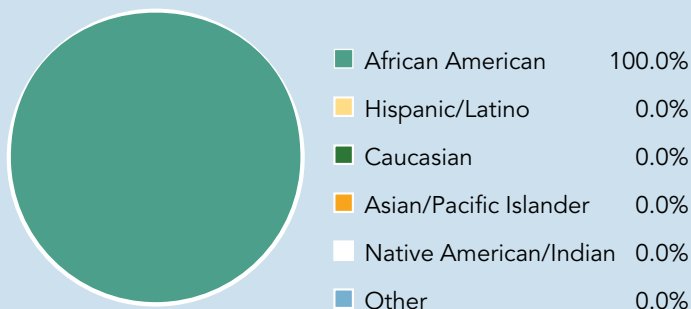
- Extended day model with a rigorous curriculum
- Core values of service, excellence, empathy and determination
- Saturday School program with enrichment opportunities and service learning
- Aftercare services available

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.

Student Demographics



English Language Learners: 0.0%

Low Income: 84.3%

Special Education: 11.1%

Transportation



Metro/Bus Service*
Benning Road Metro
Station/U5,U6,U8; W4

*Please check www.wmata.com for updates.

KIPP DC – Promise Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	73.8% of students met or exceeded growth targets.	Yes
<ul style="list-style-type: none"> 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). 	68.3% of students met or exceeded growth targets.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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). 	38.1% of students scored at or above the 50th percentile.	No
<ul style="list-style-type: none"> 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. 	68.2% of students met the grade level benchmark.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, first and second-grade students will attend school 92% of the days. 	The average daily attendance was 97.2%.	Yes
<ul style="list-style-type: none"> 80% of families re-enrolled. 	The re-enrollment rate was 95%.	Yes

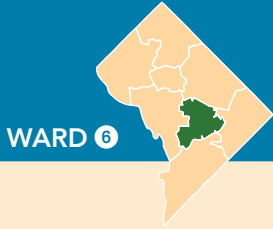
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that their child, with hard work, is capable of going to college. 	98% of parents surveyed agreed or strongly agreed.	Yes
<ul style="list-style-type: none"> 75% of parents surveyed will "agree" or "strongly agree" that they are satisfied with their KIPP DC school. 	94% of parents surveyed agreed or strongly agreed.	Yes

TOTAL TARGETS MET

7 OF **8**



2012 School Performance Report

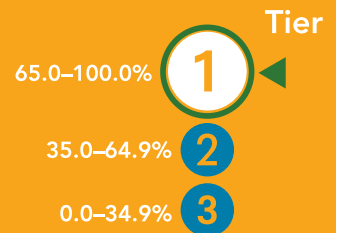


WARD 6

KIPP DC – WILL Academy PCS

421 P Street, NW
Washington, DC 20001

(202) 328-9455
www.kippdc.org



Total Score: **73.8%**

2011 Score: 85.5% **1**

School Profile

Board Chair:

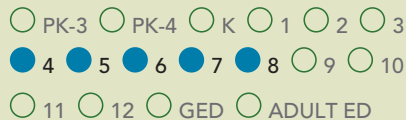
Terry Golden

Principal:

Kate Finley

Total Enrollment: 313

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2006–07

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

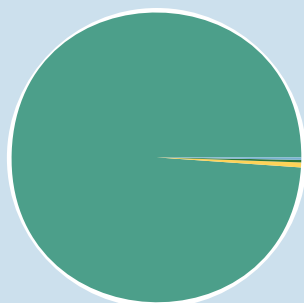
- College preparatory curriculum; daily, individualized, small-group instruction
- Extended day, week, month and school year
- Saturday school program with a focus on the arts; foreign language and arts offered daily
- Focus on building character and college readiness

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	99.0%
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.

KIPP DC – WILL Academy PCS

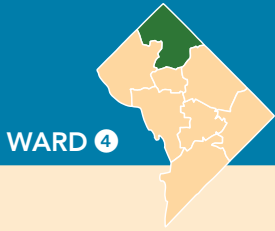
2012 School Performance Report

Grades measured: 5–8		KEY	Points Earned Points Possible	Percent of Possible Points
				
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time			$\frac{15.5}{20.0}$	77.5%
Growth on DC-CAS Mathematics over time			$\frac{17.5}{20.0}$	87.5%
Student Achievement (25 points): Meeting or exceeding academic standards				
DC-CAS Reading			$\frac{3.7}{10.0}$	37.5%
Proficient and Advanced				
Advanced only			$\frac{1.1}{2.5}$	43.7%
DC-CAS Mathematics			$\frac{5.6}{10.0}$	56.2%
Proficient and Advanced				
Advanced only			$\frac{2.0}{2.5}$	78.5%
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 8th grade Mathematics			$\frac{12.1}{15.0}$	80.5%
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance			$\frac{7.6}{10.0}$	76.0%
Re-enrollment in this school			$\frac{8.7}{10.0}$	87.0%
TOTAL SCORE		TIER 1	$\frac{73.8}{100.0}$	73.8%

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



2012 School Performance Report



WARD 4

Latin American Montessori Bilingual PCS

1375 Missouri Avenue, NW
Washington, DC 20011

(202) 726-6200
www.lambpcs.org



Total Score: **77.6%**

2011 Score: 84.4% **1**

School Profile

Board Chair:

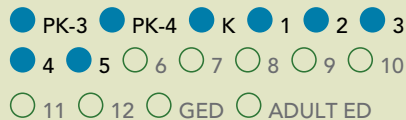
Barrie Lynn Tapia

Executive Director:

Diane Cottman

Total Enrollment: 262

2012–13 Grades:



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

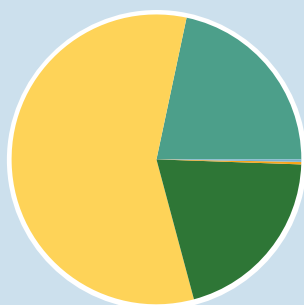
- Montessori education program for students ages 3 to 11
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Recognized by the National Council of La Raza in August 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.

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

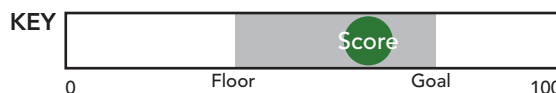


Metro/Bus Service*
53,54; 70; 79; S1; S2,4

*Please check www.wmata.com for updates.

Latin American Montessori Bilingual PCS

2012 School Performance Report



Grades measured: 3–5

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{20.0}{20.0}$

100.0%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

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

DC-CAS Reading

Proficient and Advanced



$\frac{6.2}{10.0}$

62.0%

Advanced only



$\frac{0.8}{2.5}$

31.6%

DC-CAS Mathematics

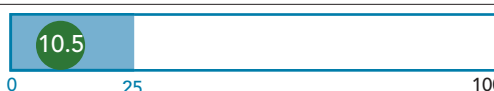
Proficient and Advanced



$\frac{5.7}{10.0}$

56.5%

Advanced only



$\frac{1.1}{2.5}$

42.1%

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

Proficient and Advanced 3rd grade
Reading



$\frac{9.8}{15.0}$

65.4%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{4.1}{10.0}$

41.0%

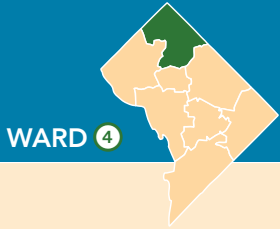
TOTAL SCORE

TIER 1

$\frac{77.6}{100.0}$

77.6%

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



WARD 4

Latin American Montessori Bilingual PCS

1600 Taylor Street, NE
Washington, DC 20011

(202) 726-6200
www.lambpcs.org

School Profile

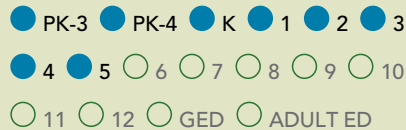
Board Chair:
Barrie Lynn Tapia

First School Year: 2003–04

Executive Director:
Diane Cottman

Total Enrollment: 262

2012–13 Grades:



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

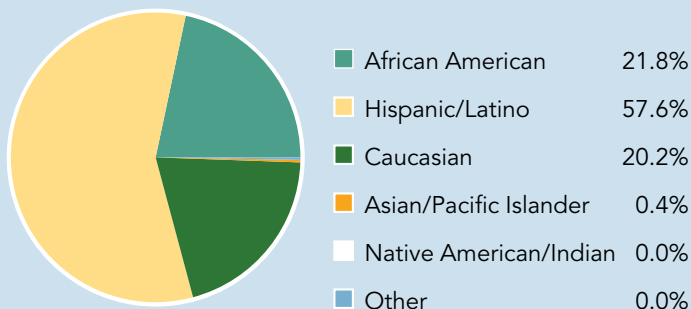
- Montessori education program for students ages 3 to 11
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Holds monthly peace ceremony as part of a peace curriculum focused on students becoming responsible global citizens
- Recognized by the National Council of La Raza in August 2012

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: 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.

Latin American Montessori Bilingual PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	Results unavailable*	No
<ul style="list-style-type: none"> 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. 	61.3% of students increased their math score or scored 36.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	79.6% of students scored "low risk."	Yes
<ul style="list-style-type: none"> 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. 	65.6% of students scored "low risk."	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 96%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97%.	Yes

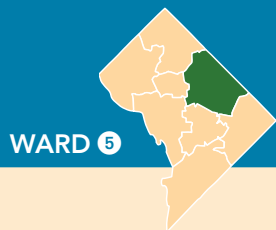
TOTAL TARGETS MET

4 OF **6**

*Primary source data were not available at the time of review.



2012 School Performance Report



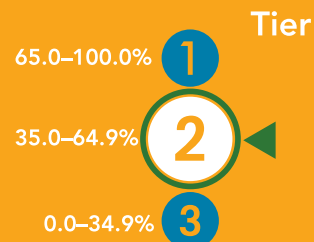
WARD 5

Mary McLeod Bethune Day Academy PCS

1404 Jackson Street, NE
Washington, DC 20017

(202) 459-4710

www.mmbethune.org



Total Score: **42.6%**

2011 Score: 40.8% **2**

School Profile

Board Chair:

Valerie Smith

Executive Director:

Linda McKay

Total Enrollment: 320

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

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

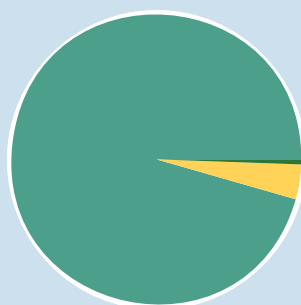
- Half-day Spanish language immersion program for students in grades PK to 2; all classrooms have a 10:1 student-to-teacher ratio
- Free transportation for students; bus stops located in all quadrants of the city
- Special education inclusion program
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health and physical education

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	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



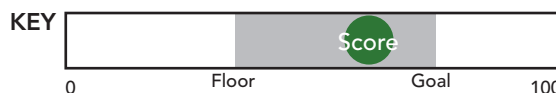
School Shuttle

Free transportation to and from school, and for after-school events

*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{8.5}{20.0}$

42.5%

Growth on DC-CAS Mathematics over time



$\frac{6.9}{20.0}$

34.5%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.6}{5.0}$

12.4%

Advanced only



$\frac{0.11}{1.25}$

8.6%

Elementary grades DC-CAS Mathematics

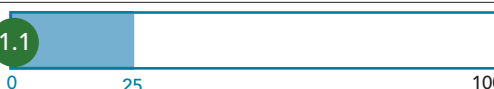
Proficient and Advanced



$\frac{0.8}{5.0}$

16.2%

Advanced only

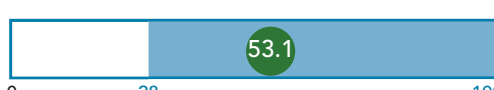


$\frac{0.05}{1.25}$

4.3%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.8}{5.0}$

35.3%

Advanced only

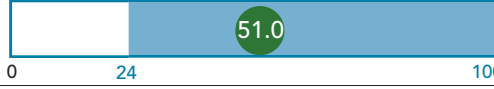


$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.8}{5.0}$

35.8%

Advanced only



$\frac{0.41}{1.25}$

32.7%

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

Proficient and Advanced 3rd grade
Reading



$\frac{1.0}{7.5}$

13.0%

Proficient and Advanced 8th grade
Mathematics



$\frac{3.1}{7.5}$

41.1%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{7.6}{10.0}$

75.6%

TOTAL SCORE

TIER 2

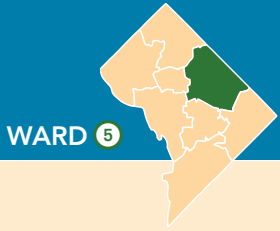
$\frac{42.6}{100.0}$

42.6%

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



2012 School Performance Report



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

First School Year: 2004–05

Executive Director:
Linda McKay

Total Enrollment: 320

2012–13 Grades:



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

☒ Before Care ☒ After Care

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

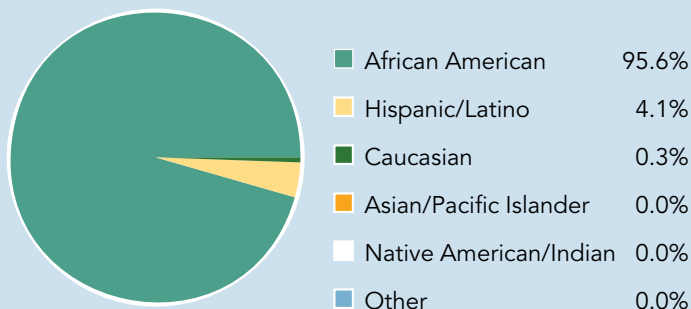
- Half-day Spanish language immersion program for students in grades PK to 2; all classrooms have a 10:1 student-to-teacher ratio
- Free transportation for students; bus stops located in all quadrants of the city
- Special education inclusion program
- Year-long instruction in art, music, foreign languages (Spanish and Latin), health and physical education

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: 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

*Please check www.wmata.com for updates.

Mary McLeod Bethune Day Academy PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	90% of students demonstrated growth.	Yes
<ul style="list-style-type: none"> 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. 	85.2% of students demonstrated growth.	Yes
<ul style="list-style-type: none"> 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. 	82.4% of students demonstrated growth.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 60% of first and second-grade students will score proficient in reading on the Metropolitan Achievement Test (MAT-8). 	34.9% of students scored proficient.	No
<ul style="list-style-type: none"> 60% of first and second-grade students will score proficient in math on the Metropolitan Achievement Test (MAT-8). 	32.6% of students scored proficient.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 85% of the days. 	The average daily attendance was 98.9%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.5%.	Yes

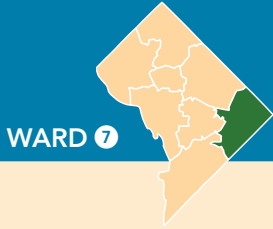
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 90% of parents surveyed will report "satisfied" or "highly satisfied" with the school on the end of year parent survey. 	81.3% of parents surveyed reported being satisfied or highly satisfied.	No

TOTAL TARGETS MET

5 OF **8**



2012 School Performance Report



WARD 7

Maya Angelou PCS – Evans

5600 East Capitol Street, NE
Washington, DC 20019

(202) 379-4335

www.seeforever.org

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

Board Chair:

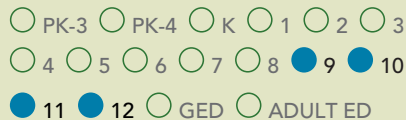
Heather Wathington

Executive Director:

Lucretia Murphy

Total Enrollment: 268

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

Percentage of Highly Qualified Teachers: 100.0%

Student-to-Teacher Ratio: 7 to 1

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

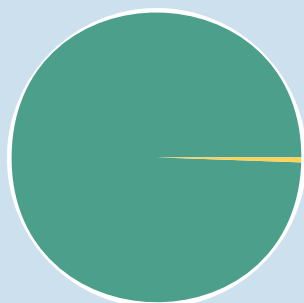
- Extended learning opportunities (daily/weekly)
- Enrichment and summer program opportunities
- Internship program
- College preparation program and scholarship opportunities
- Credit recovery

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	99.6%
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%

Transportation



Metro/Bus Service*

Capitol Heights Metro Station/96,97

*Please check www.wmata.com for updates.

Maya Angelou PCS – Evans

2012 School Performance Report



Grades measured: 9–12

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

		Points Earned Points Possible	Percent of Possible Points
Growth on DC-CAS Reading over time		$\frac{3.7}{7.5}$	49.4%
Growth on DC-CAS Mathematics over time		$\frac{1.6}{7.5}$	21.1%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS		$\frac{0.0}{10.0}$	0.0%
Proficient and Advanced			
Advanced only		$\frac{0.0}{2.5}$	0.0%
Mathematics 10th DC-CAS		$\frac{0.0}{10.0}$	0.0%
Proficient and Advanced			
Advanced only		$\frac{0.0}{2.5}$	0.0%
Advanced Placement and International Baccalaureate performance (12th)		$\frac{0.0}{5.0}$	0.0%

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

Graduation rate		$\frac{0.8}{7.5}$	10.8%
PSAT performance (11th)		$\frac{0.3}{7.5}$	3.8%
SAT performance (12th)		$\frac{0.00}{7.5}$	0.0%
College acceptance rate		$\frac{4.63}{7.5}$	61.7%

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

Attendance		$\frac{5.20}{10.0}$	52.0%
Re-enrollment in this school		$\frac{0.8}{10.0}$	8.2%
9th grade credits (on track to graduate)		$\frac{1.4}{5.0}$	27.3%

TOTAL SCORE

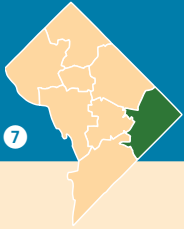
$\frac{18.4}{100.0}$
18.4%

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



2012 School Performance Report

WARD 7

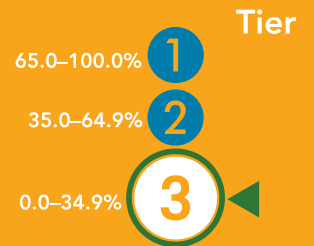


Maya Angelou PCS – Middle School

5600 East Capitol Street, NE
Washington, DC 20019

(202) 232-2885

www.seeforever.org



Total Score: **27.3%**

2011 Score: 31.2% **3**

School Profile

Board Chair:

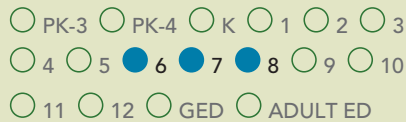
Heather Wathington

Executive Director:

Lucretia Murphy

Total Enrollment: 197

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2007–08

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

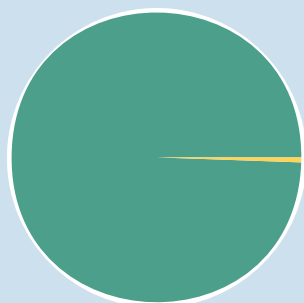
- Saturday morning enrichment
- Sports and music opportunities
- College awareness and campus tours
- Parent involvement programs
- Children's Defense Fund Freedom School

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	99.5%
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%

Transportation

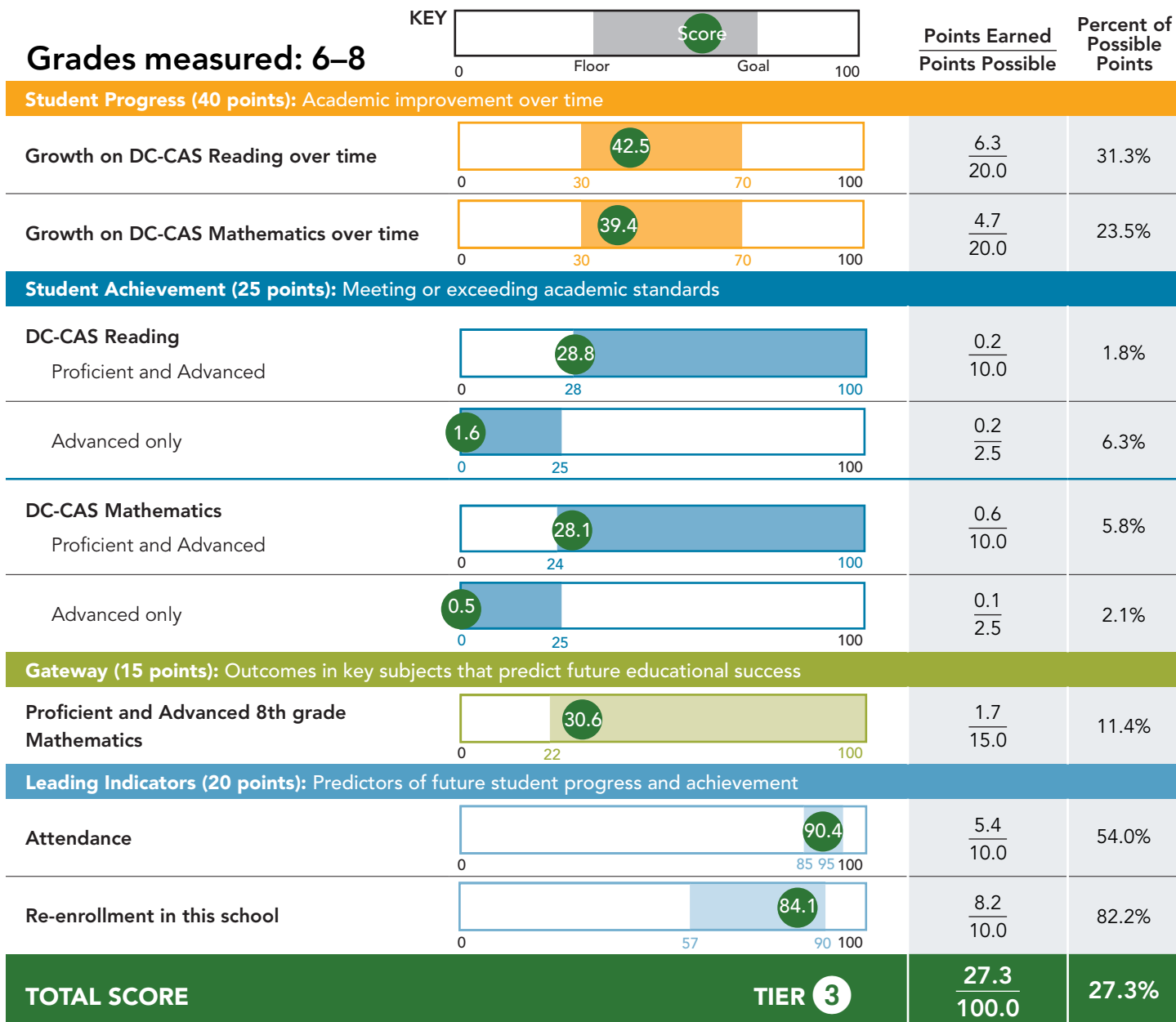


Metro/Bus Service*
Capitol Heights Metro Station/96,97

*Please check www.wmata.com for updates.

Maya Angelou PCS – Middle School

2012 School Performance Report



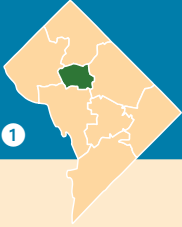
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

Meridian PCS

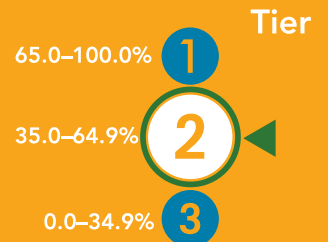
WARD 1



2120 13th Street, NW
Washington, DC 20009

(202) 387-9830

www.meridian-dc.org



Total Score: **45.3%**

2011 Score: 51.2% **2**

School Profile

Board Chair:

Ronald Ridker

First School Year: 1999–2000

Executive Director:

Robinette Breedlove

Total Enrollment: 514

2012–13 Grades:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 25 to 1

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

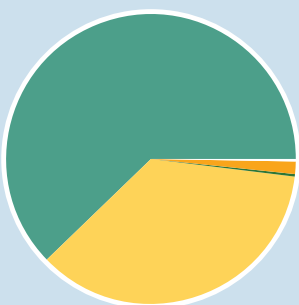
- Meridian celebrated eleven years of service to the community
- Awarded \$1 million grant from City Build to support Harrison School renovations
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012

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.

Student Demographics



African American	62.5%
Hispanic/Latino	35.8%
Caucasian	0.4%
Asian/Pacific Islander	1.2%
Native American/Indian	0.2%
Other	0.0%

English Language Learners: 32.1%

Low Income: 81.1%

Special Education: 15.2%

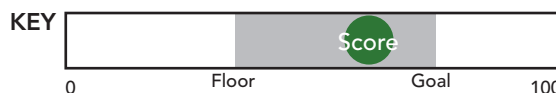
Transportation



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

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time	44.3	$\frac{7.1}{20.0}$	35.7%
Growth on DC-CAS Mathematics over time	43.0	$\frac{6.5}{20.0}$	32.4%

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

Elementary grades DC-CAS Reading	39.1	$\frac{1.0}{5.0}$	20.0%
Proficient and Advanced			
Advanced only	1.6	$\frac{0.10}{1.25}$	6.4%
Elementary grades DC-CAS Mathematics	37.5	$\frac{1.3}{5.0}$	26.2%
Proficient and Advanced			
Advanced only	4.7	$\frac{0.20}{1.25}$	18.8%
Middle grades DC-CAS Reading	54.2	$\frac{1.8}{5.0}$	36.8%
Proficient and Advanced			
Advanced only	10.2	$\frac{0.50}{1.25}$	40.8%
Middle grades DC-CAS Mathematics	71.2	$\frac{3.1}{5.0}$	62.3%
Proficient and Advanced			
Advanced only	10.2	$\frac{0.50}{1.25}$	40.8%

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

Proficient and Advanced 3rd grade Reading	32.5	$\frac{1.4}{7.5}$	18.3%
Proficient and Advanced 8th grade Mathematics	85.2	$\frac{6.1}{7.5}$	81.1%

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

Attendance	94.3	$\frac{9.3}{10.0}$	93.0%
Re-enrollment in this school	77.8	$\frac{6.3}{10.0}$	63.3%

TOTAL SCORE

TIER 2

$\frac{45.3}{100.0}$

45.3%

Meridian PCS

WARD 1

2120 13th Street, NW
Washington, DC 20009

(202) 387-9830

www.meridian-dc.org

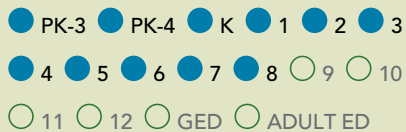
School Profile

Board Chair: Ronald Ridker
First School Year: 1999–2000

Executive Director: Robinette Breedlove

Total Enrollment: 514

2012–13 Grades:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 25 to 1

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

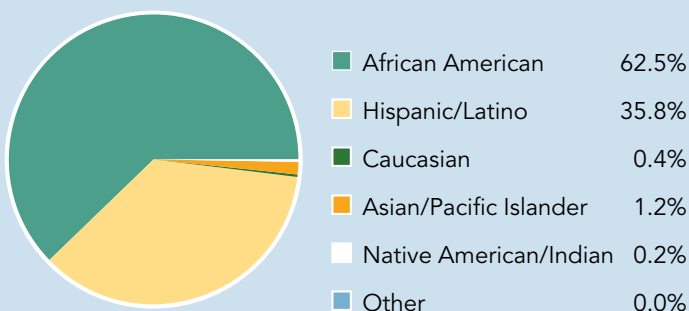
- Meridian celebrated eleven years of service to the community
- Awarded \$1 million grant from City Build to support Harrison School renovations
- Awarded use of former DCPS Harrison School; completed renovations and moved in October 2012

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: 32.1%

Low Income: 81.1%

Special Education: 15.2%

Transportation



Metro/Bus Service*

U Street Metro
Station/52,53,54;
90,92,93; 96

*Please check www.wmata.com for updates.

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	90.2% of students demonstrated growth or proficiency.	Yes
<ul style="list-style-type: none"> 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). 	94.0% of students demonstrated growth or proficiency.	Yes
<ul style="list-style-type: none"> 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. 	99% of students demonstrated growth or achieved 70%.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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). 	78.7% of students demonstrated proficiency.	Yes
<ul style="list-style-type: none"> 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). 	70.5% of students demonstrated proficiency.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.1%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 90% of the days. 	The average daily attendance was 92.9%.	Yes

TOTAL TARGETS MET

7 OF **7**



2012 School Performance Report

Mundo Verde Bilingual PCS

WARD 1

3220 16th Street, NW
Washington, DC 20010

(202) 630-8373

www.mundoverdepcs.org

School Profile

Board Chair:

Sara Elliott

First School Year: 2011–12**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

2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 7 to 1

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

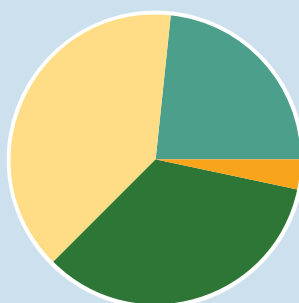
- Our school leadership, teaching team and student body are purposefully diverse and culturally inclusive
- Our hands-on, project-based approach and learner-centered instruction foster critical thinking and deep understanding of complex subjects that require perseverance, craftsmanship, imagination and significant achievement
- Students learn to speak, read and write in Spanish and English through an immersive language 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	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.

Mundo Verde Bilingual PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 65% of pre-kindergarten-3 and pre-kindergarten-4 students will increase by 15 child score points or will meet or exceed widely held expectations of growth in the social-emotional domain by the spring administration on Creative Curriculum Teaching Strategies GOLD. 	98.7% of students met or exceeded growth expectations.	Yes
<ul style="list-style-type: none"> 65% of pre-kindergarten-3 and pre-kindergarten-4 students will increase by 15 child score points or will meet or exceed widely held expectations of growth in language by the spring administration on Creative Curriculum Teaching Strategies GOLD. 	96.0% of students met or exceeded growth expectations.	Yes
<ul style="list-style-type: none"> 65% of kindergarten students will demonstrate at least one instructional level of growth in either Spanish or English literacy by the spring administration on the Fountas & Pinnel assessment. 	100% of students made at least one level of growth in English; 73% of students made at least one level of growth in Spanish.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 93.8%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.7%.	Yes

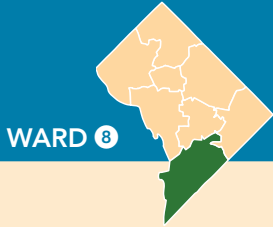
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 85% of families will attend the 2011-2012 Student Learning Exhibition. 	97% of families attended at least one Exhibition.	Yes
<ul style="list-style-type: none"> The school will be ranked at least "starting to implement" a whole school approach to sustainability according to the Education for Sustainability audit. 	The school was ranked at least "starting to implement" on all elements.	Yes

TOTAL TARGETS MET

7 OF **7**



2012 School Performance Report



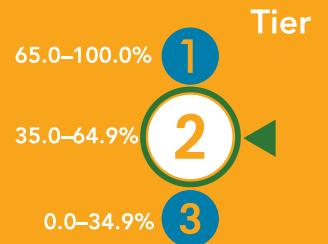
WARD 8

National Collegiate Preparatory Public Charter High School

4600 Livingston Road, SE
Washington, DC 20032

(202) 832-7737

www.nationalprepdc.org



Total Score: **49.0%**

2011 Score: 48.6% **2**

School Profile

Board Chair:

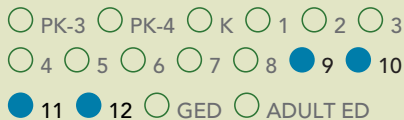
Allison Mayas

Executive Director:

Jennifer L. Ross

Total Enrollment: 184

2012–13 Grades:



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

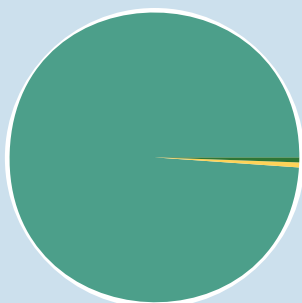
- College preparatory curriculum; offers International Baccalaureate Diploma as an authorized IBO school
- Candidate school for accreditation from Middle States Commission on Secondary Schools
- International studies program
- Opportunities to travel abroad
- Small class size
- Offers basketball (boys, girls), cheerleading, volleyball, track, football and step

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.

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%

Transportation



Metro/Bus Service*

Anacostia Metro Station/A4,5; A6

*Please check www.wmata.com for updates.

National Collegiate Preparatory Public Charter High School

2012 School Performance Report

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 9–11

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

Growth on DC-CAS Reading over time



$\frac{5.4}{7.5}$

71.7%

Growth on DC-CAS Mathematics over time



$\frac{7.2}{7.5}$

96.0%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS

Proficient and Advanced



$\frac{4.2}{10.0}$

41.8%

Advanced only



$\frac{0.0}{2.5}$

0.0%

Mathematics 10th DC-CAS

Proficient and Advanced



$\frac{3.0}{10.0}$

30.1%

Advanced only



$\frac{0.2}{2.5}$

8.2%

Advanced Placement and International
Baccalaureate performance (12th)



—

N/A

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

Graduation rate



—

N/A

PSAT performance (11th)



$\frac{3.8}{7.5}$

0.5

SAT performance (12th)



—

N/A

College acceptance rate



—

N/A

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

Attendance



$\frac{6.7}{10.0}$

67.0%

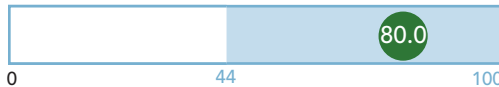
Re-enrollment in this school



$\frac{1.9}{10.0}$

18.6%

9th grade credits (on track to graduate)



$\frac{3.2}{5.0}$

64.6%

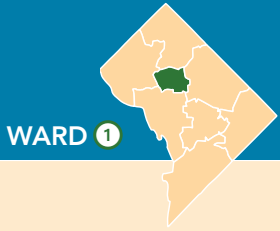
TOTAL SCORE

TIER 2

$\frac{35.5}{72.5}$

49.0%

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



WARD 1

The Next Step/El Próximo Paso PCS

3047 15th Street, NW
Washington, DC 20009

(202) 319-2249

www.nextsteppcs.org

School Profile

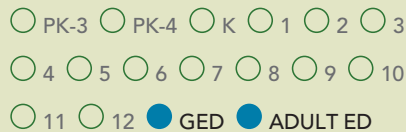
Board Chair:
Eduardo Ferrer

First School Year: 1998–99

Executive Director:
Julie Meyer

Total Enrollment: 158

2012–13 Grades:



☐ Before Care
 ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 13 to 1

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

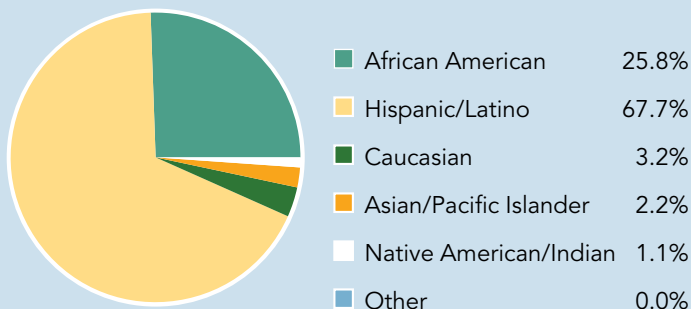
- Bilingual GED Program (English/Spanish)
- ESOL classes
- Day and night classes
- Full- and part-time options

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



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.

The Next Step/El Próximo Paso PCS

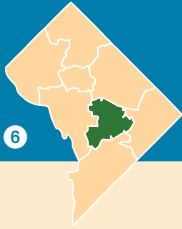
2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	Students achieved an average increase of 1.5 grade levels.	Yes
<ul style="list-style-type: none"> 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). 	Students achieved an average increase of 1.3 grade levels.	Yes
<ul style="list-style-type: none"> 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). 	Students achieved an average increase of 1 grade level.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of eligible students will pass the General Education Development exam. 	74% of the students passed.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, enrolled students will attend school 69% of the time. 	Students enrolled attended, on average, 81% of the time.	Yes

TOTAL TARGETS MET		5 OF 5
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Options PCS (High School)

702 15th Street, NE
Washington, DC 20002

(202) 547-1028
www.optionsschool.org

Total Score:* **13.9%**

**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

Board Chair:

J.C. Hayward

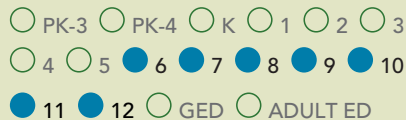
First School Year: 1997–98

Executive Director:

Charles Vincent, Ph.D.

Total Enrollment: 362

2012–13 Grades:



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

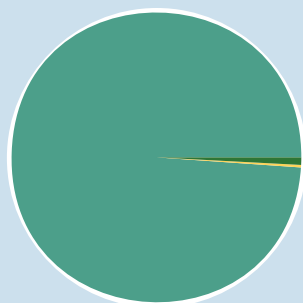
■ (School did not report)

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	99.2%
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%

Transportation



Metro/Bus Service*
B2; D6; X8

*Please check www.wmata.com for updates.

Options PCS (High School)

2012 School Performance Report

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 9–12

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

Growth on DC-CAS Reading over time



$\frac{2.3}{7.5}$

31.1%

Growth on DC-CAS Mathematics over time



$\frac{3.2}{7.5}$

42.3%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{0.0}{10.0}$

0.0%

Proficient and Advanced

Advanced only



$\frac{0.0}{2.5}$

0.0%

Mathematics 10th DC-CAS



$\frac{0.0}{10.0}$

0.0%

Proficient and Advanced

Advanced only



$\frac{0.0}{2.5}$

0.0%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{0.0}{5.0}$

0.0%

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

Graduation rate



$\frac{0.0}{7.5}$

0.0%

PSAT performance (11th)



$\frac{0.3}{7.5}$

4.4%

SAT performance (12th)



$\frac{0.0}{7.5}$

0.0%

College acceptance rate



$\frac{0.0}{7.5}$

0.0%

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

Attendance



$\frac{4.1}{10.0}$

41.0%

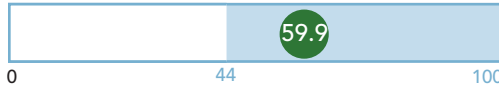
Re-enrollment in this school



$\frac{2.5}{10.0}$

24.7%

9th grade credits (on track to graduate)



$\frac{1.4}{5.0}$

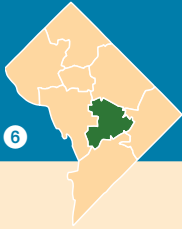
28.9%

TOTAL SCORE

$\frac{13.9}{100.0}$

13.9%

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



Options PCS (Middle School)

702 15th Street, NE
Washington, DC 20002

(202) 547-1028

www.optionsschool.org

Total Score:* **16.8%**

**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

Board Chair:

J. C. Hayward

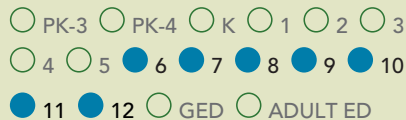
First School Year: 1996–97

Executive Director:

Charles Vincent, Ph.D.

Total Enrollment: 362

2012–13 Grades:



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

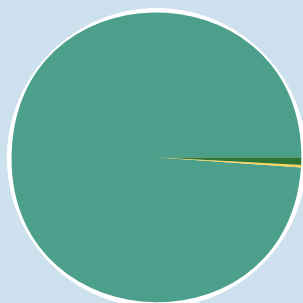
■ (School did not report)

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	99.2%
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%

Transportation



Metro/Bus Service*
B2; D6; X8

*Please check www.wmata.com for updates.

Options PCS (Middle School)

2012 School Performance Report



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 6–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time		$\frac{3.7}{20.0}$	18.5%
Growth on DC-CAS Mathematics over time		$\frac{3.7}{20.0}$	18.3%

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

DC-CAS Reading		$\frac{0.0}{10.0}$	0.0%
Proficient and Advanced			
Advanced only		$\frac{0.0}{2.5}$	0.0%
DC-CAS Mathematics		$\frac{0.0}{10.0}$	0.0%
Proficient and Advanced			
Advanced only		$\frac{0.0}{2.5}$	0.0%

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

Proficient and Advanced 8th grade Mathematics		$\frac{0.0}{15.0}$	0.0%
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Leading Indicators (20 points): Predictors of future student progress and achievement

Attendance		$\frac{5.4}{10.0}$	54.0%
Re-enrollment in this school		$\frac{4.1}{10.0}$	41.0%

TOTAL SCORE

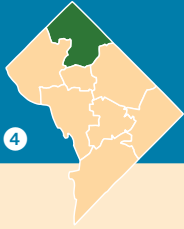
$\frac{16.8}{100.0}$ 16.8%



2012 School Performance Report

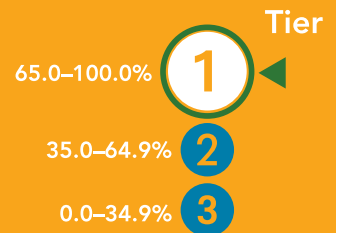
Paul PCS

WARD 4



5800 8th Street, NW
Washington, DC 20011

(202) 291-7499
www.paulcharter.org



Total Score: **65.8%**

2011 Score: 70.9% **1**

School Profile

Board Chair:

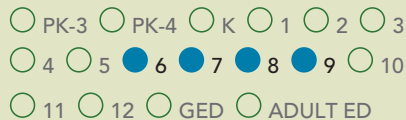
Sterling Ward

Executive Director:

Jami Dunham

Total Enrollment: 551

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2000–01

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.

Unique School Characteristics

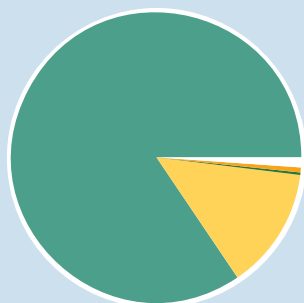
- Comprehensive and rigorous curriculum
- More than 20 after-school enrichment programs
- Championship athletic programs
- Technology for the 21st-century learner

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	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%

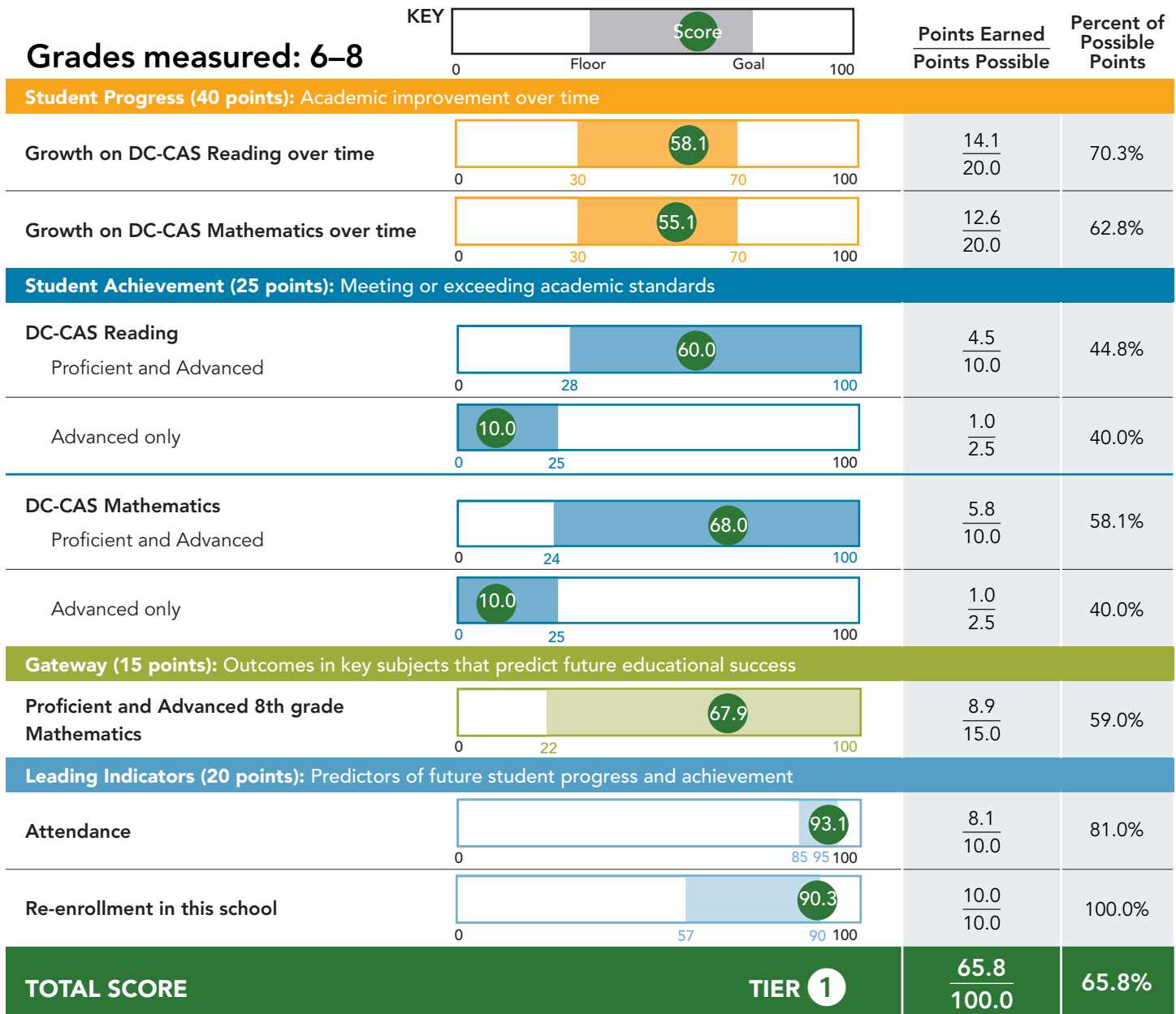
Special Education: 10.5%

Transportation



Metro/Bus Service*
70,79

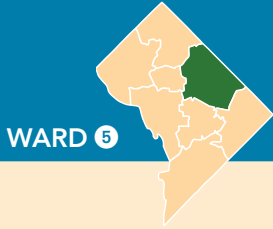
*Please check www.wmata.com for updates.



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



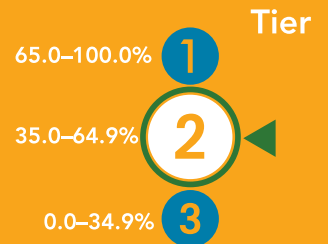
2012 School Performance Report



Perry Street Preparatory PCS – Lower School

1800 Perry Street, NE
Washington, DC 20018

(202) 529-4400
www.pspdc.org



Total Score: **43.4%**

2011 Score: 35.6% **2**

School Profile

Board Chair:

Joseph Fanone

Executive Director:

Shadwick Jenkins

Total Enrollment: 881

2012–13 Grades:



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

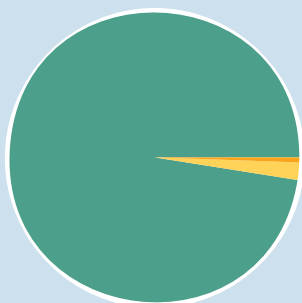
- Offers a college preparatory education to every student, PreK-12
- Safe learning environment that emphasizes Respect, Responsibility and Perseverance
- Honors and AP classes, college placement/counseling, sports programs and clubs
- Builds and nurtures strong relationships with families through Parent 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.

Perry Street Preparatory PCS – Lower School

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{8.4}{20.0}$

42.0%

Growth on DC-CAS Mathematics over time



$\frac{10.1}{20.0}$

50.5%

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

Elementary grades DC-CAS Reading

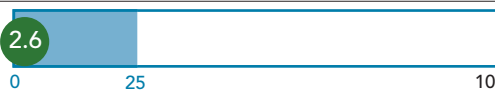
Proficient and Advanced



$\frac{1.2}{5.0}$

23.4%

Advanced only



$\frac{0.13}{1.25}$

10.4%

Elementary grades DC-CAS Mathematics

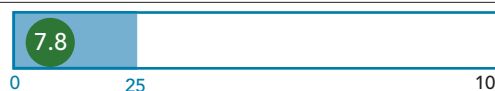
Proficient and Advanced



$\frac{1.1}{5.0}$

22.0%

Advanced only



$\frac{0.39}{1.25}$

31.3%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{0.6}{5.0}$

12.3%

Advanced only

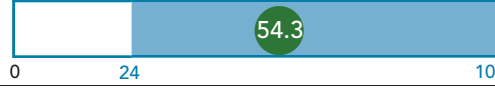


$\frac{0.19}{1.25}$

15.2%

Middle grades DC-CAS Mathematics

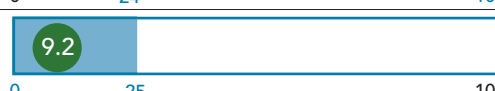
Proficient and Advanced



$\frac{2.0}{5.0}$

40.2%

Advanced only



$\frac{0.46}{1.25}$

37.0%

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

Proficient and Advanced 3rd grade
Reading



$\frac{0.02}{7.5}$

0.3%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.0}{7.5}$

53.9%

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

Attendance



$\frac{7.9}{10.0}$

79.0%

Re-enrollment in this school



$\frac{6.9}{10.0}$

69.0%

TOTAL SCORE

TIER 2

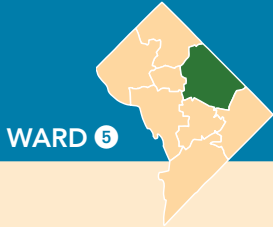
$\frac{43.4}{100.0}$

43.4%

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



2012 School Performance Report

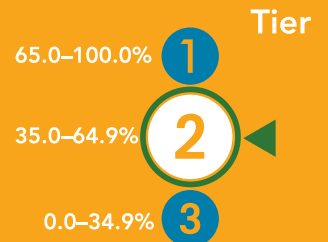


WARD 5

Perry Street Preparatory PCS – Upper School

1800 Perry Street, NE
Washington, DC 20018

(202) 529-4400
www.pspdc.org



Total Score: **37.6%**

2011 Score: 46.6% **2**

School Profile

Board Chair:

Joseph Fanone

Executive Director:

Shadwick Jenkins

Total Enrollment: 881

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

Percentage of Highly Qualified Teachers: 83.0%

Student-to-Teacher Ratio: 25 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

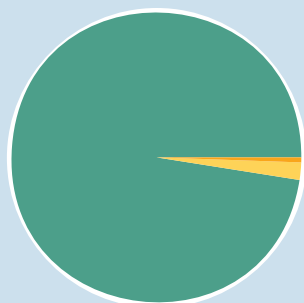
- Offers a college preparatory education to every student, PreK-12
- Safe learning environment that emphasizes Respect, Responsibility and Perseverance
- Honors and AP classes, college placement/counseling, sports programs and clubs
- Builds and nurtures strong relationships with families through Parent 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.

Perry Street Preparatory PCS – Upper School

2012 School Performance Report

KEY



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 9–12

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

Growth on DC-CAS Reading over time



$\frac{3.0}{7.5}$

40.3%

Growth on DC-CAS Mathematics over time



$\frac{3.2}{7.5}$

42.6%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS

Proficient and Advanced



$\frac{0.5}{10.0}$

5.0%

Advanced only



$\frac{0.2}{2.5}$

6.7%

Mathematics 10th DC-CAS

Proficient and Advanced



$\frac{0.6}{10.0}$

6.2%

Advanced only



$\frac{0.1}{2.5}$

3.4%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{1.6}{5.0}$

32.1%

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

Graduation rate



$\frac{3.1}{7.5}$

41.3%

PSAT performance (11th)



$\frac{0.0}{7.5}$

0.0%

SAT performance (12th)



$\frac{0.8}{7.5}$

10.2%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{7.0}{10.0}$

70.0%

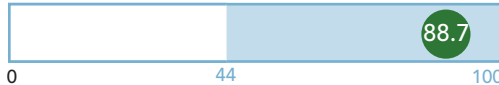
Re-enrollment in this school



$\frac{6.0}{10.0}$

60.4%

9th grade credits (on track to graduate)



$\frac{4.0}{5.0}$

80.1%

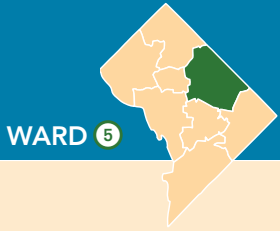
TOTAL SCORE

TIER 2

$\frac{37.6}{100.0}$

37.6%

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



WARD 5

Perry Street Preparatory PCS

1800 Perry Street, NE
Washington, DC 20018

(202) 529-4400
www.pspdc.org

School Profile

Board Chair:
Joseph Fanone

First School Year: 1998–99

Executive Director:
Shadwick Jenkins

Total Enrollment: 881

2012–13 Grades:



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

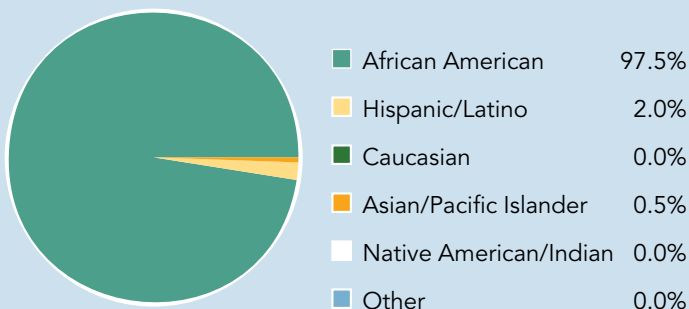
- Offers a college preparatory education to every student, PreK–12
- Safe learning environment that emphasizes Respect, Responsibility and Perseverance
- Honors and AP classes, college placement/counseling, sports programs and clubs
- Builds and nurtures strong relationships with families through Parent 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



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.

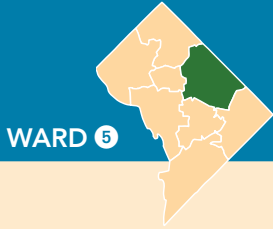
Perry Street Preparatory PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 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. 	<p>66.7% of students demonstrated growth or scored at least 90.</p> <p>70.6% of students advanced one level or scored Low Risk.</p>	<p>No</p> <p>Yes</p>
Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first and second-grade students will score at or above 50 NCE in reading on the Terra Nova assessment. 	60.0% of students scored at or above 50 NCE.	No
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 92.8%.	Yes
TOTAL TARGETS MET		2 OF 4



2012 School Performance Report



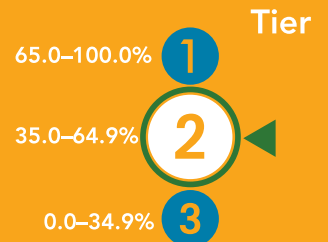
WARD 5

Potomac Lighthouse PCS

4401 8th Street, NE
Washington, DC 20017

(202) 526-6003

www.lighthouse-academies.org/



Total Score: **49.3%**

2011 Score: 54.6% **2**

School Profile

Board Chair:

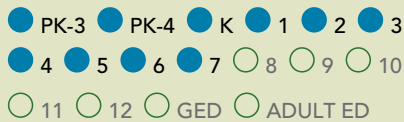
Keirston Woods

Executive Director:

Mike Ronan

Total Enrollment: 316

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

First School Year: 2008–09

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

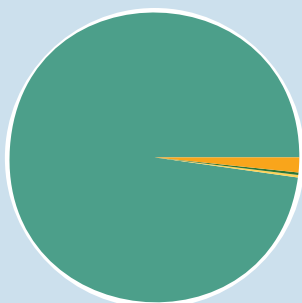
- Arts-infused curriculum
- Extended school year services
- Provides 8-week Saturday SHINE Academy for scholars in grades 3 and above
- Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

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	97.8%
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

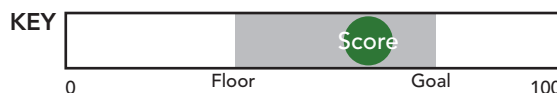


School Shuttle
Bus dropoff at 7:45 a.m. and pickup at 3:45 p.m.

*Please check www.wmata.com for updates.

Potomac Lighthouse PCS

2012 School Performance Report



Grades measured: 3–6

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

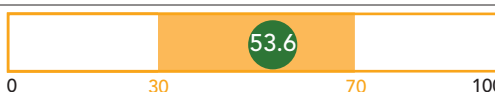
Growth on DC-CAS Reading over time



$\frac{13.0}{20.0}$

65.0%

Growth on DC-CAS Mathematics over time



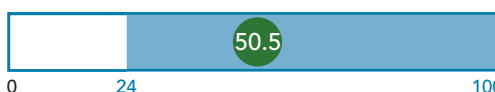
$\frac{11.8}{20.0}$

59.0%

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

DC-CAS Reading

Proficient and Advanced



$\frac{3.5}{10.0}$

34.9%

Advanced only



$\frac{0.3}{2.5}$

10.8%

DC-CAS Mathematics

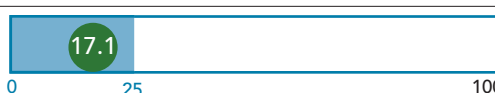
Proficient and Advanced



$\frac{4.3}{10.0}$

42.6%

Advanced only



$\frac{1.7}{2.5}$

68.5%

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

Proficient and Advanced 3rd grade
Reading



$\frac{2.9}{15.0}$

19.3%

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

Attendance



$\frac{6.7}{10.0}$

67.0%

Re-enrollment in this school



$\frac{5.2}{10.0}$

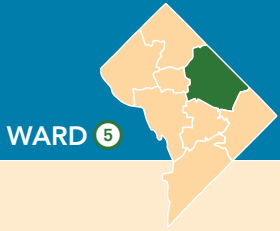
51.5%

TOTAL SCORE

TIER 2

$\frac{49.3}{100.0}$

49.3%



WARD 5

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

School Mission:

Potomac Lighthouse Public Charter School's mission is to prepare our students for college through a rigorous arts-infused program.

Total Enrollment: 316

2012–13 Grades:



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

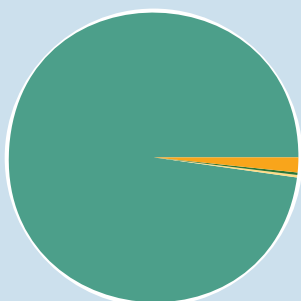
- Arts-infused curriculum
- Extended school year services
- Provides 8-week Saturday SHINE Academy for scholars in grades 3 and above
- Recipient of the Lighthouse Academies SHINE Award, given to the highest performing school in the national Lighthouse Academies network

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	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



School Shuttle
Bus dropoff at 7:45 a.m. and pickup at 3:45 p.m.

*Please check www.wmata.com for updates.

Potomac Lighthouse PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	Results unavailable*	No
<ul style="list-style-type: none"> 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. 	Results unavailable*	No
<ul style="list-style-type: none"> 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). 	Results unavailable*	No
<ul style="list-style-type: none"> 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). 	Results unavailable*	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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). 	Results unavailable*	No
<ul style="list-style-type: none"> 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). 	Result Unavailable*	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 87.6%.	No
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 87.2%.	No

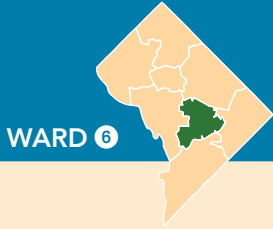
TOTAL TARGETS MET

0 OF **8**

*Primary source data were not available at the time of review.



2012 School Performance Report



WARD 6

Richard Wright PCS for Journalism and Media Arts

770 M Street, SE 2nd Floor
Washington, DC 20003

(202) 388-1011
www.richardwrightpcs.org

Total Score:* **27.7%**

**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.*

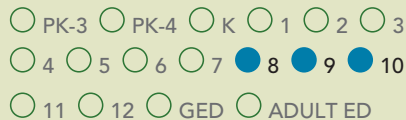
School Profile

Board Chair: Rhonda Wells-Wilbon, Ph.D.
First School Year: 2011–12

Executive Director: Marco Clark, Ph.D.

Total Enrollment: 111

2012–13 Grades:



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

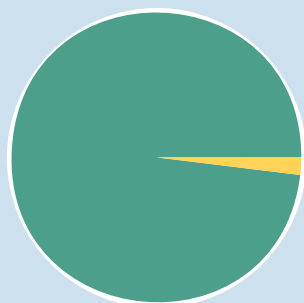
- Latin-based curriculum model, aligned with national Common Core State Standards
- Student specialties in broadcast journalism, print media (newspaper and magazine design), graphic arts, vocal recordings, filmmaking and video design
- Technology use integrated into curriculum; laptops purchased for each student (for school and home use)

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	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



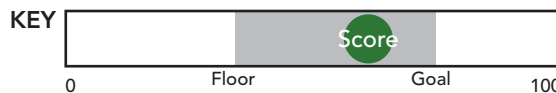
Metro/Bus Service*

Navy Yard–Ballpark
Metro Station/90,92,93;
A42,46; A48; P6; V7,8,9;

*Please check www.wmata.com for updates.

Richard Wright PCS for Journalism and Media Arts

2012 School Performance Report



Grades measured: 8–10

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{5.0}{20.0}$

25.0%

Growth on DC-CAS Mathematics over time



$\frac{10.1}{20.0}$

50.3%

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

DC-CAS Reading

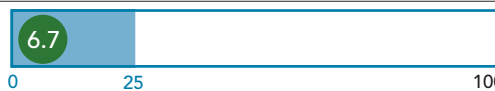
Proficient and Advanced



$\frac{0.0}{10.0}$

0.0%

Advanced only



$\frac{0.7}{2.5}$

26.8%

DC-CAS Mathematics

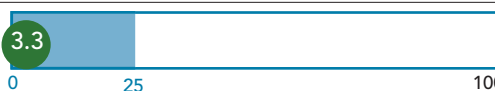
Proficient and Advanced



$\frac{1.3}{10.0}$

12.6%

Advanced only



$\frac{0.3}{2.5}$

13.2%

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

Proficient and Advanced 8th grade
Mathematics



$\frac{2.2}{15.0}$

14.9%

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

Attendance



$\frac{5.4}{10.0}$

54.0%

Re-enrollment in this school



—

N/A

TOTAL SCORE

$\frac{24.9}{90.0}$

27.7%

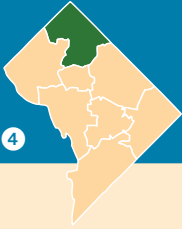
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

Roots PCS

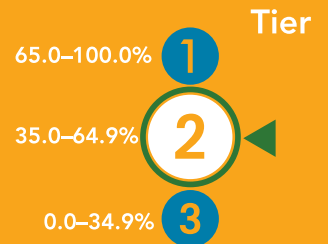
WARD 4



15 Kennedy Street, NW
Washington, DC 20011

(202) 882-8073

www.rootspcs.org



Total Score: **48.4%**

2011 Score: 58.5% **2**

School Profile

Board Chair: First School Year: 1999–2000
Gilda Sherrod-Ali

Executive Director:
Bernida Thompson, Ed.D.

Total Enrollment: 120

2012–13 Grades:



Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 1:10 or 1:15 age based

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

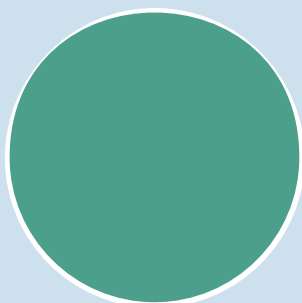
- Afro-centric curriculum, open space facility design
- Multi-age, family style grouping of classes (looping)
- Exposure lessons in Spanish, French and Kiswahili
- Accredited by Middle States Association–Commission on Elementary Schools; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs

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	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.



Points Earned
Points Possible

Percent of
Possible
Points

Grades measured: 3–8

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{9.0}{20.0}$

44.8%

Growth on DC-CAS Mathematics over time



$\frac{6.9}{20.0}$

34.5%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{2.3}{5.0}$

46.2%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.0}{5.0}$

19.5%

Advanced only



$\frac{0.23}{1.25}$

18.2%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{3.7}{5.0}$

74.9%

Advanced only



$\frac{0.23}{1.25}$

18.2%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{2.6}{5.0}$

52.3%

Advanced only



$\frac{0.00}{1.25}$

0.0%

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

Proficient and Advanced 3rd grade
Reading



$\frac{3.0}{7.5}$

39.5%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.3}{7.5}$

57.5%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{5.2}{10.0}$

51.8%

TOTAL SCORE

TIER 2

$\frac{48.4}{100.0}$

48.4%

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

School Profile

Board Chair: First School Year: 1999–2000
Gilda Sherrod-Ali

Executive Director:
Bernida Thompson, Ed.D.

Total Enrollment: 67

2012–13 Grades:



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

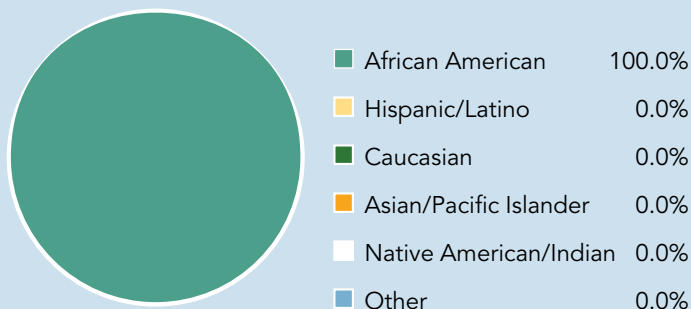
- Afro-centric curriculum, open space facility design
- Multi-age, family style grouping of classes (looping)
- Exposure lessons in Spanish, French and Kiswahili
- Accredited by Middle States Association–Commission on Elementary Schools; Commission on International and Trans-Regional Accreditation; National Academy of Early Childhood Programs

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: 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.

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 75% of pre-kindergarten-3 and pre-kindergarten-4 students will increase their score by 8 points or master all items by the spring administration on the Roots Preprimary Language Arts Objectives Assessment. 	94.4% of students increased their score by 8 points or mastered all items.	Yes
<ul style="list-style-type: none"> 75% of kindergarten through second-grade students will increase by at least one reading level or maintain proficiency by the spring administration on the Scholastic Reading Assessment (SRA) reading mastery test. 	96.6% of students increased by one level or maintained proficiency.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 75% of first and second-grade students will score proficient on the Scholastic Reading Assessment (SRA) reading mastery test. 	82.4% of students demonstrated proficiency.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 99.7%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 90% of parents of pre-kindergarten through second-grade students will report being "Frequently Satisfied" or "Always Satisfied" with implementation of the African-Centered program on the end-of-year Parent Survey. 	97.9% of parents surveyed reported being always or frequently satisfied.	Yes

TOTAL TARGETS MET

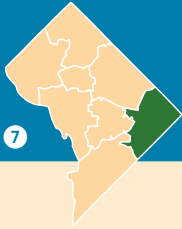
5 OF **5**



2012 School Performance Report

SEED Public Charter School of Washington, D.C. (High School)

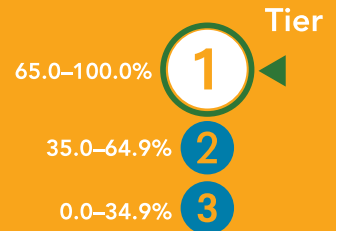
WARD 7



4300 C Street, SE
Washington, DC 20019

(202) 248-7773

www.seedschooldc.org



Total Score: **66.7%**

2011 Score: 63.4% **2**

School Profile

Board Chair:

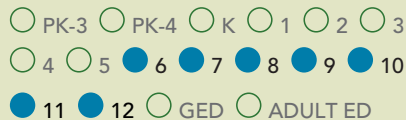
Vasco Fernandez

Executive Director:

Charles Adams

Total Enrollment: 325

2012–13 Grades:



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

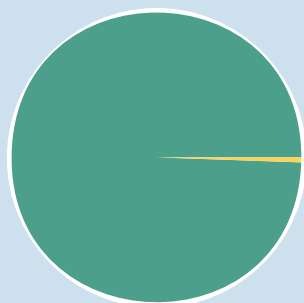
- College preparatory, boarding-school model

Tier Explanations

- 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.

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



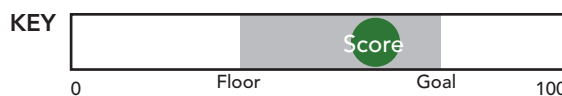
Metro/Bus Service*

Benning Road Metro Station/B2; D6

*Please check www.wmata.com for updates.

SEED Public Charter School of Washington, D.C. (High School)

2012 School Performance Report



Grades measured: 9–12

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

Growth on DC-CAS Reading over time	49.6	$\frac{4.2}{7.5}$	56.0%
Growth on DC-CAS Mathematics over time	62.7	$\frac{7.0}{7.5}$	93.4%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS	64.7	$\frac{5.2}{10.0}$	52.0%
Proficient and Advanced			
Advanced only	5.9	$\frac{0.6}{2.5}$	23.5%
Mathematics 10th DC-CAS	73.5	$\frac{6.7}{10.0}$	66.8%
Proficient and Advanced			
Advanced only	5.9	$\frac{0.6}{2.5}$	23.5%
Advanced Placement and International Baccalaureate performance (12th)	1.9	$\frac{0.6}{5.0}$	12.7%

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

Graduation rate	87.0	$\frac{5.2}{7.5}$	69.5%
PSAT performance (11th)	40.0	$\frac{5.9}{7.5}$	78.8%
SAT performance (12th)	63.5	$\frac{6.2}{7.5}$	82.4%
College acceptance rate	84.6	$\frac{4.3}{7.5}$	57.9%

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

Attendance	94.4	$\frac{9.4}{10.0}$	94.0%
Re-enrollment in this school	84.9	$\frac{8.0}{10.0}$	80.4%
9th grade credits (on track to graduate)	73.7	$\frac{2.7}{5.0}$	53.4%

TOTAL SCORE

TIER 1

$\frac{66.7}{100.0}$

66.7%

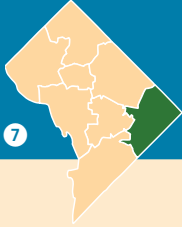
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

SEED Public Charter School of Washington, D.C. (Middle School)

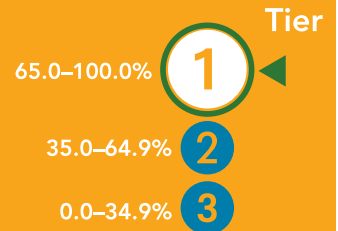
WARD 7



4300 C Street, SE
Washington, DC 20019

(202) 248-7773

www.seedschooldc.org



Total Score: **80.3%**

2011 Score: 73.1% **1**

School Profile

Board Chair:

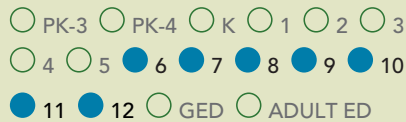
Vasco Fernandez

Executive Director:

Charles Adams

Total Enrollment: 325

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

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.

Unique School Characteristics

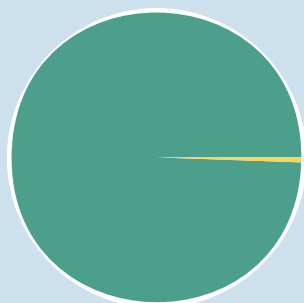
- College preparatory, boarding-school model

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.

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.

SEED Public Charter School of Washington, D.C. (Middle School)

2012 School Performance Report

Grades measured: 6–8		KEY	Points Earned Points Possible	Percent of Possible Points
		<div><div></div><div>Score</div><div></div></div> <div>0FloorGoal100</div>		
Student Progress (40 points): Academic improvement over time				
Growth on DC-CAS Reading over time	<div><div></div><div>60.6</div><div></div></div> <div>03070100</div>	<div><div></div><div>15.3</div><div>20.0</div></div>	76.5%	
Growth on DC-CAS Mathematics over time	<div><div></div><div>68.3</div><div></div></div> <div>03070100</div>	<div><div></div><div>19.2</div><div>20.0</div></div>	95.8%	
Student Achievement (25 points): Meeting or exceeding academic standards				
DC-CAS Reading	<div><div></div><div>56.1</div><div></div></div> <div>028100</div>	<div><div></div><div>3.9</div><div>10.0</div></div>	39.4%	
Proficient and Advanced				
Advanced only	<div><div>6.7</div><div></div><div></div></div> <div>025100</div>	<div><div></div><div>0.7</div><div>2.5</div></div>	26.8%	
DC-CAS Mathematics	<div><div></div><div>80.5</div><div></div></div> <div>024100</div>	<div><div></div><div>7.4</div><div>10.0</div></div>	74.4%	
Proficient and Advanced				
Advanced only	<div><div>16.5</div><div></div><div></div></div> <div>025100</div>	<div><div></div><div>1.6</div><div>2.5</div></div>	65.9%	
Gateway (15 points): Outcomes in key subjects that predict future educational success				
Proficient and Advanced 8th grade Mathematics	<div><div></div><div>92.9</div><div></div></div> <div>022100</div>	<div><div></div><div>13.6</div><div>15.0</div></div>	90.9%	
Leading Indicators (20 points): Predictors of future student progress and achievement				
Attendance	<div><div></div><div>96.0</div><div></div></div> <div>08595100</div>	<div><div></div><div>10.0</div><div>10.0</div></div>	100.0%	
Re-enrollment in this school	<div><div></div><div>84.9</div><div></div></div> <div>05790100</div>	<div><div></div><div>8.5</div><div>10.0</div></div>	84.6%	
TOTAL SCORE		TIER 1	<div><div></div><div>80.3</div><div>100.0</div></div>	80.3%

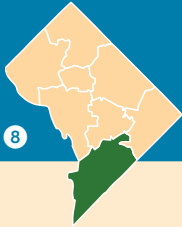
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

Septima Clark PCS

WARD 8



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

(202) 563-6556
www.scpes.org



Total Score: **37.1%**

2011 Score: 21.2% **3**

School Profile

Board Chair:

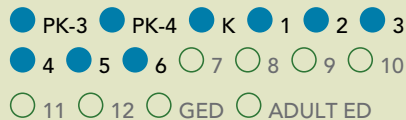
James Costan

Executive Director:

Jenny DuFresne

Total Enrollment: 227

2012–13 Grades:



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:

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.

Unique School Characteristics

- Challenging curriculum
- Hands-on learning
- Drama, chess, robotics, and step team enrichment clubs
- Small class sizes, safe and caring school environment

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	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: 85.9%

Special Education: 8.7%

Transportation

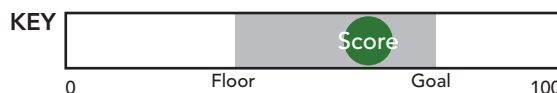


Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.

Septima Clark PCS

2012 School Performance Report

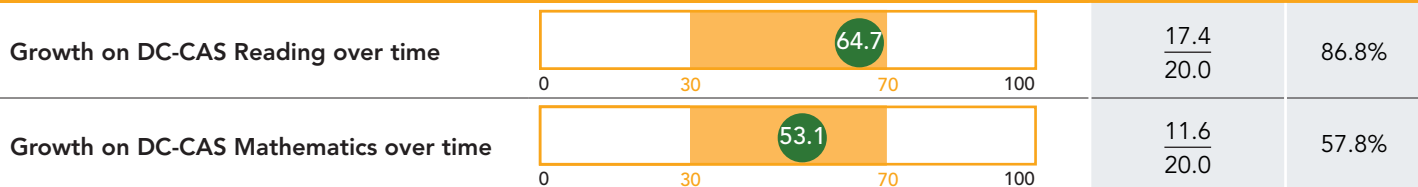


Grades measured: 3–5

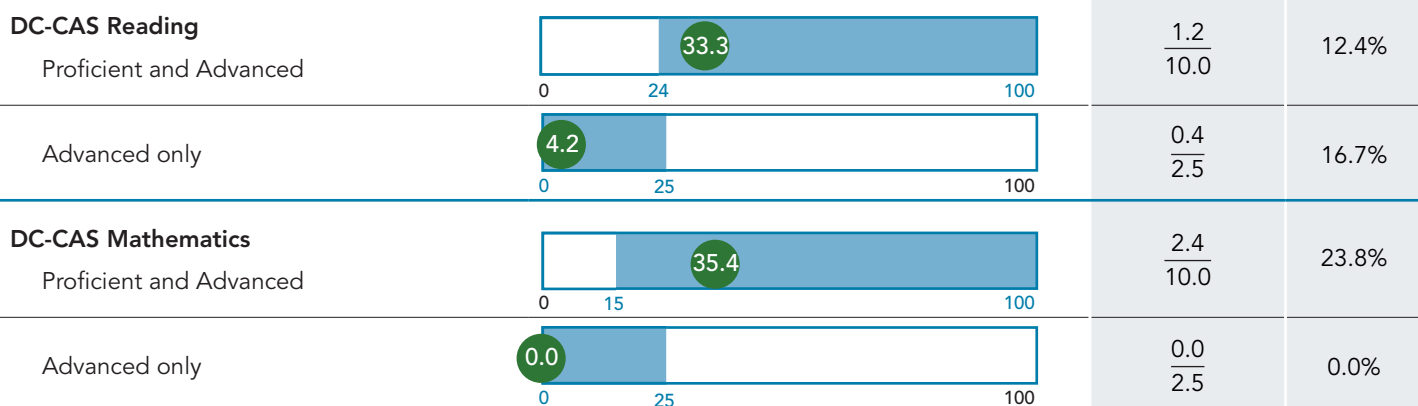
Points Earned
Points Possible

Percent of Possible Points

Student Progress (40 points): Academic improvement over time



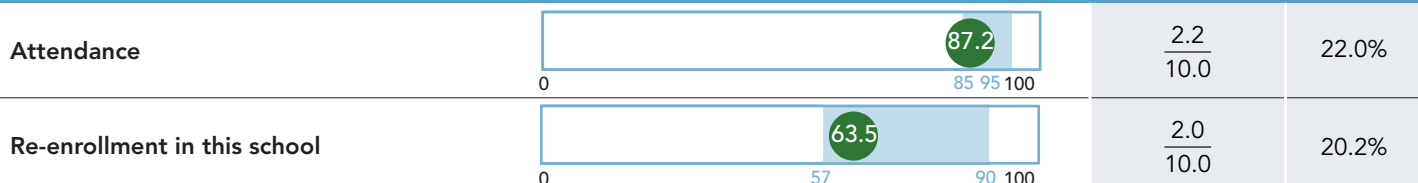
Student Achievement (25 points): Meeting or exceeding academic standards



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



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



TOTAL SCORE

TIER 2

$\frac{37.1}{100.0}$

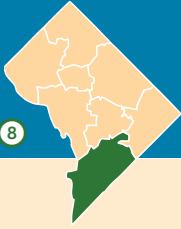
37.1%



2012 School Performance Report

Septima Clark PCS

WARD 8



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

(202) 563-6556

www.scpes.org

School Profile

Board Chair:

James Costan

First School Year: 2006–07

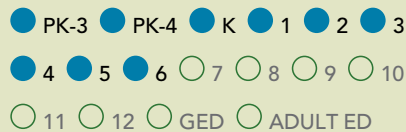
Executive Director:

Jenny DuFresne

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.

Total Enrollment: 227

2012–13 Grades:**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

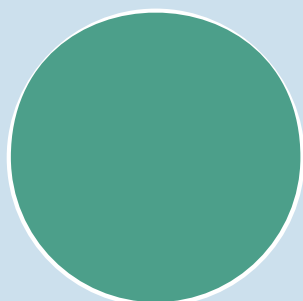
- Challenging curriculum
- Hands-on learning
- Drama, chess, robotics, and step team enrichment clubs
- Small class sizes, safe and caring school environment

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: 85.9%

Special Education: 8.7%

Transportation



Metro/Bus Service*
Anacostia Metro Station

*Please check www.wmata.com for updates.

Septima Clark PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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). 	<p>68.9% of students grew by an average of 10.83 standard score points.</p> <p>27.1% of students grew by 0 NCE or more.</p>	<p>Yes</p> <p>No</p>

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 50% of first and second-grade students will achieve benchmark on the Text Reading Comprehension assessment (TRC). 	40% of students achieved benchmark.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. On average, kindergarten through second-grade students will attend school 92% of the days. 	<p>The average daily attendance was 90.2%.</p> <p>The average daily attendance was 89.4%.</p>	<p>Yes</p> <p>No</p>

TOTAL TARGETS MET

2 OF 5

Shining Stars Montessori Academy PCS

1328 Florida Avenue, NW
Washington, DC 20009

(202) 319-2307

www.shiningstarsdc.org

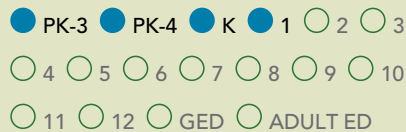
School Profile

Board Chair: Malcolm Woodland, Ph.D.
First School Year: 2011–12

Executive Director:
Aldel Brown, Interim

Total Enrollment: 55

2012–13 Grades:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 50%

Student-to-Teacher Ratio: 28 to 1

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

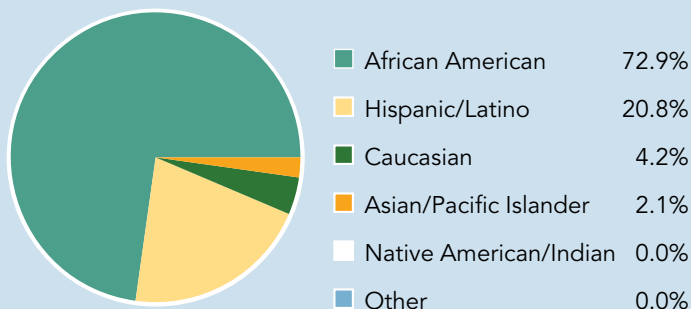
- Committed to providing a quality Montessori experience for inner city children
- Provide the means whereby students can begin to develop to their fullest potential
- Montessori curriculum enhanced with culturally inclusive principles to meet the developmental needs of students

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: 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.

Shining Stars Montessori Academy PCS

2012 School Performance Report

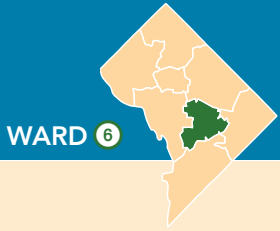
Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 75% of kindergarten students will advance at least one level or maintain "low risk" by the spring administration on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. 	55.6% of students advanced one level or maintained "low risk."	No
<ul style="list-style-type: none"> 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). 	26.9% of students demonstrated 8 points of growth.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 75% of kindergarten students will score benchmark in reading on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. 	44.4% of students scored benchmark.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 82.0%.	No
<ul style="list-style-type: none"> On average, kindergarten students will attend school 92% of the days. 	The average daily attendance was 91.1%.	No

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 80% of families will respond that they are satisfied or highly satisfied with school culture on the Family and School Culture Survey. 	83.3% of families responded that they were satisfied or highly satisfied.	Yes

TOTAL TARGETS MET	1 OF 6
-------------------	--------



WARD 6

St. Coletta Special Education PCS

1901 Independence Avenue, SE
Washington, DC 20003

(202) 350-8680
www.stcoletta.org

School Profile

Board Chair:
Elizabeth Pierce

First School Year: 2006–07

Principal:
Janice Corazza

Total Enrollment: 234

2012–13 Grades:



2012–13 Application Deadline:
November 1, 2012 to April 30, 2013

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 3 to 1

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.

Unique School Characteristics

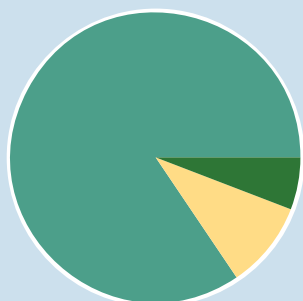
- Received accreditation from National Commission for the Accreditation of Special Education Services
- Received a National Title I Distinguished School Award
- School garden, horticulture and cooking programs; students use ingredients from garden in preparing healthy meals
- Designated a "Rewards" school by the Office of the State Superintendent of Education

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	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.

St. Coletta Special Education PCS

2012 School Performance Report

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level. 	68.5% of students achieved at Expanding, Progressing, or Mastery.	Yes
<ul style="list-style-type: none"> 80% of students participating in the DC CAS-Alt will score proficient or advanced in math. 	91.6% scored proficient.	Yes
<ul style="list-style-type: none"> 80% of students participating in the DC CAS-Alt will score proficient or advanced in reading. 	96.4% scored proficient.	Yes

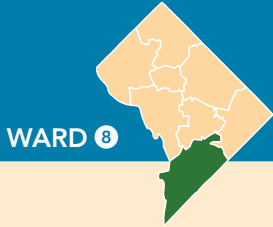
Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, students will attend school 88% of the days. 	The average daily attendance was 97.5%.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion). 	100% of students graduated with a High School Certificate.	Yes

TOTAL TARGETS MET	5 OF 5
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2012 School Performance Report



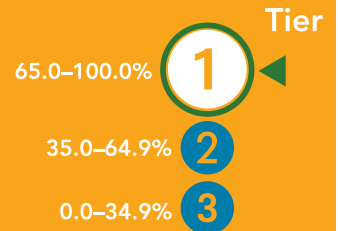
WARD 8

Thurgood Marshall Academy PCS

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

(202) 563-6862

www.thurgoodmarshallacademy.org



Total Score: **79.9%**

2011 Score: 80.2% **1**

School Profile

Board Chair:

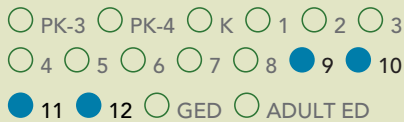
George Brown

Executive Director:

Alexandra Pardo

Total Enrollment: 390

2012–13 Grades:



2012–13 Application Deadline:

February 28, 2013

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

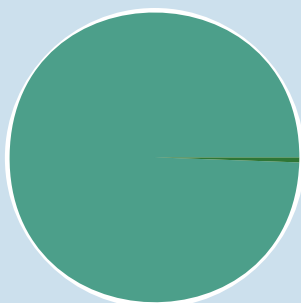
- DC's only law-themed high school
- 100% college acceptance for all eight graduating classes
- Rigorous college preparatory curriculum
- Mentor and tutoring programs included as a wrap-around service

Tier Explanations

- 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.

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.

Thurgood Marshall Academy PCS

2012 School Performance Report

KEY



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{7.5}{7.5}$

100.0%

Growth on DC-CAS Mathematics over time



$\frac{7.5}{7.5}$

100.0%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS



$\frac{6.3}{10.0}$

62.7%

Proficient and Advanced

Advanced only



$\frac{1.0}{2.5}$

39.6%

Mathematics 10th DC-CAS



$\frac{7.4}{10.0}$

73.8%

Proficient and Advanced

Advanced only



$\frac{0.8}{2.5}$

30.8%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

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

Graduation rate



$\frac{3.6}{7.5}$

48.4%

PSAT performance (11th)



$\frac{5.9}{7.5}$

78.2%

SAT performance (12th)



$\frac{7.4}{7.5}$

98.8%

College acceptance rate



$\frac{7.5}{7.5}$

100.0%

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

Attendance



$\frac{8.9}{10.0}$

89.0%

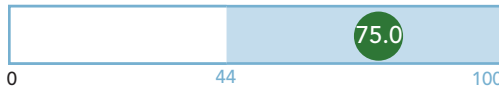
Re-enrollment in this school



$\frac{8.4}{10.0}$

84.3%

9th grade credits (on track to graduate)



$\frac{2.8}{5.0}$

55.8%

TOTAL SCORE

TIER 1

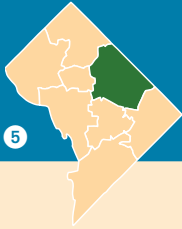
$\frac{79.9}{100.0}$

79.9%

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

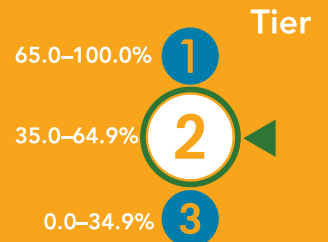
Tree of Life PCS

WARD 5



2315 18th Place, NE
Washington, DC 20018

(202) 832-1108
www.treeoflifepcs.org



Total Score: **35.5%**

2011 Score: 33.9% **3**

School Profile

Board Chair:

Carl J. Hampton, Psy.D.

Executive Director:

Patricia L. "Ngozi" Williams

Total Enrollment: 282

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

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

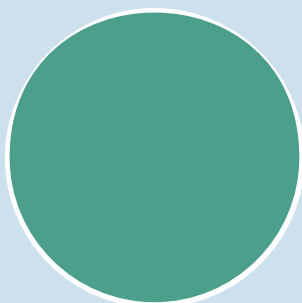
- State-of-the-art facility and classrooms
- Fresh food daily: 3 meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives
- Technology-rich instruction, including free laptops
- Family support, including parenting workshops

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.

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: 97.0%

Special Education: 9.2%

Transportation



Metro/Bus Service*
86; D4; E2

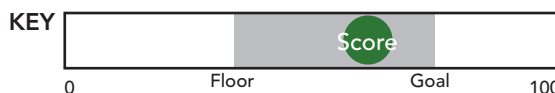


School Shuttle
Shuttles run before and after school at designated stops

*Please check www.wmata.com for updates.

Tree of Life PCS

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{7.9}{20.0}$

39.3%

Growth on DC-CAS Mathematics over time



$\frac{6.6}{20.0}$

33.0%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{0.5}{5.0}$

11.0%

Advanced only



$\frac{0.00}{1.25}$

0.0%

Elementary grades DC-CAS Mathematics

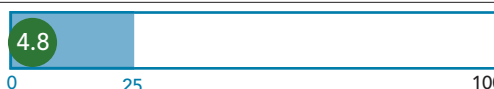
Proficient and Advanced



$\frac{1.0}{5.0}$

20.0%

Advanced only



$\frac{0.24}{1.25}$

19.4%

Middle grades DC-CAS Reading

Proficient and Advanced



$\frac{1.0}{5.0}$

19.5%

Advanced only

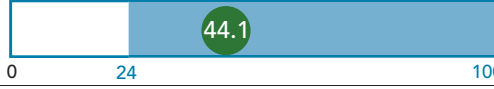


$\frac{0.00}{1.25}$

0.0%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.3}{5.0}$

26.8%

Advanced only



$\frac{0.22}{1.25}$

17.6%

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

Proficient and Advanced 3rd grade
Reading



$\frac{0.0}{7.5}$

0.0%

Proficient and Advanced 8th grade
Mathematics



$\frac{4.5}{7.5}$

60.1%

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

Attendance



$\frac{9.9}{10.0}$

99.0%

Re-enrollment in this school



$\frac{2.3}{10.0}$

22.9%

TOTAL SCORE

TIER 2

$\frac{35.5}{100.0}$

35.5%

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

Tree of Life PCS

WARD 5

2315 18th Place, NE
Washington, DC 20018

(202) 832-1108

www.treeoflifepcs.org

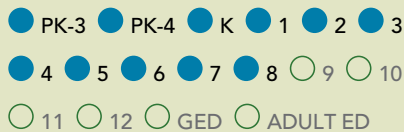
School Profile

Board Chair: Carl J. Hampton, Psy.D.
First School Year: 2000–01

Executive Director: Patricia L. "Ngozi" Williams

Total Enrollment: 282

2012–13 Grades:



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

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: PreK3 -1st: 10 to1;
2nd-8th: 20 to 1

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

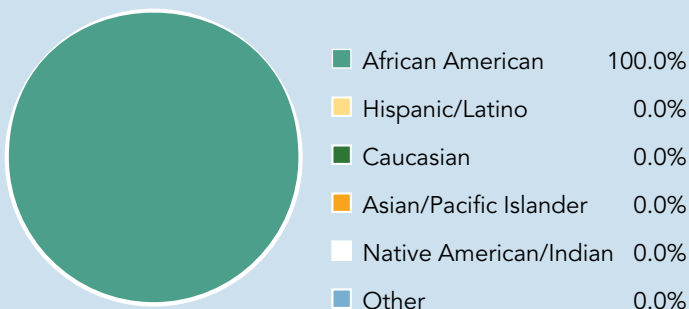
- State-of-the-art facility and classrooms
- Fresh food daily: 3 meals plus snacks and vegetarian options
- Interventions, including free tutoring
- Positive behavior support through incentives

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: 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

*Please check www.wmata.com for updates.

Tree of Life PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 75% of pre-kindergarten through first-grade students will show an increase in scaled score of at least 100 by the spring administration on the Renaissance Learning STAR Early Literacy assessment. 	70.2% of students increased in scaled score by at least 100.	No
<ul style="list-style-type: none"> 75% of second-grade students will show one school year's growth by the spring administration on the Renaissance Learning STAR Reading assessment. 	77.8% of students demonstrated one school year's growth.	Yes
<ul style="list-style-type: none"> 75% of second-grade students will show one school year's growth by the spring administration on the Renaissance Learning STAR Math assessment. 	66.7% of students demonstrated one school year's growth.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 45% of second-grade students will score at or above grade level on the Renaissance Learning STAR Reading assessment. 	63% of students scored at or above grade level.	Yes
<ul style="list-style-type: none"> 50% of second-grade students will score at or above grade level on Renaissance Learning STAR Math assessment. 	59.3% of students scored at or above grade level.	Yes
<ul style="list-style-type: none"> 45% of first-grade students will score at or above grade level on the Renaissance Learning STAR Reading assessment. 	60% of students scored at or above grade level.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 95.0%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 94.2%.	Yes

TOTAL TARGETS MET

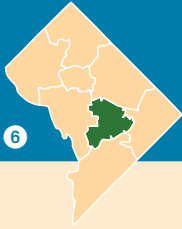
6 OF 8



2012 School Performance Report

Two Rivers PCS

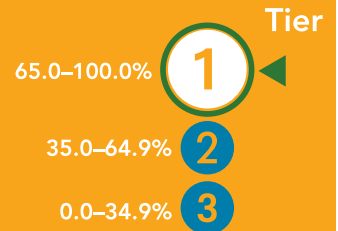
WARD 6



1227 4th Street, NE
Washington, DC 20002

(202) 546-4477

www.tworiverspcs.org



Total Score: **73.8%**

2011 Score: 75.0% **1**

School Profile

Board Chair:

Ann Gosier

Executive Director:

Jessica Wodatch

Total Enrollment: 456

2012–13 Grades:



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

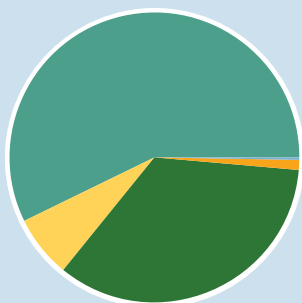
- Expeditionary learning model, which emphasizes interactive, hands-on, project-based learning
- Integrates the arts, Spanish, and physical education
- Responsive classroom school
- Highly skilled, dedicated staff
- A supportive community of learners
- An engaged and active parent community

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.

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



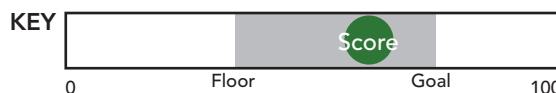
Metro/Bus Service*

NoMa-Gallaudet U (New York Avenue) Metro Station/90,92,93

*Please check www.wmata.com for updates.

Two Rivers PCS

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time		$\frac{16.1}{20.0}$	80.5%
Growth on DC-CAS Mathematics over time		$\frac{14.7}{20.0}$	73.6%

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

Elementary grades DC-CAS Reading		$\frac{3.2}{5.0}$	64.2%
Proficient and Advanced			
Advanced only		$\frac{0.89}{1.25}$	71.1%
Elementary grades DC-CAS Mathematics		$\frac{3.4}{5.0}$	67.6%
Proficient and Advanced			
Advanced only		$\frac{1.15}{1.25}$	91.9%
Middle grades DC-CAS Reading		$\frac{2.9}{5.0}$	57.5%
Proficient and Advanced			
Advanced only		$\frac{0.65}{1.25}$	52.3%
Middle grades DC-CAS Mathematics		$\frac{3.0}{5.0}$	59.6%
Proficient and Advanced			
Advanced only		$\frac{0.84}{1.25}$	67.3%

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

Proficient and Advanced 3rd grade Reading		$\frac{5.4}{7.5}$	71.7%
Proficient and Advanced 8th grade Mathematics		$\frac{5.2}{7.5}$	70.0%

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

Attendance		$\frac{8.5}{10.0}$	84.9%
Re-enrollment in this school		$\frac{7.9}{10.0}$	79.2%

TOTAL SCORE

TIER 1

$\frac{73.8}{100.0}$

73.8%

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

Two Rivers PCS

WARD 6

1227 4th Street, NE
Washington, DC 20002

(202) 546-4477

www.tworiverspcs.org

School Profile

Board Chair:

Ann Gosier

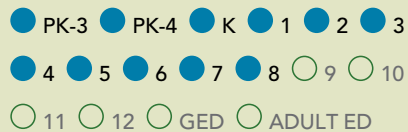
First School Year: 2004–05

Executive Director:

Jessica Wodatch

Total Enrollment: 456

2012–13 Grades:



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

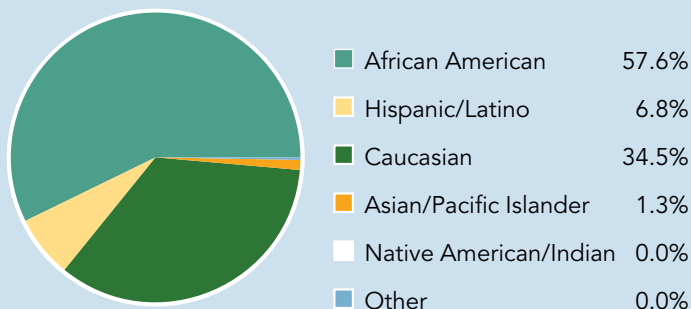
- Expeditionary learning model, which emphasizes interactive, hands-on, project-based learning
- Integrates the arts, Spanish, and physical education
- Responsive classroom school
- Highly skilled, dedicated staff
- A supportive community of learners
- An engaged and active parent community

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: 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.

Two Rivers PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 80% of pre-kindergarten-3 and pre-kindergarten-4 students will maintain or progress to age equivalency on the reading or quantitative subtest by the spring administration on the Brigance assessment. 	91.7% of students maintained or progressed to proficiency.	Yes
<ul style="list-style-type: none"> 90% of kindergarten students will maintain or progress to proficiency by the spring administration on the Wireless Generation mCLASS reading assessment. 	98% of students maintained or progressed to proficiency.	Yes
<ul style="list-style-type: none"> 73% of first and second-grade students will score at or above the expected level of growth in math by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP). 	58.7% of students scored at or above the expected level of growth.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 73% of first and second-grade students will be projected as proficient on the Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP). 	62.8% of students were projected as proficient.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days. 	The average daily attendance was 91.6%.	Yes
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 91.2%.	No

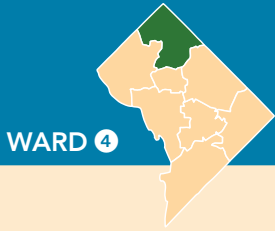
Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 85% of parents of pre-kindergarten-3 through second-grade students will attend their child's Showcase of Student Learning. 	95.1% of parents attended the Showcase.	Yes
<ul style="list-style-type: none"> 80% of parents of pre-kindergarten-3 through second-grade students will rate Two Rivers neutral or positive in teaching and learning on the Comprehensive School Climate Inventory. 	99% of parents rated Two Rivers neutral or positive.	Yes

TOTAL TARGETS MET

5 OF **8**



2012 School Performance Report



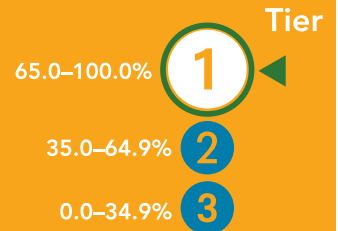
WARD 4

Washington Latin PCS – Middle School

4115 16th Street, NW
Washington, DC 20011

(202) 223-1111

www.latinpcs.org



Total Score: **71.5%**

2011 Score: 79.3% **1**

School Profile

Board Chair:

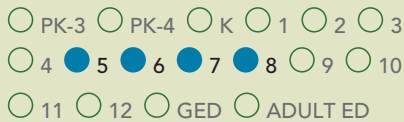
Mark Lerner

Executive Director:

Martha Cutts

Total Enrollment: 349

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☐ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 96%

Student-to-Teacher Ratio: 21 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

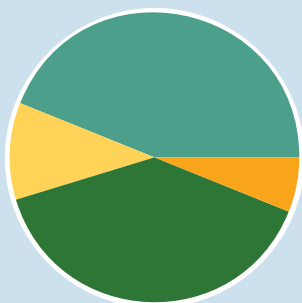
- Washington Latin Middle School has earned the DC Public Charter School Board's Tier 1 rank for two straight years
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin and Arabic

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.

Student Demographics



African American	41.7%
Hispanic/Latino	10.3%
Caucasian	37.1%
Asian/Pacific Islander	5.6%
Native American/Indian	0.0%
Other	0.0%

English Language Learners: 2.1%

Low Income: 24.1%

Special Education: 6.2%

Transportation



Metro/Bus Service*
S1; S2,4

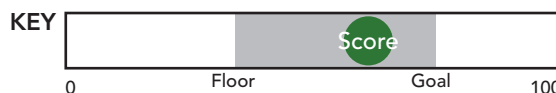


School Shuttle
Morning and afternoon from Capitol Hill and Tenleytown

*Please check www.wmata.com for updates.

Washington Latin PCS – Middle School

2012 School Performance Report



Grades measured: 5–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{13.5}{20.0}$

67.3%

Growth on DC-CAS Mathematics over time



$\frac{7.4}{20.0}$

37.0%

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

DC-CAS Reading

Proficient and Advanced



$\frac{7.4}{10.0}$

73.6%

Advanced only



$\frac{2.5}{2.5}$

100.0%

DC-CAS Mathematics

Proficient and Advanced



$\frac{7.0}{10.0}$

70.2%

Advanced only



$\frac{2.5}{2.5}$

100.0%

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

Proficient and Advanced 8th grade
Mathematics



$\frac{11.3}{15.0}$

75.4%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

TOTAL SCORE

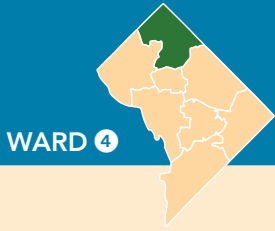
TIER 1

$\frac{71.5}{100.0}$

71.5%



2012 School Performance Report



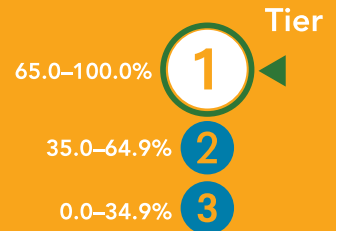
WARD 4

Washington Latin PCS – Upper School

4715 16th Street, NW
Washington, DC 20011

(202) 541-1591

www.latinpcs.org



Total Score: **80.8%**

2011 Score: 76.1% **1**

School Profile

Board Chair:

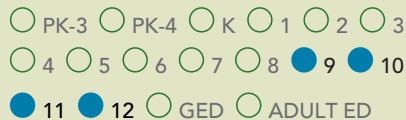
Mark Lerner

Executive Director:

Martha Cutts

Total Enrollment: 225

2012–13 Grades:



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

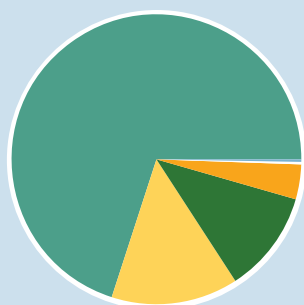
- Washington Latin Upper School has earned the DC Public Charter School Board's Tier 1 rank for two straight years
- Emphasis on language study as cornerstone of its curriculum; options are Latin, French, Mandarin and Arabic

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.

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%

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



Grades measured: 9–12

Points Earned
Points Possible

Percent of
Possible
Points

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

Growth on DC-CAS Reading over time



$\frac{5.6}{7.5}$

74.0%

Growth on DC-CAS Mathematics over time



$\frac{6.5}{7.5}$

87.1%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS

Proficient and Advanced



$\frac{4.5}{10.0}$

44.7%

Advanced only



$\frac{1.4}{2.5}$

54.2%

Mathematics 10th DC-CAS

Proficient and Advanced



$\frac{5.3}{10.0}$

53.2%

Advanced only



$\frac{0.8}{2.5}$

33.9%

Advanced Placement and International
Baccalaureate performance (12th)



$\frac{5.0}{5.0}$

100.0%

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

Graduation rate



$\frac{6.3}{7.5}$

83.6%

PSAT performance (11th)



$\frac{7.5}{7.5}$

100.0%

SAT performance (12th)



$\frac{5.8}{7.5}$

77.8%

College acceptance rate



$\frac{7.5}{7.5}$

100%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

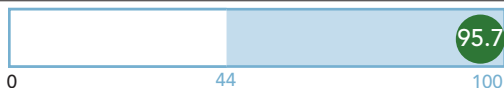
Re-enrollment in this school



$\frac{10.0}{10.0}$

100.0%

9th grade credits (on track to graduate)



$\frac{4.6}{5.0}$

92.4%

TOTAL SCORE

TIER 1

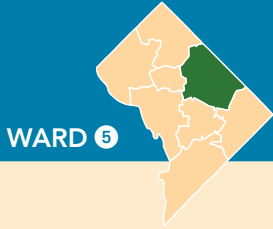
$\frac{80.8}{100.0}$

80.8%

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



2012 School Performance Report

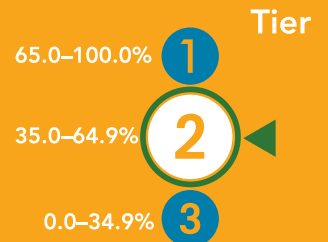


WARD 5

Washington Mathematics Science & Technology

1920 Bladensburg Road, NE
Washington, DC 20002

(202) 636-8011
www.wmstpchs.org



Total Score: **63.0%**

2011 Score: 57.6% **2**

School Profile

Board Chair:

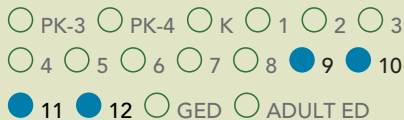
Jeneen Y. Ramos

Executive Director:

Mark Addae

Total Enrollment: 330

2012–13 Grades:



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

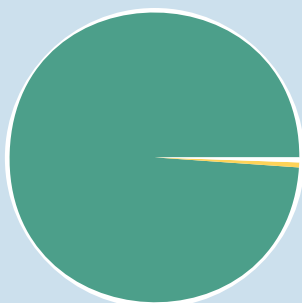
- International Baccalaureate program
- AVID program
- Air Force ROTC
- Full-time Health Corps Initiative coordinator
- Diverse school staff from more than fifteen countries
- Offers a summer program sponsored by Johns Hopkins University

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.

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%

Transportation



Metro/Bus Service*
B2

*Please check www.wmata.com for updates.

Washington Mathematics Science & Technology

2012 School Performance Report



Grades measured: 9–12

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

Growth on DC-CAS Reading over time	60.3	$\frac{6.5}{7.5}$	86.6%
Growth on DC-CAS Mathematics over time	59.6	$\frac{6.3}{7.5}$	84.6%

Student Achievement (30 points): Meeting or exceeding standards

Reading 10th DC-CAS	61.7	$\frac{4.8}{10.0}$	48.0%
Proficient and Advanced			
Advanced only	7.4	$\frac{0.7}{2.5}$	29.8%
Mathematics 10th DC-CAS	57.4	$\frac{4.7}{10.0}$	46.6%
Proficient and Advanced			
Advanced only	5.3	$\frac{0.5}{2.5}$	21.3%
Advanced Placement and International Baccalaureate performance (12th)	5.1	$\frac{1.7}{5.0}$	34.0%

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

Graduation rate	92.3	$\frac{6.1}{7.5}$	81.9%
PSAT performance (11th)	25.9	$\frac{3.7}{7.5}$	49.0%
SAT performance (12th)	33.3	$\frac{2.7}{7.5}$	36.3%
College acceptance rate	100.0	$\frac{7.5}{7.5}$	100.0%

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

Attendance	90.8	$\frac{5.8}{10.0}$	58.0%
Re-enrollment in this school	84.0	$\frac{7.7}{10.0}$	76.9%
9th grade credits (on track to graduate)	91.1	$\frac{4.2}{5.0}$	84.3%

TOTAL SCORE

TIER 2

$\frac{63.0}{100.0}$

63.0%

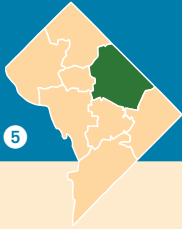
For a more detailed explanation of the indicators, see our user guide.



2012 School Performance Report

Washington Yu Ying PCS

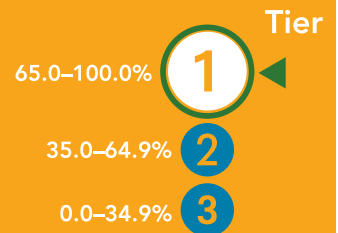
WARD 5



220 Taylor Street, NE
Washington, DC 20017

(202) 635-1950

www.washingtonyuying.org



Total Score: **76.7%**

2011 Score:

School Profile

Board Chair:

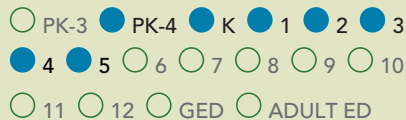
Lisa Chiu

Executive Director:

Mary Shaffner

Total Enrollment: 439

2012–13 Grades:



☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 14.8 to 1

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

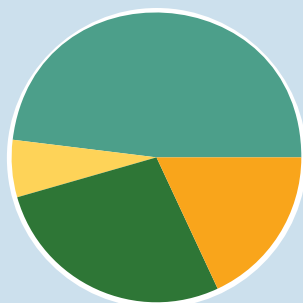
- Chinese-English dual immersion in grades K–4
- Full Chinese immersion in PK
- International Baccalaureate Primary Years Program

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.

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

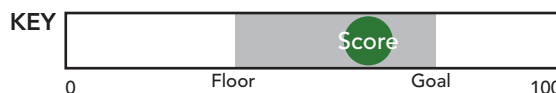


Metro/Bus Service*
60; H8

*Please check www.wmata.com for updates.

Washington Yu Ying PCS

2012 School Performance Report



Grades measured: 3-4

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{14.5}{20.0}$

72.5%

Growth on DC-CAS Mathematics over time



$\frac{20.0}{20.0}$

100.0%

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

DC-CAS Reading

Proficient and Advanced



$\frac{6.4}{10.0}$

63.9%

Advanced only



$\frac{0.7}{2.5}$

27.8%

DC-CAS Mathematics

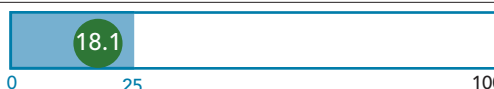
Proficient and Advanced



$\frac{5.6}{10.0}$

55.7%

Advanced only



$\frac{1.8}{2.5}$

72.2%

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

Proficient and Advanced 3rd grade
Reading



$\frac{8.8}{15.0}$

58.7%

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

Attendance



$\frac{10.0}{10.0}$

100.0%

Re-enrollment in this school



$\frac{9.0}{10}$

89.7%

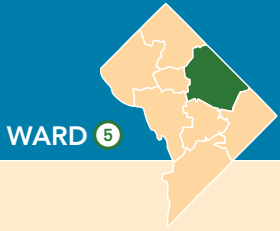
TOTAL SCORE

TIER 1

$\frac{76.7}{100}$

76.7%

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



WARD 5

Washington Yu Ying PCS

220 Taylor Street, NE
Washington, DC 20017

(202) 635-1950

www.washingtonyuying.org

School Profile

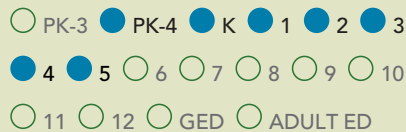
Board Chair:
Christina Murtaugh

First School Year: 2008–09

Principal:
Maquita Alexander

Total Enrollment: 439

2012–13 Grades:



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

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 14.8 to 1

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

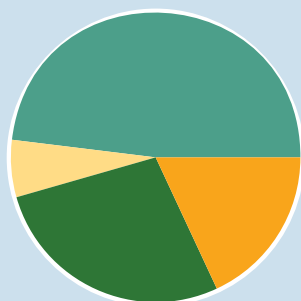
- Chinese-English dual immersion in grades K–5
- Full Chinese immersion in PK
- International Baccalaureate Primary Years Program

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.

Washington Yu Ying PCS

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 65% of kindergarten 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. 	85.7% of students increased one level or maintained low risk.	Yes
<ul style="list-style-type: none"> 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. 	88.3% of students demonstrated growth or maintained proficiency.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 65% of kindergarten through second-grade students will score "low risk" on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. 	85.4% of students scored "low risk."	Yes
<ul style="list-style-type: none"> 70% of kindergarten through second-grade students will score proficient or above in mathematics on the Discovery Education Early Skills Assessment. 	84.7% of students scored proficient.	Yes

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> 75% of pre-kindergarten through second-grade students will re-enroll for the 2011-2012 school year. 	The re-enrollment rate was 89.2%.	Yes
<ul style="list-style-type: none"> On average, pre-kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 97.1%.	Yes

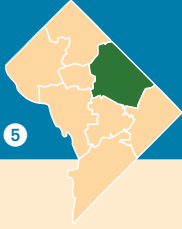
TOTAL TARGETS MET

6 OF **6**



2012 School Performance Report

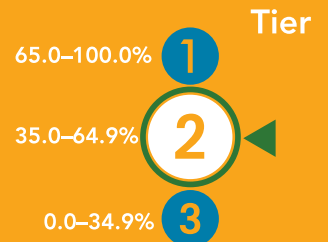
WARD 5



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

705 Edgewood Street, NE
Washington, DC 20017

(202) 269-4646
www.wedjschool.us



Total Score: **38.4%**

2011 Score: 31.3% **3**

School Profile

Board Chair:

Tanya Hales

Executive Director:

John Goldman

Total Enrollment: 373

2012–13 Grades:



2012–13 Application Deadline:

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 16 to 1

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

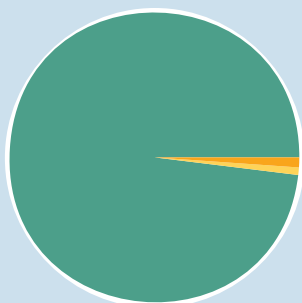
- Specialized instruction in music, dance/ballet, theater and visual arts

Tier Explanations

- 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.

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

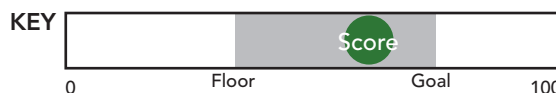


Metro/Bus Service*
Rhode Island Avenue
Metro Station

*Please check www.wmata.com for updates.

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

2012 School Performance Report



Grades measured: 3–8

Points Earned
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic improvement over time

Growth on DC-CAS Reading over time



$\frac{12.0}{20.0}$

59.8%

Growth on DC-CAS Mathematics over time



$\frac{13.9}{20.0}$

69.3%

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

Elementary grades DC-CAS Reading

Proficient and Advanced



$\frac{1.7}{5.0}$

34.3%

Advanced only



$\frac{0.43}{1.25}$

34.0%

Elementary grades DC-CAS Mathematics

Proficient and Advanced



$\frac{1.1}{5.0}$

22.1%

Advanced only



$\frac{0.48}{1.25}$

38.3%

Middle grades DC-CAS Reading

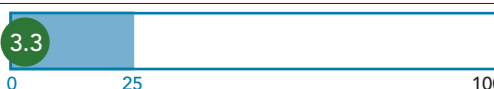
Proficient and Advanced



$\frac{1.6}{5.0}$

31.0%

Advanced only



$\frac{0.17}{1.25}$

13.3%

Middle grades DC-CAS Mathematics

Proficient and Advanced



$\frac{0.8}{5.0}$

17.0%

Advanced only



$\frac{0.08}{1.25}$

6.7%

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

Proficient and Advanced 3rd grade
Reading



$\frac{1.0}{7.5}$

13.5%

Proficient and Advanced 8th grade
Mathematics



$\frac{1.8}{7.5}$

23.5%

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

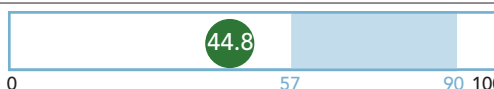
Attendance



$\frac{3.4}{10.0}$

34.0%

Re-enrollment in this school



$\frac{0.0}{10.0}$

0.0%

TOTAL SCORE

TIER 2

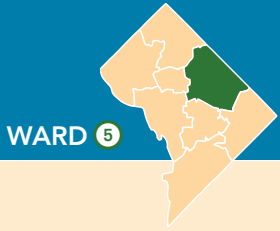
$\frac{38.4}{100.0}$

38.4%

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

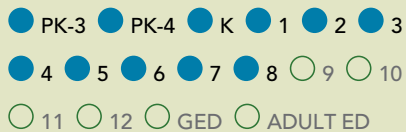
School Profile

Board Chair:

Tanya Hales

First School Year: 2004–05**Executive Director:**

John Goldman

Total Enrollment: 373**2012–13 Grades:****2012–13 Application Deadline:**

March 15, 2013 (Common App Date)

☒ Before Care ☒ After Care

Percentage of Highly Qualified Teachers: 100%

Student-to-Teacher Ratio: 16 to 1

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

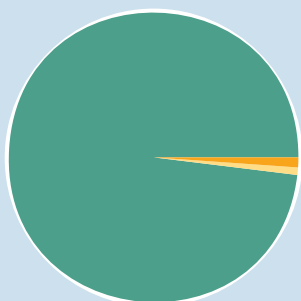
- Specialized instruction in music, dance/ballet, theater and visual arts

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.

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

2012 School Performance Report

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	Results unavailable*	No
<ul style="list-style-type: none"> 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). 	57.8% of students demonstrated growth.	No

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 70% of first and second-grade students will read on or above grade level on the Developmental Reading Assessment (DRA). 	43.9% of students were on grade level.	No

Leading Indicators Targets	Leading Indicators Results	Met Target?
<ul style="list-style-type: none"> On average, kindergarten through second-grade students will attend school 92% of the days. 	The average daily attendance was 83.5%.	No

TOTAL TARGETS MET	0 OF 4
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*Primary source data were not available at the time of review.

YouthBuild PCS

WARD 1

3014 14th Street, NW
Washington, DC 20009

(202) 319-0141

www.youthbuildpcs.org

School Profile

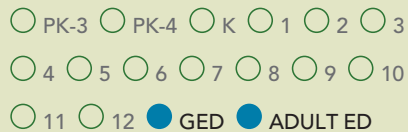
Board Chair:
Mark Jordan

First School Year: 2005–06

Executive Director:
Arthur Dade

Total Enrollment: 110

2012–13 Grades:



Percentage of Highly Qualified Teachers: N/A

Student-to-Teacher Ratio: 15 to 1

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.

Unique School Characteristics

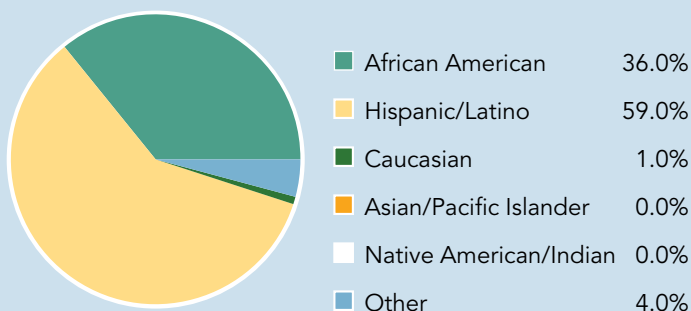
- Academic instruction/GED preparation; college dual-enrollment program
- Construction training-NCCER/PACT certification; Americorps mentoring program
- Student transportation stipend
- Job-readiness training

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.

Student Demographics



English Language Learners: 64.0%

Low Income: 100.0%

Special Education: 2.8%

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.

Student Progress Targets	Progress Results	Met Target?
<ul style="list-style-type: none"> 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. 	85% of the students advanced at least 2 grade levels.	Yes
<ul style="list-style-type: none"> 90% of students who complete the school year will progress at least 1 grade level in mathematics. 	92% of the students demonstrated a year of growth.	Yes
<ul style="list-style-type: none"> 65% of English Language Learner students will progress at least 20% in their English proficiency as measured by ACCESS for ELL. 	71% of students increased proficiency by 20%.	Yes

Student Achievement Targets	Achievement Results	Met Target?
<ul style="list-style-type: none"> 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. 	42% of students passed.	No
<ul style="list-style-type: none"> 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. 	8% of students passed.	Yes

Gateway Targets	Gateway Results	Met Target?
<ul style="list-style-type: none"> 95% of students who complete the school year will earn at least one of the following certifications: NCCER; RBI; MOS; or HVAC. 	98% of students earned one or more certification.	Yes
<ul style="list-style-type: none"> 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. 	83% of graduates were successfully placed.	Yes

Mission Specific Measures Targets	Mission Specific Results	Met Target?
<ul style="list-style-type: none"> 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. 	88% of students advanced 10 points.	Yes

TOTAL TARGETS MET

7 OF **8**

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



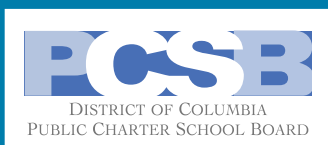
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