

WARD

PUBLIC CHARTER SCHOOL BOARD

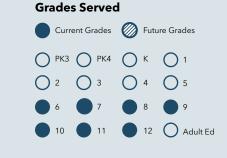
Kingsman Academy PCS

1375 E Street NE Washington, DC 20002 202-547-1028 ww.kingsmanacademy.org

School Profile (2016–17)

Board Chair Steve Messner **Co-Founder & Executive Director** Shannon Hodge

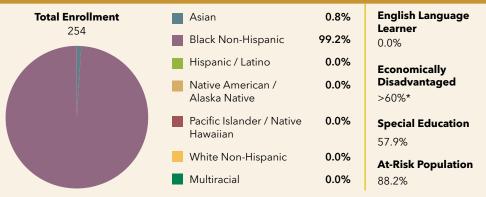
First School Year



Alternative Accountability

In 2015-16, DC PCSB implemented the Alternative Accountability Framework (AAF) for schools that provide programs to serve highly at-risk students, recognizing that an alternative framework is more appropriate to measure schools serving a considerably different population than that of most schools. This school will not receive a score or tier in 2015-16. When schools are initially designated to be eligible for the AAF, the school, in consultation with DC PCSB staff, designs a set of measures aligned to specific categories of quality, either traditional and/or nontraditional and unique to the school's program. These measures are subject to DC PCSB approval, are annually measured, and are publicly reported.

Student Demographics (2015–16)



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

A Note from the School

Kingsman Academy PCS is an open-enrollment, tuition-free, public school that opened its doors in August 2015. Recognizing the District of Columbia's need for a school that serves students at risk of dropping out of school, Kingsman Academy welcomes all students, especially those who are over-aged and under-credited, have attendance problems, or have behavioral or emotional disabilities. The mission of Kingsman Academy is to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship. Kingsman Academy offers individualized instruction and additional resources for all students, rich special education services, a strong multi-tiered system of support (MTSS) program, a school-wide Positive Behavioral Interventions and Supports program, numerous co-curricular and extracurricular programs, and an emphasis on family engagement.

2016 School Quality Report			
2015–16) Grades Measured: 6-12	KEY	Score	
Student Progress	0	Goal	100
Growth on the state assessment in English Language Arts			
Levels 1 and 2 special education students	0	40.5	100
	0		100
Levels 3 and 4 special education students	N/A*		
	0		100
General education students		44.5	
	0	-	100
Growth on the state assessment in Mathematics		25.5	
Levels 1 and 2 special education students	0	•	100
Levels 3 and 4 special education students	N/A*		
	0		100
General education students		29.0	
	0		100
Student Achievement			
PARCC: English Language Arts			
Approaching College and Career Ready and above for Levels 1 and 2 special education students	15.4	1	
	0		100
Approaching College and Career Ready and above for	0.0		
Levels 3 and 4 special education students	0		100
Approaching College and Career Ready and above for			
general education students	0.0		100
PARCC: Mathematics			
Approaching College and Career Ready and above for	0.0		
Levels 1 and 2 special education students	0		100
Approaching College and Career Ready and above for			
Levels 3 and 4 special education students	0.0		100
	0		100
Approaching College and Career Ready and above for	3.2		

Kingsman Academy PCS 2016 School Quality Report			
(2015–16) Grades Measured: 6-12	KEY	Score	100
Gateway			
On Track to Graduate High school credit attainment rate	0		82.7
Graduation Rate Five-year graduation rate	0	60	100
Re-enrollment Percent of non-graduating seniors who re-enroll	0		80 100
School Environment			
Attendance Middle school in-seat attendance rate	0		79.2 90.3 100
High school in-seat attendance rate	0	68.3	85.7 100
Social-Emotional Learning On the Ohio Scales Assessment, the percent of special education students with emotional or behavioral disabilities who decrease in problematic severity and increase in functionality	0	73 65	100

N/A* Results with less than 10 students are not dispalyed