The Children's Guild DC PCS

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2146 24th Street NE
Washington, DC 20018

202-774-5442
www.tcgdc.org

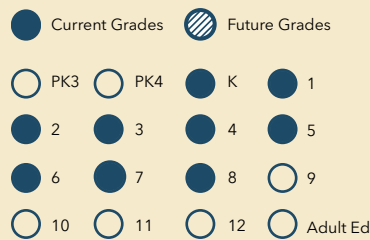## School Profile (2017–18)

Board Chair
Chris Zimmerman

CAO
Nakia Nicholson

Principal
Bryan Daniels

First School Year
2015–16

Grades Served

● Current Grades ◍ Future Grades

○ PK3 ○ PK4 ● K ● 1
● 2 ● 3 ● 4 ● 5
● 6 ● 7 ● 8 ○ 9
○ 10 ○ 11 ○ 12 ○ Adult Ed

Student Demographics (2016–17)

Total Enrollment
342

● Asian		0.0%
● Black Non-Hispanic		98.2%
● Hispanic / Latino		1.2%
● Native American / Alaska Native		0.0%
● Pacific Islander / Native Hawaiian		0.0%
● White Non-Hispanic		0.3%
● Multiracial		0.3%

English Language Learner
0.6%

Economically Disadvantaged
>60%*

Special Education
44.7%

At-Risk Population
83.0%

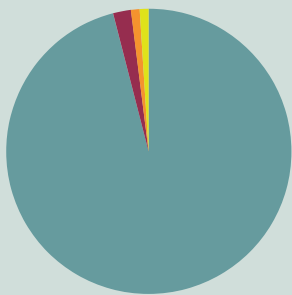** Community Eligible Schools serve at least 60% low-income students and offer free school meals to all students.*

Alternative Accountability

DC PCSB developed 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 from that of most schools. This school will not receive a score or tier in 2016–17. When a school is 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.

A Note from the School

The Children's Guild DC PCS seeks to prepare each student for success in the 21st century, giving them the knowledge, tools, and confidence to function in an interconnected, dynamic world. The Children's Guild DC PCS provides an enriched curriculum of academic rigor, project-based learning, and a focus on arts and technology in a school environment that stimulates all the senses. Students are encouraged to think creatively and solve problems. We honor the unique needs of each child, building an environment that is safe and supportive for students. Small class sizes and highly qualified, committed faculty allow the school to foster team building, character development, and high academic achievement.

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2017 School Quality Report

(2016–17)
Grades Measured: K–8

KEY

	Score	
0		100

Student Progress

Reading
Students reaching their reading growth goals on Read 180

N/A — 0 ... 75 ... 100

Students reaching their reading growth goals on iReady

43.6 — 0 ... 100

Special education students reaching their reading growth goals on iReady

48.0 — 0 ... 100

Math
Students reaching their math growth goals on iReady

38.7 — 0 ... 100

Special education students reaching their math growth goals on iReady

41.3 — 0 ... 100

Student Achievement

PARCC: English Language Arts
Approaching College and Career Ready and Above for Level 1 and 2 Special Education Students

21.9 — 0 ... 18.6 ... 100

Approaching College and Career Ready and Above for Level 3 and 4 Special Education Students

7.6 — 0 ... 7.1 ... 100

College and Career Ready and Above for Level 1 and 2 Special Education Students

3.1 — 0 ... 5.8 ... 100

College and Career Ready and Above for Level 3 and 4 Special Education Students

0.0 — 2 ... 100

Approaching College and Career Ready and above for non-special education students

31.5 — 0 ... 60.6 ... 100

College and Career Ready and Above for non-special education students

6.5 — 0 ... 35.5 ... 100

Multi-State Alternative Assessment: ELA
Proficient and Above

0 ... 42.9 ... 100

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

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2017 School Quality Report

(2016–17)
Grades Measured: K–8

KEY

	Score	
0	Goal	100

Student Achievement

PARCC: Math

Approaching College and Career Ready and Above
for Level 1 and 2 Special Education Students
9.4 — 0 · 20.3 · 100

Approaching College and Career Ready and Above
for Level 3 and 4 Special Education Students
12.8 — 0 · 7.8 · 100

College and Career Ready and Above for Level
1 and 2 Special Education Students
0.0 — 0 · 6.3 · 100

College and Career Ready and Above for Level
3 and 4 Special Education Students
2.6 — 0 · 2.3 · 100

Approaching College and Career Ready and
Above for non-special education students
32.3 — 0 · 58.3 · 100

College and Career Ready and Above for
non-special education students
8.9 — 0 · 31.5 · 100

Multi-State Alternative Assessment: Mathematics

Proficient and Above
0 · 51.7 · 100

School Environment

Attendance
In-seat attendance rate
86.4 — 0 · 90 · 100

Gallup Student Poll - Hopeful
Student average on the Hopeful domain on the
Gallup Student Poll
4.29 — 1 · 4.24 · 5

Gallup Student Poll - Engagement
Average student score on the Engagement
domain on the Gallup Student Poll
3.81 — 1 · 3.88 · 5

Student Discipline - General Education
School rate of suspensions, long-term suspensions,
and expulsions for general education
8.9 — 100 · 6.5 · 0

Student Discipline - Special Education
School rate of suspensions, long-term suspensions,
and expulsions for special education students
17.8 — 100 · 14.8 · 0

Family Engagement
Average parent score on the Connectedness and Engagment
domain on the National Climate Survey for Parents
4.49 — 1 · 4 · 5

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