DC International PCS
(High School)

Tier Explanations

1. High Performing
   (65.0% - 100%)
2. Mid Performing
   (35.0% - 64.9%)
3. Low Performing
   (0.0% - 34.9%)

Tiers and Scores

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 65%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 35%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>77.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>81.3%</td>
</tr>
</tbody>
</table>

School Profile (2019–20)

Board Chair
Andrea Lachenmayr

Executive Director
Mary Shaffner

Principal
Deidra Bailey

First School Year
2014-2015

Grades Served

Part of the PK-12 DCI network.

Student Demographics (2018–19)

Total Enrollment
1,061

- American Indian/Alaskan: 0.5%
- Asian: 3.1%
- Black/African American: 35.6%
- Hawaiian/Pacific Islander: 0.1%
- Hispanic/Latino, any race: 38.5%
- Two or More Races: 6.2%
- White: 15.9%

English Learner: 8.1%
Special Education: 15.3%
At-Risk: 18.8%
### 2018–19 Grades Measured: 9 - 11

#### Student Progress (7.5 points): Academic Improvement Over Time

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth on the state assessment in English Language Arts</td>
<td>2.1</td>
<td>7.5</td>
<td>40.0</td>
</tr>
<tr>
<td>Growth on the state assessment in mathematics‡</td>
<td>5.0</td>
<td>5.0</td>
<td>55.3</td>
</tr>
</tbody>
</table>

#### Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARCC: English Language Arts</td>
<td>3.3</td>
<td>5.0</td>
<td>75.5</td>
</tr>
<tr>
<td>PARCC: Mathematics</td>
<td>2.4</td>
<td>5.0</td>
<td>55.3</td>
</tr>
</tbody>
</table>

#### Gateway (10 points): Outcomes Aligned to College and Career Readiness

<table>
<thead>
<tr>
<th>Category</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade on Track to Graduate</td>
<td>3.5</td>
<td>5.0</td>
<td>83.1</td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five-Year Graduation Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSAT Performance (11th Grade)*</td>
<td>5.0</td>
<td>5.0</td>
<td>65.8</td>
</tr>
<tr>
<td>SAT/ACT Performance (12th Grade)**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT/ACT College and Career Ready: English Language Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT/ACT College and Career Ready: Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Acceptance Rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Placement, International Baccalaureate, Dual Enrollment Achievement, and CTE Certificate Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For a more detailed explanation of the categories, see our technical guide.
## School Environment (22.5 points): Predictors of Future Student Progress and Achievement

### Attendance
- **In-seat attendance**
  - Floor: 0
  - Score: 82/92
  - Target: 100
  - Points Earned: 12.5
  - Points Possible: 12.5

### Re-enrollment
- **Percent of students eligible to re-enroll**
  - Floor: 0
  - Score: 74/91.5
  - Target: 100
  - Points Earned: 10.0
  - Points Possible: 10.0

---

**TOTAL SCORE 81.3**

**TIER 1**

Points Earned: **48.8 out of 60.0**

---

‡ The school’s state assessment in math, the Integrated Math II assessment, did not include enough students at the state-level to calculate comparative growth scores for the 2018-19 school year.

* Score of at least 850 on Evidence-based Reading and Writing and math combined.
** Score of at least 890 on Evidence-based Reading and Writing and math combined on the SAT or a composite score of 16 on the ACT. SAT/ACT College and Career Ready Measures: A score of at least 480 Evidence-based Reading and Writing and a score of at least 530 on math. These benchmarks are from the College Board and align with students earning a C or higher in a related subject in their first semester of college.