

2014 - 15

# DC Public Charter School PMF Performance Reports



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



## **Photo credits:**

*Cover page*

(*Top Photo*) Bridges PCS

(*Middle Photo*) César Chávez PCS for Public Policy – Capitol Hill

(*Bottom Photo*) Hope Community PCS – Lamond

(*Page 1*) The Next Step / El Próximo Paso PCS

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## DC PCSB's Mission

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.

## DC PCSB's Vision

To lead the transformation of public education in DC and serve as a national role model for charter school authorizing and accountability.

## What are the DC PCSB School Performance Reports?

DC PCSB produces a detailed annual performance report for each public charter school it oversees. The performance report shows a school's results on the Performance Management Framework (PMF). The performance reports also includes an Accountability Plan for a school that has 100 percent students with disabilities.

## How can families use the School Performance Reports?

Families can use the School Performance Reports to find out how a public charter school is performing and as a guide to help them select a new school.

## Where did DC PCSB get the data for the School Performance Reports?

The data come from a variety of sources, including state test data from the Office of the State Superintendent of Education (OSSE), official score reports from testing agencies, and DC PCSB's internal data systems. Data submitted by public charter schools were verified by DC PCSB staff. Public charter school leaders were given the data for their schools for fact-checking before the reports were released to the public.

## New for 2015

### PARCC replaced DC CAS as the State Assessment

In 2014–15, DC changed the state assessment to the Partnership for Assessment of Readiness for College and Careers (PARCC) from the previous assessment, DC Comprehensive Assessment System (DC CAS).

### No Scores or Tiers for PK–12 Schools

DC PCSB did not score or tier any schools with a combination of Pre-kindergarten (PK) through grade 12 because of the change in the state assessment, the Early Childhood framework combining with the Elementary and Middle School framework, and an invalid transitional growth model for high school.

### The New Early Childhood/Elementary School/Middle School PMF

In 2014–15, DC PCSB published one PMF for all schools with any grade combination within PK through grade 8 for the first time. This Early Childhood/Elementary School/Middle School (EC/ES/MS) PMF is an overview of performance for all grades at each campus.

### Adult Education PMF

Since 2011, DC PCSB has collaborated with adult education school leaders to develop the Adult Education Performance Management Framework (AE PMF). The AE PMF was tiered for the first time. The intent of adult education public charter schools is to improve the educational skills and/or English proficiency of students age 16 and over while also enabling students to advance their postsecondary education, academic skills, and employability.

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## Reorganized Schools / Campuses

- Excel Academy PCS – DREAM and Excel Academy PCS – LEAD re-combined into one campus
- Friendship PCS – Technology Preparatory Academy divided its school into two campuses: Friendship PCS – Technology Preparatory Academy Middle and Friendship PCS – Technology Preparatory Academy High

*The following public charter schools first opened in the 2015–16 school year and therefore do not have school performance data from the 2014–15 school year:*

## New Public Charter Schools

- Children's Guild DC PCS
- Kingsman Academy PCS
- Monument Academy PCS
- Washington Global PCS

## New Campuses

- DC Prep PCS – Anacostia Elementary
- Friendship PCS – Armstrong Elementary Academy
- Friendship PCS – Online Academy
- KIPP DC – Valor Academy PCS
- Two Rivers PCS – Young

# School Lists

## Early Childhood/Elementary/Middle Schools

### Public Charter School

2014–15  
Grade Levels

#### WARD 1

AppleTree Early Learning PCS – Columbia Heights	PK3–PK4
Briya PCS	PK3–PK4; Adult
César Chávez PCS for Public Policy – Chávez Prep	6–9
District of Columbia International School	6–7
E.L. Haynes PCS – Middle School	5–8
Howard University Middle School of Mathematics and Science PCS	6–8
Meridian PCS	PK3–8

#### WARD 2

BASIS DC PCS	5–10
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#### WARD 4

Bridges PCS	PK3–2
Capital City PCS – Lower School	PK3–4
Capital City PCS – Middle School	5–8
Center City PCS – Brightwood	PK4–8
Center City PCS – Petworth	PK4–8
E.L. Haynes PCS – Elementary School	PK3–4
Hope Community PCS – Lamond	PK3–5
Ideal Academy PCS	PK3–8
Latin American Montessori Bilingual PCS	PK3–5
Paul PCS – Middle School	6–8
Roots PCS	PK3–5
Sela PCS	PK4–2
Shining Stars Montessori Academy PCS	PK3–3
Washington Latin PCS – Middle School	5–8

## Early Childhood/Elementary/Middle Schools

### Public Charter School

2014–15  
Grade Levels

### WARD 5

Center City PCS – Trinidad	PK4–8
Creative Minds International PCS	PK3–4
DC Bilingual PCS	PK3–5
DC Prep PCS – Edgewood Elementary	PK3–3
DC Prep PCS – Edgewood Middle	4–8
Elsie Whitlow Stokes Community Freedom PCS	PK3–5
Friendship PCS – Woodridge Elementary	PK3–3
Friendship PCS – Woodridge Middle	4–8
Harmony School of Excellence DC PCS	K–5
Hope Community PCS – Tolson	PK3–8
Inspired Teaching Demonstration PCS	PK3–6
KIPP DC – Connect Academy PCS	PK3–K
KIPP DC – Northeast Academy PCS	5–6
KIPP DC – Spring Academy PCS	1–1
Lee Montessori PCS	PK3–1
Mary McLeod Bethune Day Academy PCS	PK3–8
Mundo Verde Bilingual PCS	PK3–3
Perry Street Preparatory PCS	PK3–12
Potomac Preparatory PCS	PK3–8
Washington Yu Ying PCS	PK3–5
William E. Doar, Jr. PCS for the Performing Arts	PK3–8

### WARD 6

AppleTree Early Learning PCS – Lincoln Park	PK3–PK4
AppleTree Early Learning PCS – Southwest	PK3–PK4

# School Lists

## Early Childhood/Elementary/Middle Schools

Public Charter School

2014–15  
Grade Levels

### WARD 6 CONTINUED

Center City PCS – Capitol Hill	PK4–8
Center City PCS – Shaw	PK4–8
Eagle Academy PCS – Capitol Riverfront	PK3–3
Friendship PCS – Chamberlain Elementary	PK3–3
Friendship PCS – Chamberlain Middle	4–8
KIPP DC – Grow Academy PCS	PK3–K
KIPP DC – Lead Academy PCS	1–4
KIPP DC – WILL Academy PCS	5–8
Two Rivers PCS – 4th Street	PK3–8

### WARD 7

AppleTree Early Learning PCS – Oklahoma Ave	PK3–PK4
César Chávez PCS for Public Policy – Parkside Middle School	6–8
DC Prep PCS – Benning Elementary	PK3–3
DC Prep PCS – Benning Middle	4–5
DC Scholars PCS	PK3–5
Friendship PCS – Blow Pierce Elementary	PK3–3
Friendship PCS – Blow Pierce Middle	4–8
KIPP DC – Arts & Technology Academy PCS	PK3–K
KIPP DC – KEY Academy PCS	5–8
KIPP DC – LEAP Academy PCS	PK3–PK4
KIPP DC – Promise Academy PCS	K–4
KIPP DC – Quest Academy PCS	1–5
SEED PCS of Washington, DC	6–12
St. Coletta Special Education PCS	PK3–12

## Early Childhood/Elementary/Middle Schools

Public Charter School

2014–15  
Grade Levels

### WARD 8

Achievement Prep PCS – Elementary	K–3
Achievement Prep PCS – Middle	4–8
AppleTree Early Learning PCS – Southeast	PK3–PK4
Cedar Tree Academy PCS	PK3–K
Center City PCS – Congress Heights	PK4–8
Democracy Prep Congress Heights PCS	PK3–6
Eagle Academy PCS – Congress Heights	PK3–3
Early Childhood Academy PCS	PK3–3
Excel Academy PCS – DREAM	PK3–3
Excel Academy PCS – LEAD	4–6
Friendship PCS – Southeast Elementary Academy	PK3–5
Friendship PCS – Technology Preparatory Academy Middle	6–8
Ingenuity Prep PCS	PK3–1
KIPP DC – AIM Academy PCS	5–8
KIPP DC – Discover Academy PCS	PK3–K
KIPP DC – Heights Academy PCS	1–4
Somerset Preparatory Academy PCS	6–9

# School Lists

## High Schools

Public Charter School

2014–15  
Grade Levels

### WARD 2

BASIS DC PCS

5–10

### WARD 4

Capital City PCS – High School

9–12

E.L. Haynes PCS – High School

9–12

Paul PCS – International High School

9–11

Washington Latin PCS – Upper School

9–12

### WARD 5

KIPP DC – College Preparatory PCS

9–12

Washington Mathematics Science Technology PCHS

9–12

### WARD 6

César Chávez PCS for Public Policy – Capitol Hill

9–12

Richard Wright PCS for Journalism and Media Arts

8–12

### WARD 7

César Chávez PCS for Public Policy – Parkside High School

9–12

Friendship PCS – Collegiate Academy

9–12

IDEA PCS

9–12

Maya Angelou PCS – High School

9–12

SEED PCS of Washington, DC

6–12

### WARD 8

Friendship PCS – Technology Preparatory Academy High

9–12

National Collegiate Preparatory PCHS

9–12

Thurgood Marshall Academy PCS

9–12

# Adult Education Schools by Tier

Tier	(65.0 – 100.0%)	Ward	2014–15
			Ages Served
<b>Tier 1</b>	Briya PCS	1, 4	16 and older
	Carlos Rosario International PCS	1, 5	16 and older
<b>Tier 2</b> (35.0 – 64.9%)			
	The Next Step/El Próximo Paso PCS	1	16–24
	YouthBuild PCS	1	16–24
<b>Tier 3</b> (0.0 – 34.9%)			
	Community College Preparatory Academy PCS	6, 8	18 and older
	Maya Angelou PCS – Young Adult Learning Center	7	17–24
	LAYC Career Academy PCS	1	16–24
<b>FIRST YEAR ADULT EDUCATION SCHOOL – NO TIER</b>			
	Academy of Hope Adult PCS*	5, 8	18 and older

\*Academy of Hope Adult PCS did not receive a PMF tier this year because it opened in the 2014–15 school year, and a school in its first year of operation does not receive a PMF tier. Data have been reported on all measures, where available. Beginning in the 2015–16 school year, Academy of Hope Adult PCS will be held to the same performance framework as other adult education public charter schools.

# How to read the Performance Reports

## What information is included?

The performance report lists a school's (1) overall tier history. DC PCSB did not tier PK-12 schools in 2015 due to the change in the statewide assessment.

It also has (2) basic information about the school's leadership, ages served, and (3) student demographics.

(4)

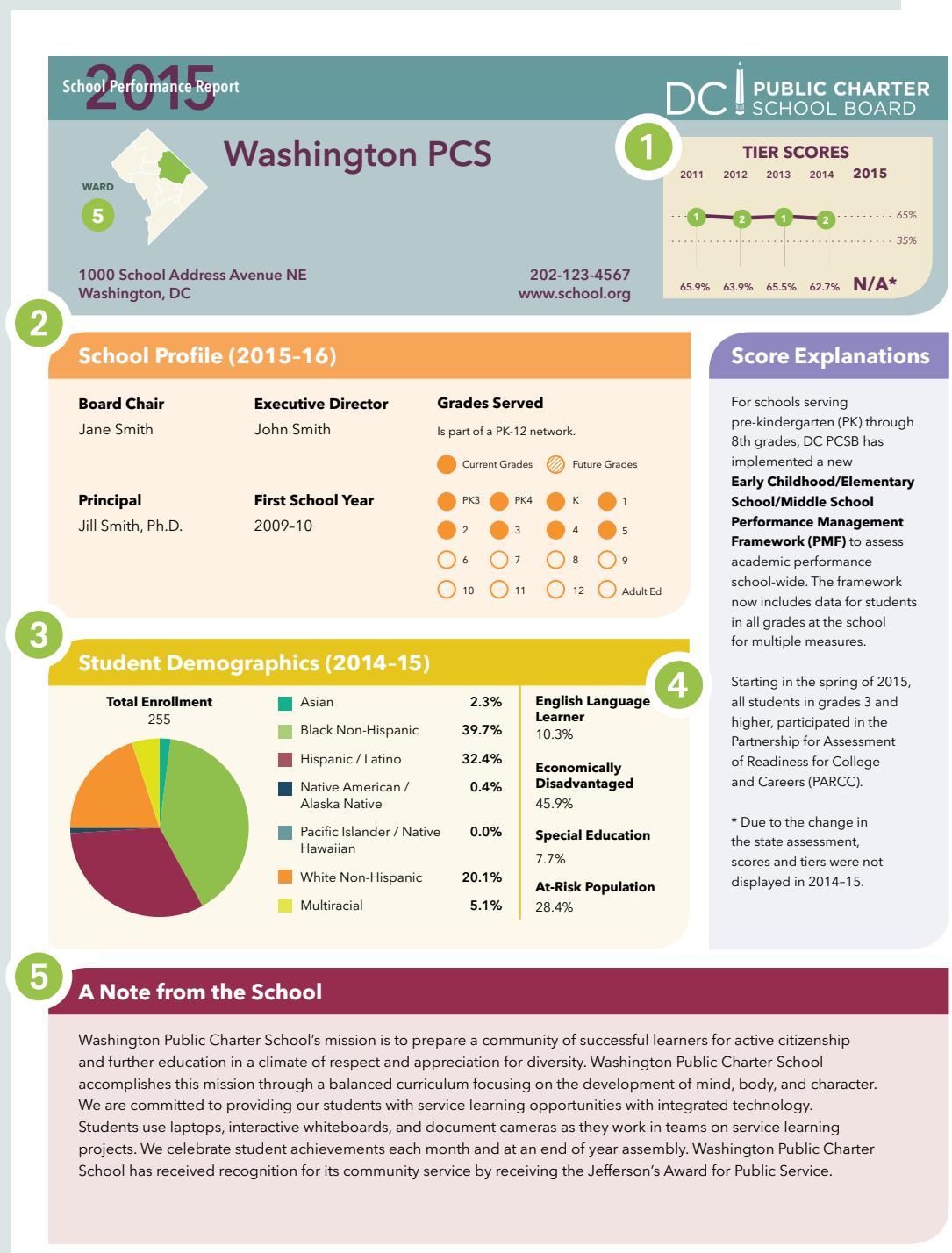
a) English Language Learners are students with a home language other than English who are eligible to receive an English-language development program at school.

b) Economically Disadvantaged is a classification based on family income.

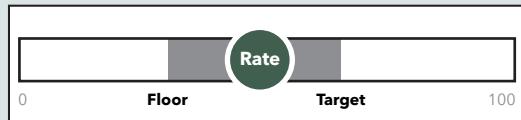
c) Special Education is specifically designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

d) At-Risk is a classification based on family income as well as high school students who are over-aged and under-credited.

(5) A Note from the School is a school's opportunity to describe their program and accomplishments.



# How to read the PK–12 Reports



The floor determines the minimum value for which any points are awarded. Schools receive no points for values that are below the floor. The target determines the maximum value for which any points are awarded. Schools receive no additional points for values above the target.

## Washington PCS

2015 School Performance Report

(2014–15)

### Grades Measured: PK3–5



6

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

## What are the academic measures?

### (6) Growth over time

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

The MGP summarizes student growth in a school. It tells us how much students in a school are progressing academically compared with similar students in other schools. For example, an MGP score of 62 means that a typical student in that school showed greater overall improvement than 62 percent of similar students in schools across the city. Thus the average MGP for a school is 50.

Due to the change in the statewide assessment High School MGP rates were not available for the 2014–15 HS PMF. DC PCSB established conditions to ensure the reliability and validity of MGP and these conditions were not met.

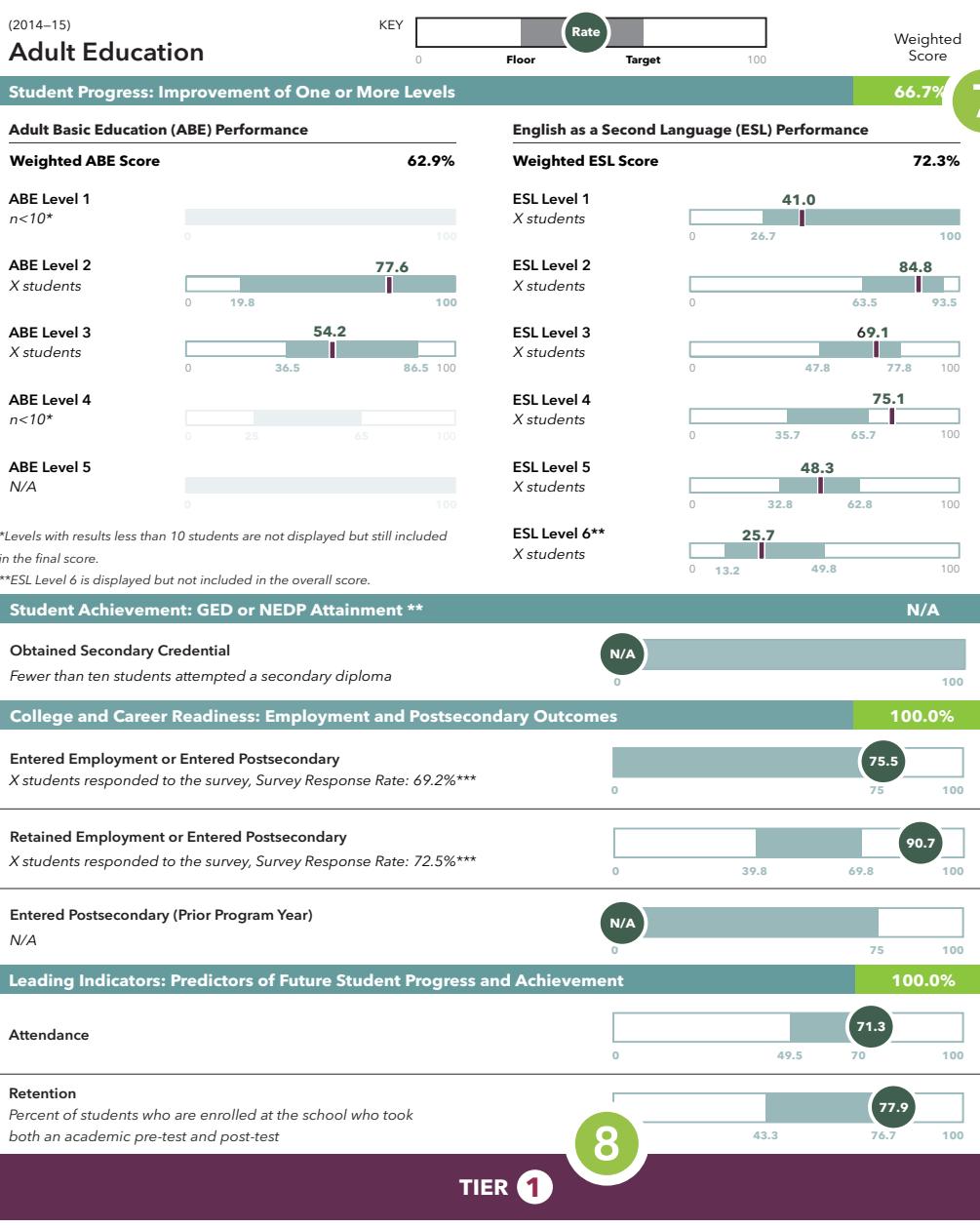
For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Policy and Technical Guide in the PMF section of the DC PCSB website, [www.dcpcsb.org](http://www.dcpcsb.org).

# How to read the Adult Education Reports

(7) Each section is color-coded to correspond to the performance on each indicator:

- █ Green denotes high performance (65.0% – 100.0%)
- █ Yellow denotes mid performance (35.0% – 64.9%)
- █ Red denotes low performance (34.9% and below)

## Washington PCS 2015 School Performance Report



(8) School Tier

### Tier 1 (High Performing)

Schools earning a Tier 1 status must meet or exceed a weighted percent of 65.0% on all indicators.

### Tier 2 (Mid Performing)

Schools earning a Tier 2 status meet a weighted percent of at least 35.0% on all indicators.

### Tier 3 (Low Performing)

Schools earning a Tier 3 status do not meet the 35.0% weighted percent on one or more indicators.

For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Policy and Technical Guide in the PMF section of the DC PCSB website, [www.dcpcsb.org](http://www.dcpcsb.org).

2014 - 15

# Individual Public Charter School Performance Reports



# Academy of Hope Adult PCS

421 Alabama Avenue SE  
601 Edgewood St NE, Suite 25  
Washington, DC

202-269-6623  
[www.aohdc.org](http://www.aohdc.org)

## TIER\*



\*This school is not receiving a PMF tier this year because 2014-15 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2015-16 school year.

## School Profile (2015-16)

### Board Chair

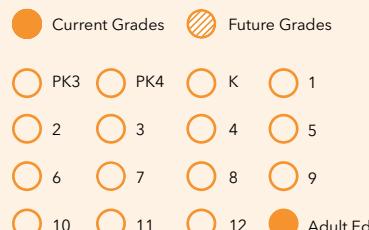
Patrina Clark

### CEO

Leicester Johnson

### Grades Served

Serves ages 18 and older.



### Chief Program Officer

Patricia DeFerrari

### First School Year

2014-15

## Adult Education Tier Explanations

### 1 High Performing

(At least 65.0% in all indicators)

### 2 Mid Performing

(At least 35.0% in all indicators)

### 3 Low Performing

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(PMF) to assess school-wide academic performance. Schools are rated by tiers:

**Tier 1** schools meet standards of high performance

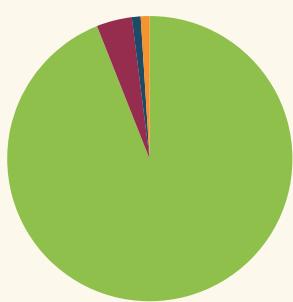
**Tier 2** schools fall short of high performance standards but meet minimum overall performance standards

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

## Student Demographics (2014-15)

### Total Enrollment

256



\*Includes only students under the age of 22, per state funding requirements

Asian	0.0%
Black Non-Hispanic	94.9%
Hispanic / Latino	3.9%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.8%
Multiracial	0.0%

### English Language Learner

0.0%\*

### Special Education

9.5%\*

## A Note from the School

The mission of Academy of Hope Adult Public Charter School is to provide high-quality adult education and services that change lives and improve our community. Our classes are small, dynamic, and learner-centered. We have a strong community-building focus. In addition to two high school completion programs, preparation for the GED and the National External Diploma Program, we offer career counseling, computer training, and bridge-to-college classes that allow adults to earn college credit while completing their high school credential. We also offer our Gateway to College and Careers program for adults who have their high school credential but need to improve their skills to qualify for college or training.

# Academy of Hope Adult PCS

## 2015 School Performance Report

(2014–15)



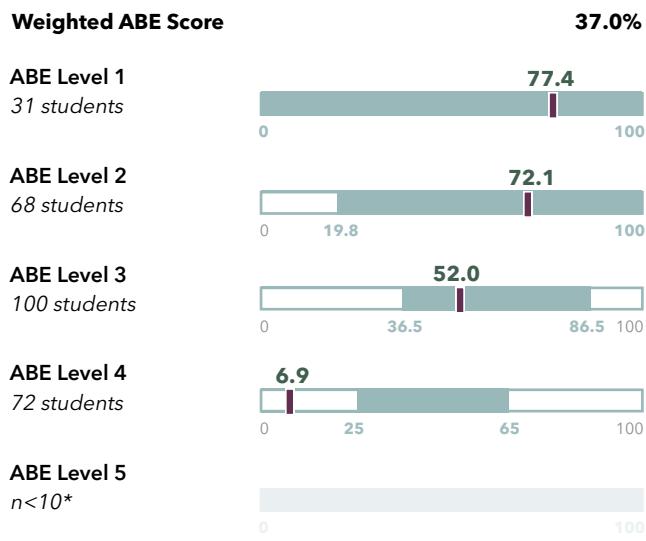
Weighted Score

### Adult Education

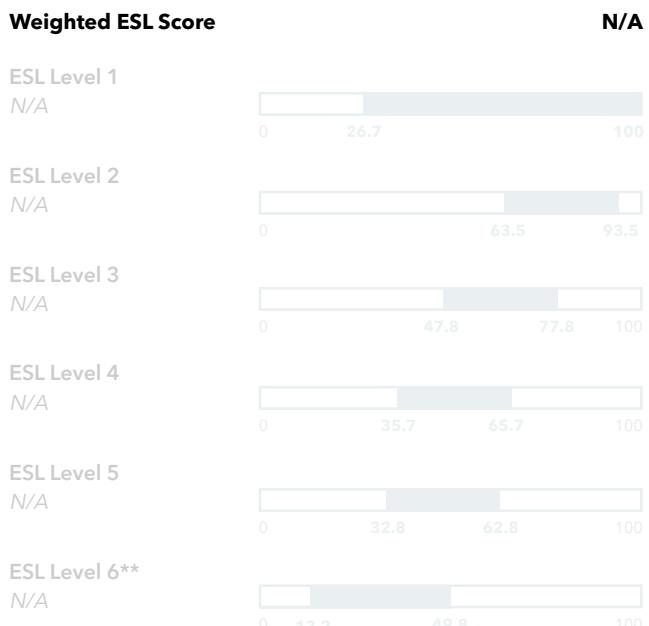
#### Student Progress: Improvement of One or More Levels

**37.0%**

##### Adult Basic Education (ABE) Performance



##### English as a Second Language (ESL) Performance



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

**31.6%**

#### Student Achievement: GED or NEDP Attainment \*\*



#### College and Career Readiness: Employment and Postsecondary Outcomes

**0.0%**

##### Entered Employment or Entered Postsecondary

23 students responded to the survey, Survey Response Rate: 45.1%\*\*\*

Response Rate Not Met



##### Entered Postsecondary (Prior Program Year)

N/A



#### Leading Indicators: Predictors of Future Student Progress and Achievement

**79.9%**

##### Attendance



##### Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test



# Academy of Hope Adult PCS

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

The school did not identify any mission specific goals to be displayed on the PMF



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.

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



# Achievement Preparatory Academy PCS - Elementary

1500 Mississippi Avenue SE  
Washington, DC 20032

202-727-7373  
[www.achievementprep.org](http://www.achievementprep.org)

## School Profile (2015-16)

**Board Chair**

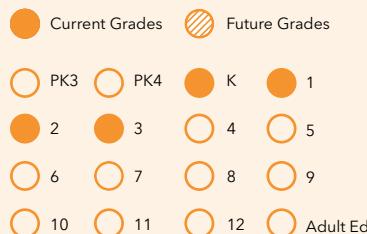
John Green

**Founder & CEO**

Shantelle Wright

**Grades Served**

Is part of a K-8 network.


**Principal**

Jake Lappi

**First School Year**

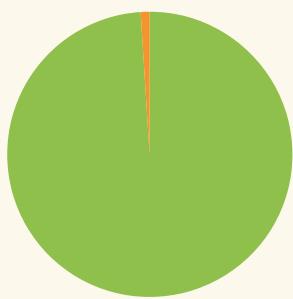
2013-14

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
267



Asian	0.0%
Black Non-Hispanic	99.6%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.4%
Multiracial	0.0%

**English Language Learner**  
0.4%

**Economically Disadvantaged**  
68.5%

**Special Education**  
11.2%

**At-Risk Population**  
51.3%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Our mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. Critical to Achievement Prep's mission is also the idea of developing and fostering a strong character in our scholars. On a daily basis, they focus on the development and practice of Achievement Prep's DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery). At Achievement Prep we believe that all students, regardless of race or socioeconomic status, deserve a top-quality, rigorous college-preparatory education; when provided with a highly structured, disciplined, and supportive learning environment with quality, targeted instruction, all students will achieve the highest academic standards; and literacy is the most essential academic skill upon which most future skills and knowledge acquisition are based.

# Achievement Preparatory Academy PCS - Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: K-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



908 Wahler Place SE  
Washington, DC 20032

202-562-1214  
[www.achievementprep.org](http://www.achievementprep.org)

# Achievement Preparatory Academy PCS - Middle



## School Profile (2015-16)

**Board Chair**

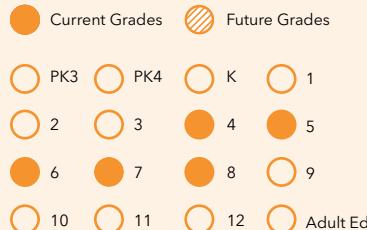
John Green

**Founder & CEO**

Shantelle Wright

**Grades Served**

Is part of a K-8 network.


**Principal**

Susan Cannon

**First School Year**

2008-09

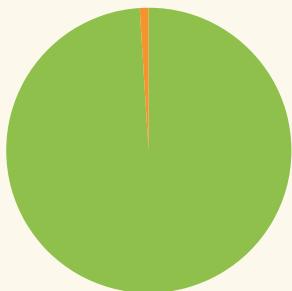
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

381



Asian

0.0%

Black Non-Hispanic

99.5%

Hispanic / Latino

0.0%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.5%

Multiracial

0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
71.4%

**Special Education**  
14.2%

**At-Risk Population**  
51.2%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Our mission is to prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond. Critical to Achievement Prep's mission is also the idea of developing and fostering a strong character in our scholars. On a daily basis, they focus on the development and practice of Achievement Prep's DREAM values (Determination, Respect, Enthusiasm, Accountability, and Mastery). At Achievement Prep we believe that all students, regardless of race or socioeconomic status, deserve a top-quality, rigorous college-preparatory education; when provided with a highly structured, disciplined, and supportive learning environment with quality, targeted instruction, all students will achieve the highest academic standards; and literacy is the most essential academic skill upon which most future skills and knowledge acquisition are based.

# Achievement Preparatory Academy PCS - Middle

## 2015 School Performance Report

(2014–15)



### Grades Measured: 4–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

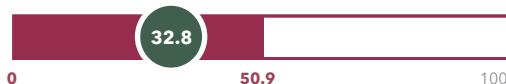


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# AppleTree Early Learning PCS - Columbia Heights

2750 14th Street NW  
Washington, DC 20009

202-667-9490  
[www.appletreeinstitute.org](http://www.appletreeinstitute.org)

## School Profile (2015-16)

**Board Chair**

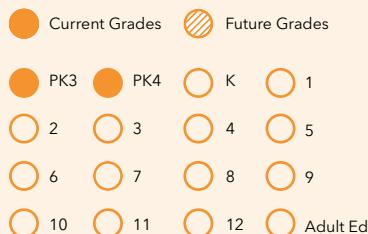
Jack McCarthy

**Chief of Schools**

Anne Zummo-Malone

**Grades Served**

Is part of a PK network.


**Principal**

Ryan Tauriainen

**First School Year**

2007-08

## Pre-kindergarten Programs

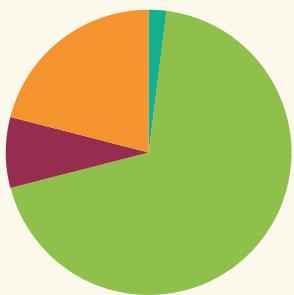
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new

**Early Childhood/  
Elementary School/Middle  
School Performance  
Management Framework  
(PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

\* DC PCSB is displaying the results for schools that serve only PK grades in 2014-15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

## Student Demographics (2014-15)

**Total Enrollment**  
163



Asian	1.8%
Black Non-Hispanic	69.3%
Hispanic / Latino	8.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	20.9%
Multiracial	0.0%

**English Language  
Learner**  
22.7%

**Economically  
Disadvantaged**  
>60%\*

**Special Education**  
8.6%

**At-Risk Population**  
37.4%

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

## A Note from the School

AppleTree Early Learning PCS's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.

# AppleTree Early Learning PCS - Columbia Heights

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-PK4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



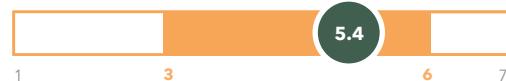
#### School Environment: Predictors of Future Student Progress and Achievement

##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



##### Attendance

In-seat Attendance



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



# AppleTree Early Learning PCS - Lincoln Park

138 12th Street NE  
Washington, DC 20002

202-621-6581  
[www.appletreeinstitute.org](http://www.appletreeinstitute.org)

## School Profile (2015-16)

**Board Chair**

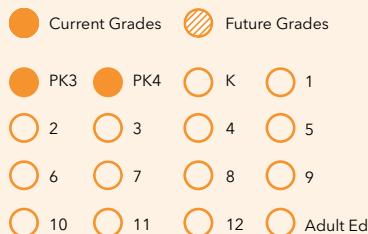
Jack McCarthy

**Chief of Schools**

Anne Zummo-Malone

**Grades Served**

Is part of a PK network.


**Principal**

Allison Waddy

**First School Year**

2011-12

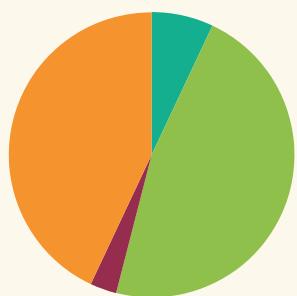
## Pre-kindergarten Programs

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

60



Asian

6.7%

Black Non-Hispanic

46.7%

Hispanic / Latino

3.3%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

43.3%

Multiracial

0.0%

**English Language  
Learner**  
3.3%

**Economically  
Disadvantaged**  
>60%\*

**Special Education**  
10.0%

**At-Risk Population**  
10.0%

\* DC PCSB is displaying the results for schools that serve only PK grades in 2014-15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

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

## A Note from the School

AppleTree Early Learning PCS's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.

# AppleTree Early Learning PCS - Lincoln Park

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-PK4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



#### School Environment: Predictors of Future Student Progress and Achievement

##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



##### Attendance

In-seat Attendance



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



# AppleTree Early Learning PCS - Oklahoma Avenue

330 21st Street NE  
Washington, DC 20002

202-629-2179  
[www.appletreeinstitute.org](http://www.appletreeinstitute.org)

## School Profile (2015-16)

**Board Chair**

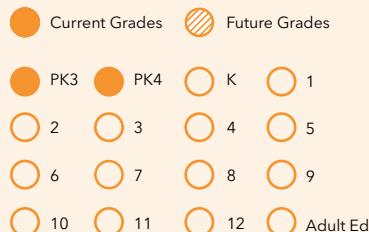
Jack McCarthy

**Chief of Schools**

Anne Zummo-Malone

**Grades Served**

Is part of a PK network.


**Principal**

Ntaka Wellington

**First School Year**

2010-11

## Pre-kindergarten Programs

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new

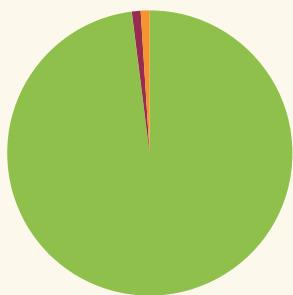
**Early Childhood/  
Elementary School/Middle  
School Performance  
Management Framework  
(PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

\* DC PCSB is displaying the results for schools that serve only PK grades in 2014-15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

## Student Demographics (2014-15)

**Total Enrollment**

161



Asian

0.0%

Black Non-Hispanic

98.1%

Hispanic / Latino

0.6%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

1.2%

Multiracial

0.0%

**English Language  
Learner**

1.9%

**Economically  
Disadvantaged**

>60%\*

**Special Education**

4.3%

**At-Risk Population**

52.2%

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

## A Note from the School

AppleTree Early Learning PCS's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.

# AppleTree Early Learning PCS - Oklahoma Avenue

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-PK4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



#### School Environment: Predictors of Future Student Progress and Achievement

##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



##### Attendance

In-seat Attendance



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



# AppleTree Early Learning PCS - Southeast

WARD  
8  
2017 Savannah Street SE  
2011 Savannah Street SE  
Washington, DC 20020

202-629-2545  
202-506-1890  
[www.appletreeinstitute.org](http://www.appletreeinstitute.org)

## School Profile (2015-16)

**Board Chair**

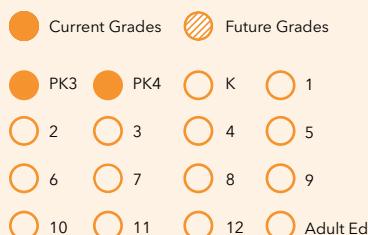
Jack McCarthy

**Chief of Schools**

Anne Zummo-Malone

**Grades Served**

Is part of a PK network.


**Principal**

Michael Wilson

**First School Year**

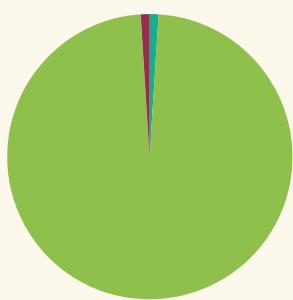
2011-12

## Pre-kindergarten Programs

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/ Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
178



Asian	0.6%
Black Non-Hispanic	98.9%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.6%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
4.5%

**At-Risk Population**  
73.6%

\* DC PCSB is displaying the results for schools that serve only PK grades in 2014-15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

## A Note from the School

AppleTree Early Learning PCS's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.

# AppleTree Early Learning PCS - Southeast

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-PK4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



#### School Environment: Predictors of Future Student Progress and Achievement

##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



##### Attendance

In-seat Attendance



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

WARD  
**6**  
801 7th Street SW  
Washington, DC 20009

# AppleTree Early Learning PCS - Southwest

202-572-4466  
202-646-0500  
[www.appletreeinstitute.org](http://www.appletreeinstitute.org)

## School Profile (2015-16)

**Board Chair**

Jack McCarthy

**Chief of Schools**

Anne Zummo-Malone

**Grades Served**

Is part of a PK network.

- Current Grades      ● Future Grades
- |       |       |      |            |
|-------|-------|------|------------|
| ● PK3 | ● PK4 | ● K  | ● 1        |
| ● 2   | ● 3   | ● 4  | ● 5        |
| ● 6   | ● 7   | ● 8  | ● 9        |
| ● 10  | ● 11  | ● 12 | ● Adult Ed |

**Principal**

Aja Mills

**First School Year**

2005-06

## Pre-kindergarten Programs

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new

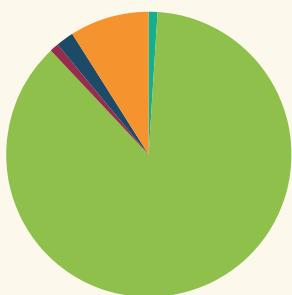
**Early Childhood/  
Elementary School/Middle  
School Performance  
Management Framework  
(PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

\* DC PCSB is displaying the results for schools that serve only PK grades in 2014-15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

## Student Demographics (2014-15)

**Total Enrollment**

86



Asian	1.2%
Black Non-Hispanic	87.2%
Hispanic / Latino	1.2%
Native American / Alaska Native	2.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	8.1%
Multiracial	0.0%

**English Language  
Learner**

4.7%

**Economically  
Disadvantaged**

&gt;60%\*

**Special Education**

3.5%

**At-Risk Population**

48.8%

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

## A Note from the School

AppleTree Early Learning PCS's mission is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree Early Learning PCS 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.

# AppleTree Early Learning PCS - Southwest

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-PK4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



#### School Environment: Predictors of Future Student Progress and Achievement

##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



##### Attendance

In-seat Attendance



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



# BASIS DC PCS (Middle School)

410 8th Street NW  
Washington, DC 20004

202-393-5437  
[www.basisdc.org](http://www.basisdc.org)

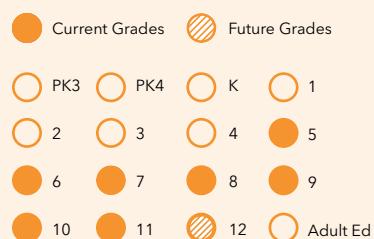


## School Profile (2015-16)

**President and Chairman**  
Craig Barrett, Ph.D.

**Senior Vice President of School Management**  
Carolyn McGarvey

### Grades Served



**Head of School**  
Tim Eyerman

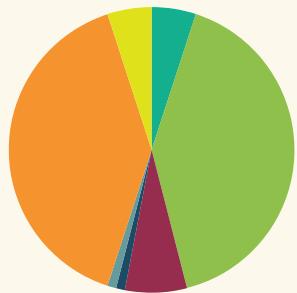
**First School Year**  
2012-13

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
551



Asian	4.7%
Black Non-Hispanic	42.1%
Hispanic / Latino	7.1%
Native American / Alaska Native	0.2%
Pacific Islander / Native Hawaiian	0.4%
White Non-Hispanic	39.9%
Multiracial	5.6%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
17.4%

**Special Education**  
4.7%

**At-Risk Population**  
9.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

# BASIS DC PCS (Middle School)

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 5–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



# BASIS DC PCS (High School)

410 8th Street NW  
Washington, DC 20004

202-393-5437  
[www.basisdc.org](http://www.basisdc.org)

## School Profile (2015-16)

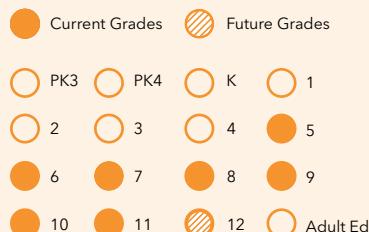
### President and Chairman

Craig Barrett, Ph.D.

### Senior Vice President of School Management

Carolyn McGarvey

### Grades Served



### Head of School

Tim Eyerman

### First School Year

2012-13

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

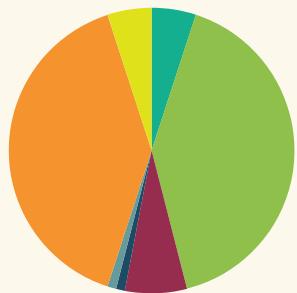
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

551



Asian

4.7%

Black Non-Hispanic

42.1%

Hispanic / Latino

7.1%

Native American / Alaska Native

0.2%

Pacific Islander / Native Hawaiian

0.4%

White Non-Hispanic

39.9%

Multiracial

5.6%

### English Language Learner

0.0%

### Economically Disadvantaged

17.4%

### Special Education

4.7%

### At-Risk Population

9.8%

## A Note from the School

BASIS DC PCS was founded on the belief that every child deserves a world-class education. The BASIS DC school culture makes high academic achievement and intellectual engagement the norm and allows students to realize and fulfill their great academic potential. This approach instills in students a lifelong love and respect for knowledge and an understanding of the importance of hard work and self-reliance as a path toward success. Our rigorous, college preparatory education equips students for the competitive college admissions process, helps them become eligible for scholarships, prepares them to prosper at top colleges, and enriches their lives.

# BASIS DC PCS (High School)

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9–10

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# BASIS DC PCS (High School)

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-10

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



## Bridges PCS

Main: 1250 Taylor Street NW  
Sharpe: 4300 13th Street NW  
Washington, DC 20011

202-545-0515  
202-545-0055  
[www.bridgespcs.org](http://www.bridgespcs.org)

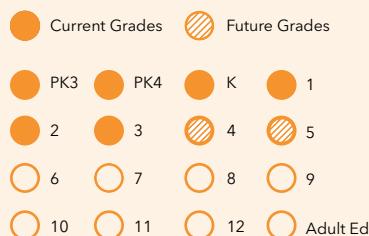
### School Profile (2015-16)

**Board Chair**

Debra Graham

**Executive Director**

Olivia Smith

**Grades Served**

**Principal**

Kristine Rigley

**First School Year**

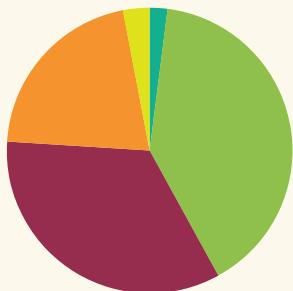
2005-06

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
272



Asian	1.8%
Black Non-Hispanic	40.4%
Hispanic / Latino	33.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	20.6%
Multiracial	3.3%

**English Language Learner**  
37.5%

**Economically Disadvantaged**  
60.3%

**Special Education**  
30.9%

**At-Risk Population**  
36.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

Bridges PCS'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. The school's name symbolizes an inclusive learning community that builds bridges of understanding, awareness, and support among children and families with a variety of different needs, cultures, and backgrounds. Bridges PCS is accredited by the Middle States Association of Colleges and Schools.

# Bridges PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-2

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Learning Accomplishment Profile-3 (LAP-3)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



## Briya PCS (Early Childhood)

**WARD**  
**1**  
2333 Ontario Road NW  
3912 Georgia Avenue NW  
Washington, DC

202-797-7337  
202-545-2020  
[www.briya.org](http://www.briya.org)

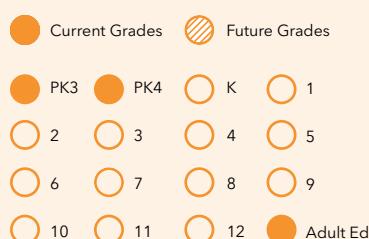
### School Profile (2015-16)

**Board Chair**

Joel Goering

**Executive Director**

Christie McKay

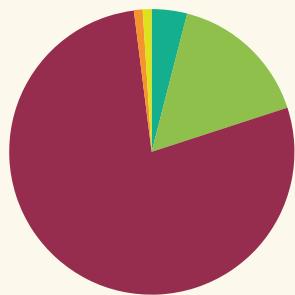
**Grades Served**

**First School Year**

2006-07

### Pre-kindergarten Programs

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/ Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
492


Asian	3.9%
Black Non-Hispanic	16.5%
Hispanic / Latino	78.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.4%
Multiracial	0.2%

**English Language Learner**

84.7%

**Economically Disadvantaged**

>60%\*

**Special Education**

15.6%

**At-Risk Population**

6.1%

\* DC PCSB is displaying the results for schools that serve only PK grades in 2014-15. Schools can choose which age-appropriate assessments to administer to their PK students. PK assessments measure progress in pre-literacy, mathematics, and social-emotional development.

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

### A Note from the School

The mission of Briya PCS is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model. Dynamic, student-centered classes are designed for parents and children learning English. Adult students learn English as a Second Language (ESL), digital literacy, and parenting. Adults in the most advanced ESL levels may enroll in a high school diploma program. Briya provides workforce training to obtain credentials as a Child Development Associate or medical assistant. Briya's PK program provides dual language learners with a project-based education that promotes their development and knowledge in many areas. Briya has received recognition at the state and national levels for its outstanding teachers and parents.

# Briya PCS (Early Childhood)

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-PK4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



#### School Environment: Predictors of Future Student Progress and Achievement

##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



##### Attendance

In-seat Attendance



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



WARD  
**1**  
2333 Ontario Road NW  
3912 Georgia Avenue NW  
Washington, DC

## Briya PCS (Adult Education)

2333 Ontario Road NW  
3912 Georgia Avenue NW  
Washington, DC

202-797-7337  
202-545-2020  
[www.briya.org](http://www.briya.org)

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

### School Profile (2015-16)

#### Board Chair

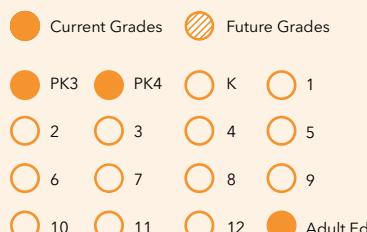
Joel Goering

#### Executive Director

Christie McKay

#### Grades Served

Serves ages 16 and older.



#### First School Year

2006-07

### Adult Education Tier Explanations

#### 1 High Performing

(At least 65.0% in all indicators)

#### 2 Mid Performing

(At least 35.0% in all indicators)

#### 3 Low Performing

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) to assess school-wide academic performance. Schools are rated by tiers:

**Tier 1** schools meet standards of high performance

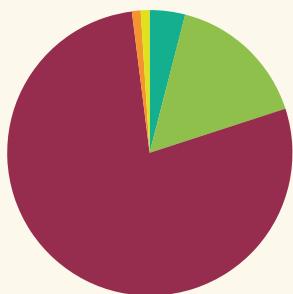
**Tier 2** schools fall short of high performance standards but meet minimum overall performance standards

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

### Student Demographics (2014-15)

#### Total Enrollment

492



Asian	3.9%
Black Non-Hispanic	16.5%
Hispanic / Latino	78.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.4%
Multiracial	0.2%

#### English Language Learner

84.7%\*

#### Special Education

15.6%\*

\*Includes only students under the age of 22, per state funding requirements

### A Note from the School

The mission of Briya PCS is to provide a high-quality education for adults and children that empowers families through a culturally sensitive family literacy model. Dynamic, student-centered classes are designed for parents and children learning English. Adult students learn English as a Second Language (ESL), digital literacy, and parenting. Adults in the most advanced ESL levels may enroll in a high school diploma program. Briya provides workforce training to obtain credentials as a Child Development Associate or medical assistant. Briya's PK program provides dual language learners with a project-based education that promotes their development and knowledge in many areas. Briya has received recognition at the state and national levels for its outstanding teachers and parents.

# Briya PCS (Adult Education)

2015 School Performance Report

(2014–15)



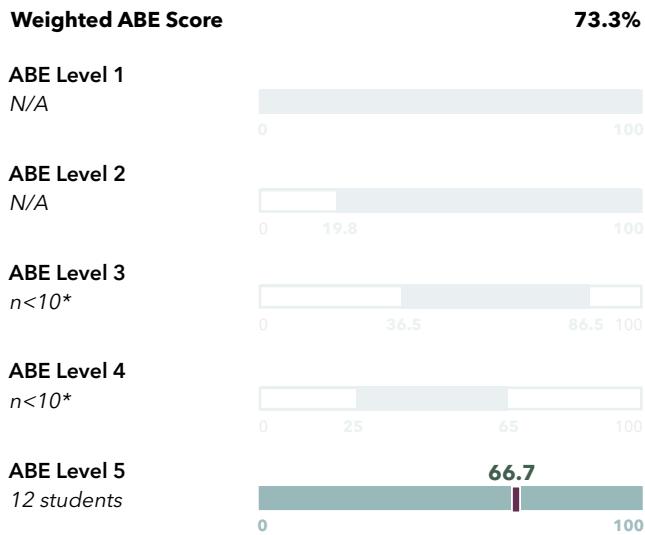
Weighted Score

## Adult Education

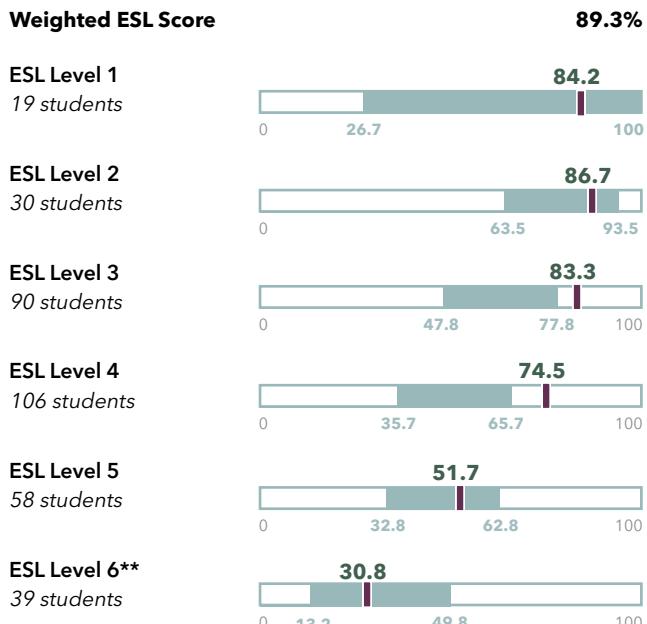
### Student Progress: Improvement of One or More Levels

**88.7%**

#### Adult Basic Education (ABE) Performance



#### English as a Second Language (ESL) Performance



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

### Student Achievement: GED or NEDP Attainment \*\*

**N/A**

#### Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma

**N/A**

0

100

### College and Career Readiness: Employment and Postsecondary Outcomes

**100.0%**

#### Entered Employment or Entered Postsecondary

86 students responded to the survey, Survey Response Rate: 79.6%\*\*\*

**77.9**

0

100

#### Retained Employment or Entered Postsecondary

136 students responded to the survey, Survey Response Rate: 72.0%\*\*\*

**96.3**

0

39.8

69.8

100

#### Entered Postsecondary (Prior Program Year)

N/A

**N/A**

0

75

100

### Leading Indicators: Predictors of Future Student Progress and Achievement

**95.6%**

#### Attendance

**70.3**

0

49.5

100

#### Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test

**73.8**

0

43.3

76.7

100

**TIER 1**

# Briya PCS (Adult Education)

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Family Reading Journal Rubric

Percent of parents enrolled for at least six months with a score of 5 or above on the Family Reading Journal rubric



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.



# Capital City PCS - Lower School

100 Peabody Street NW  
Washington, DC 20011

202-808-9800  
[www.ccpcs.org](http://www.ccpcs.org)



## School Profile (2015-16)

**Board Chair**

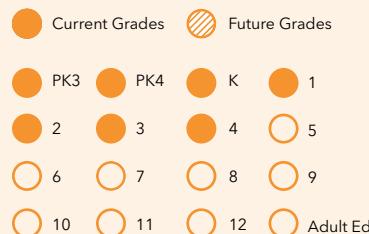
Anne Wallestad

**Head of School**

Karen Dresden

**Grades Served**

Is part of a PK-12 network.


**Principal**

Amy Wendel

**First School Year**

2000-01

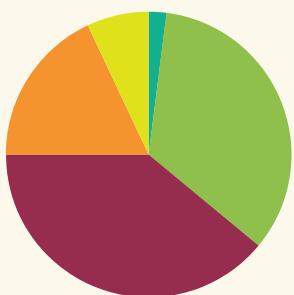
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

322



Asian

1.6%

Black Non-Hispanic

34.2%

Hispanic / Latino

38.5%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

18.3%

Multiracial

7.5%

**English Language Learner**

29.5%

**Economically Disadvantaged**

59.9%

**Special Education**

7.8%

**At-Risk Population**

23.6%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Celebrating 15 years in DC, Capital City PCS offers a rigorous, engaging academic program through the Expeditionary Learning model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning. A robust array of after school activities includes competitive sports and arts programs. The entire school is located in a newly renovated facility with a full gym, garden, and athletic fields.

# Capital City PCS - Lower School

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–4

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

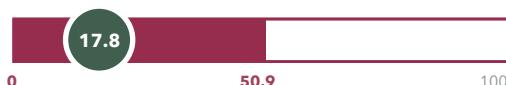


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Capital City PCS - Lower School

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Fountas & Pinnell and Phonological Awareness Screening (PALS)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Capital City PCS - Middle School

100 Peabody Street NW  
Washington, DC 20011

202-808-9800  
[www.ccpcs.org](http://www.ccpcs.org)



## School Profile (2015-16)

**Board Chair**

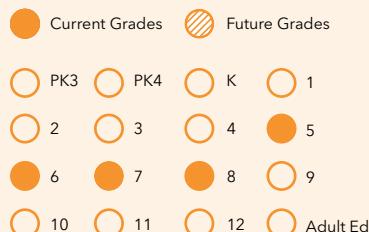
Anne Wallestad

**Head of School**

Karen Dresden

**Grades Served**

Is part of a PK-12 network.


**Principal**

Laina Cox

**First School Year**

2012-13

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

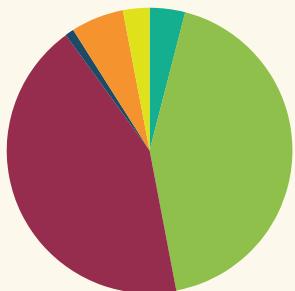
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

320



Asian

4.1%

Black Non-Hispanic

42.5%

Hispanic / Latino

43.1%

Native American / Alaska Native

0.6%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

6.6%

Multiracial

3.1%

**English Language Learner**

11.9%

**Economically Disadvantaged**

75.3%

**Special Education**

18.4%

**At-Risk Population**

36.9%

## A Note from the School

Celebrating 15 years in DC, Capital City PCS offers a rigorous, engaging academic program through the Expeditionary Learning model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning. A robust array of after school activities includes competitive sports and arts programs. The entire school is located in a newly renovated facility with a full gym, garden, and athletic fields.

# Capital City PCS - Middle School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 5–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

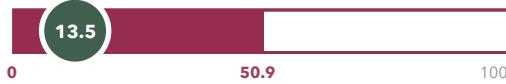


PARCC: Mathematics

Approaching College and Career Ready and Above



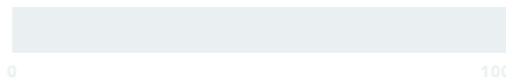
College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# Capital City PCS - High School

100 Peabody Street NW  
Washington, DC 20011

202-808-9800  
[www.ccpcs.org](http://www.ccpcs.org)



## School Profile (2015-16)

**Board Chair**

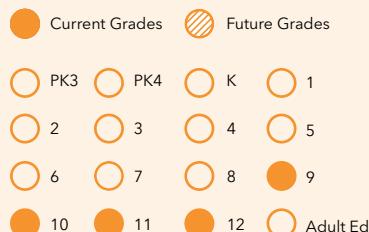
Anne Wallestad

**Head of School**

Karen Dresden

**Grades Served**

Is part of a PK-12 network.


**Principal**

Belicia Reaves

**First School Year**

2008-09

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

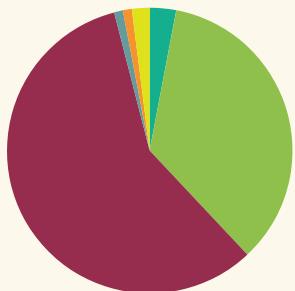
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

329



Asian

2.7%

Black Non-Hispanic

34.7%

Hispanic / Latino

59.6%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.6%

White Non-Hispanic

0.9%

Multiracial

1.5%

**English Language Learner**

15.2%

**Economically Disadvantaged**

83.9%

**Special Education**

18.8%

**At-Risk Population**

45.6%

## A Note from the School

Celebrating 15 years in DC, Capital City PCS offers a rigorous, engaging academic program through the Expeditionary Learning model to students in grades PK-12. Students participate in learning expeditions: long-term, in-depth investigations of compelling topics with authentic research, fieldwork, and service, resulting in high-quality products. A whole child approach incorporates a dynamic social curriculum, creative arts integration, and fitness/wellness programs. Capital City has an inclusive, diverse environment, including low student-teacher ratios and instruction tailored to individualized learning. A robust array of after school activities includes competitive sports and arts programs. The entire school is located in a newly renovated facility with a full gym, garden, and athletic fields.

# Capital City PCS - High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Capital City PCS - High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Carlos Rosario International PCS

1100 Harvard Street NW  
514 V Street NE  
Washington, DC

202-797-4700  
202-734-4900  
[www.carlosrosario.org](http://www.carlosrosario.org)

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

## School Profile (2015-16)

**Board Chair**

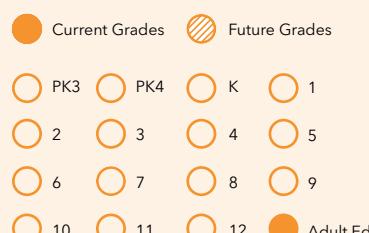
Patricia Sosa

**Executive Director & CEO**

Allison R. Kokkoros

**Grades Served**

Serves ages 16 and older.


**Principal**

HollyAnn Freso-Moore

**First School Year**

1998-99

Karen Rivas

## Adult Education Tier Explanations

**1 High Performing**

(At least 65.0% in all indicators)

**2 Mid Performing**

(At least 35.0% in all indicators)

**3 Low Performing**

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) to assess school-wide academic performance. Schools are rated by tiers:

**Tier 1** schools meet standards of high performance

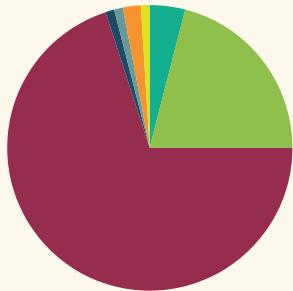
**Tier 2** schools fall short of high performance standards but meet minimum overall performance standards

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

## Student Demographics (2014-15)

**Total Enrollment**

1973



Asian

4.2%

Black Non-Hispanic

20.7%

Hispanic / Latino

72.7%

Native American / Alaska Native

0.1%

Pacific Islander / Native Hawaiian

0.1%

White Non-Hispanic

2.3%

Multiracial

0.1%

**English Language Learner**  
75.8%\*
**Special Education**  
0.0%\*

\*Includes only students under the age of 22, per state funding requirements

## A Note from the School

The mission of the Carlos Rosario International PCS is to provide education that prepares the diverse adult immigrant population of Washington, DC, 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 by fostering a safe and compassionate learning environment. Throughout its history, the Carlos Rosario School has improved the lives of tens of thousands of adult learners by investing in and supporting their journeys to achieve their dreams. Our education model combines adult education with life skills programs and support services. English as a Second Language instruction is embedded in life and technology skills, health education, parenting, civics, and workforce training.

# Carlos Rosario International PCS

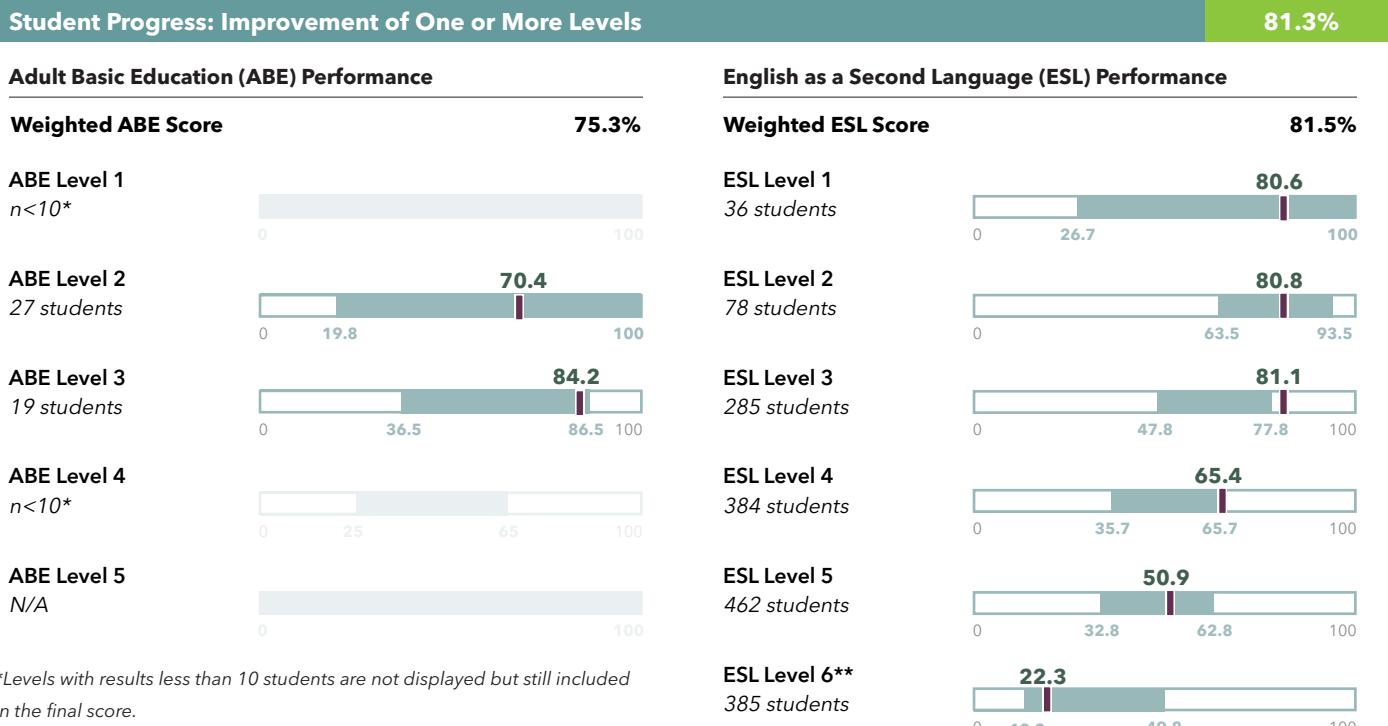
2015 School Performance Report

(2014–15)



Weighted Score

## Adult Education



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

## Student Achievement: GED or NEDP Attainment \*\*

N/A

### Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma

N/A

0

100

## College and Career Readiness: Employment and Postsecondary Outcomes

100.0%

### Entered Employment or Entered Postsecondary

196 students responded to the survey, Survey Response Rate: 79.7%\*\*\*

76.5

75

100

### Retained Employment or Entered Postsecondary

525 students responded to the survey, Survey Response Rate: 52.8%\*\*\*

87.8

85

100

### Entered Postsecondary (Prior Program Year)

N/A

N/A

0

75

75

100

## Leading Indicators: Predictors of Future Student Progress and Achievement

100.0%

### Attendance

74.1

70

100

### Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test

79.7

76.7

100

TIER 1

# Carlos Rosario International PCS

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Certification

Percent of students with pre and post test results gaining one grade level or better in Reading on the Supera assessment



##### Certification

Percent of exiting students enrolled in ServSafe course earning a ServSafe certificate



##### School Specific Assessment

Percent of students scoring a 70% or higher on the Carlos Rosario Technology assessment



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.



# Cedar Tree Academy PCS

701 Howard Road SE  
Washington, DC 20020

202-610-4193  
[www.cedartree-dc.org](http://www.cedartree-dc.org)

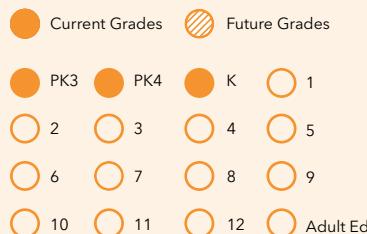
## School Profile (2015-16)

**Board Chair**

Carla Bailey, Ph.D.

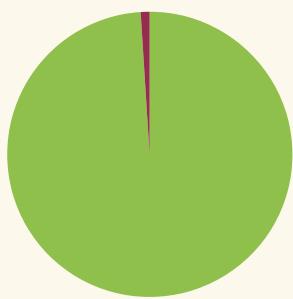
**Head of School & Principal**

LaTonya Henderson,  
Ed.D.

**Grades Served**


## Student Demographics (2014-15)

**Total Enrollment**  
358



Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%\*

**Special Education**

7.0%

**At-Risk Population**

75.1%

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Cedar Tree Academy PCS is an early childhood learning center serving children at the PK3-K levels. Cedar Tree Academy is committed to academic excellence for all students. Teachers and staff build the foundation for all students in a safe learning environment designed to enhance social and emotional growth as well as cognitive and creative development while preparing students to become active independent learners. No exception, no excuses: all children are capable of achieving bright futures. At Cedar Tree Academy, children are nurtured so they may learn today and lead tomorrow.

# Cedar Tree Academy PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-K

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Individual Growth & Development Indicators (myIGDI)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Individual Growth & Development Indicators (myIGDI)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Center City PCS - Brightwood

6008 Georgia Avenue NW  
Washington, DC 20011

202-723-3322  
[www.centercitypcs.org](http://www.centercitypcs.org)



## School Profile (2015-16)

**Board Chair**

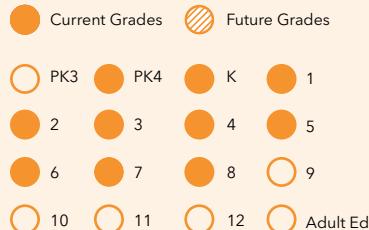
Tom O'Hara

**President & CEO**

Russ E. Williams, Jr.

**Grades Served**

Is part of a PK-8 network.


**Principal**

Rachel Tommelleo

**First School Year**

2008-09

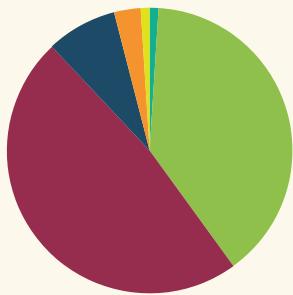
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

248


**English Language Learner**

22.2%

**Economically Disadvantaged**

>60%\*

**Special Education**

13.3%

**At-Risk Population**

35.9%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

# Center City PCS - Brightwood

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

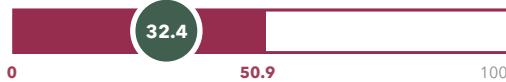


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Center City PCS - Brightwood

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Center City PCS - Capitol Hill

1503 East Capitol Street SE  
Washington, DC 20003

202-547-7556  
[www.centercitypcs.org](http://www.centercitypcs.org)



## School Profile (2015-16)

### Board Chair

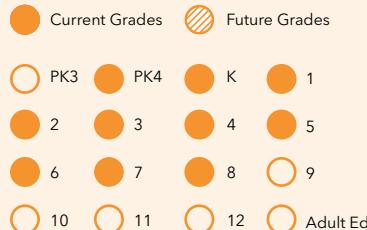
Tom O'Hara

### President & CEO

Russ E. Williams, Jr.

### Grades Served

Is part of a PK-8 network.



### Principal

Joseph Speight

### First School Year

2008-09

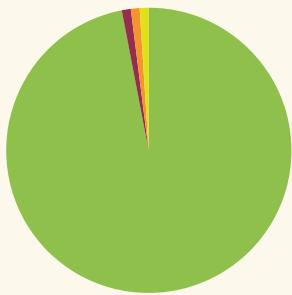
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

239



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

### English Language Learner

0.0%

### Economically Disadvantaged

>60%\*

### Special Education

11.3%

### At-Risk Population

49.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

# Center City PCS - Capitol Hill

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Center City PCS - Capitol Hill

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



220 Highview Place SE  
Washington, DC 20032

202-562-7070  
[www.centercitypcs.org](http://www.centercitypcs.org)



## School Profile (2015-16)

### Board Chair

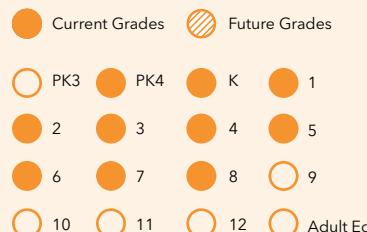
Tom O'Hara

### President & CEO

Russ E. Williams, Jr.

### Grades Served

Is part of a PK-8 network.



### Principal

Niya White

### First School Year

2008-09

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
257



Asian	0.0%
Black Non-Hispanic	100.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

### English Language Learner

0.0%

### Economically Disadvantaged

>60%\*

### Special Education

7.4%

### At-Risk Population

68.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

# Center City PCS - Congress Heights

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Center City PCS - Congress Heights

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Center City PCS – Petworth

510 Webster Street NW  
Washington, DC 20011

202-726-9212  
[www.centercitypcs.org](http://www.centercitypcs.org)



## School Profile (2015-16)

**Board Chair**

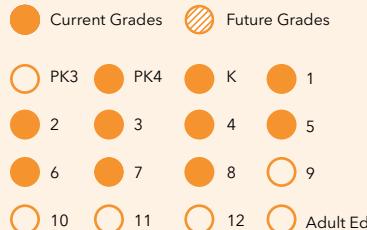
Tom O'Hara

**President & CEO**

Russ E. Williams, Jr.

**Grades Served**

Is part of a PK-8 network.


**Principal**

Nazo Burgy

**First School Year**

2008-09

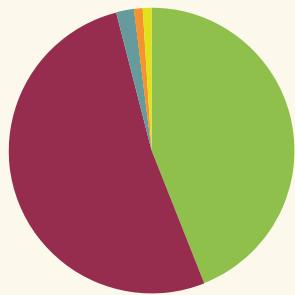
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

262



Asian

0.0%

Black Non-Hispanic

43.5%

Hispanic / Latino

52.7%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

2.3%

White Non-Hispanic

0.8%

Multiracial

0.8%

**English Language Learner**

20.3%

**Economically Disadvantaged**

>60%\*

**Special Education**

10.0%

**At-Risk Population**

37.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

# Center City PCS - Petworth

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Center City PCS - Petworth

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



711 N Street NW  
Washington, DC 20001

202-234-1093  
[www.centercitypcs.org](http://www.centercitypcs.org)



## School Profile (2015-16)

### Board Chair

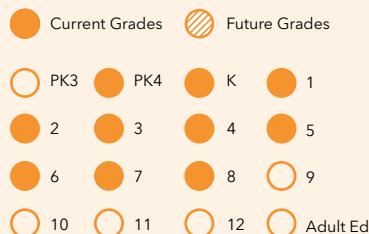
Tom O'Hara

### President & CEO

Russ E. Williams, Jr.

### Grades Served

Is part of a PK-8 network.



### Principal

Brandy Tyson

### First School Year

2008-09

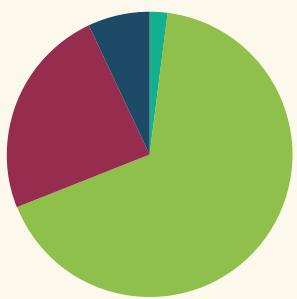
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

241



Asian

2.5%

Black Non-Hispanic

67.2%

Hispanic / Latino

23.7%

Native American /  
Alaska Native

6.6%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

### English Language Learner

14.1%

### Economically Disadvantaged

>60%\*

### Special Education

13.3%

### At-Risk Population

50.2%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

# Center City PCS - Shaw

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

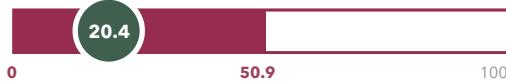


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Center City PCS - Shaw

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



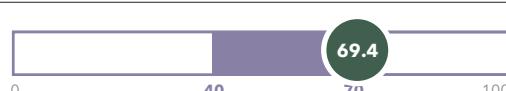
##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



## Center City PCS – Trinidad

1217 West Virginia Avenue NE  
Washington, DC 20002

202-397-1614  
[www.centercitypcs.org](http://www.centercitypcs.org)



### School Profile (2015-16)

#### Board Chair

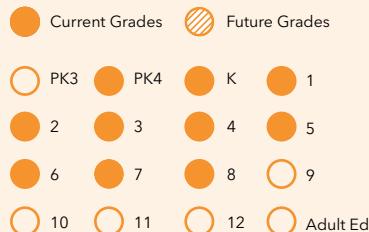
Tom O'Hara

#### President & CEO

Russ E. Williams, Jr.

#### Grades Served

Is part of a PK-8 network.



#### Principal

Vernetta Christian

#### First School Year

2008-09

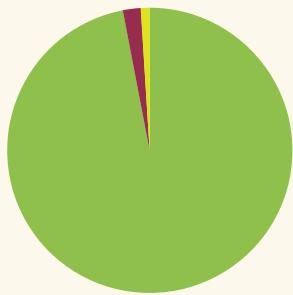
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

236



Asian

0.0%

Black Non-Hispanic

97.9%

Hispanic / Latino

1.7%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.4%

#### English Language Learner

1.7%

#### Economically Disadvantaged

>60%\*

#### Special Education

11.9%

#### At-Risk Population

57.6%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

The Center City PCS network of PK-8th grade neighborhood-based schools provides a high-quality, well-rounded education for families seeking small learning environments. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

# Center City PCS - Trinidad

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Center City PCS - Trinidad

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK4-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



WARD  
**6**  
709 12th Street SE  
Washington, DC 20003

# César Chávez PCS for Public Policy - Capitol Hill

202-547-3424  
[www.chavezschools.org](http://www.chavezschools.org)



## School Profile (2015-16)

### Board Chair

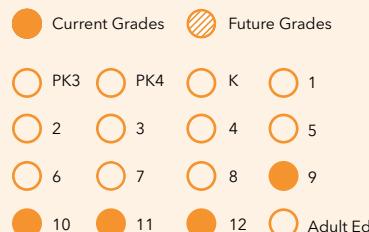
Kathy Bihr

### CEO

Joan Massey

### Grades Served

Is part of a 6-12 network.



### Principal

Beverly Donovan

### First School Year

1998-99

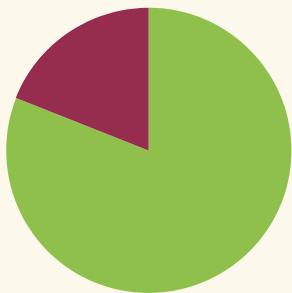
## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

358



Asian

0.0%

Black Non-Hispanic

81.3%

Hispanic / Latino

18.7%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

### English Language Learner

5.9%

### Economically Disadvantaged

>60%\*

### Special Education

21.6%

### At-Risk Population

65.1%

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.

# César Chávez PCS for Public Policy - Capitol Hill

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate

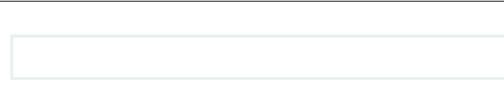


##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# César Chávez PCS for Public Policy - Capitol Hill

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# César Chávez PCS for Public Policy - Chávez Prep

770 Kenyon Street NW  
Washington, DC 20010

202-723-3975  
[www.chavezschools.org](http://www.chavezschools.org)



## School Profile (2015-16)

### Board Chair

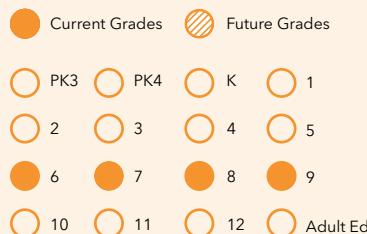
Kathy Bihr

### CEO

Joan Massey

### Grades Served

Is part of a 6-12 network.



### Principal

Jeffery Lash

### First School Year

2007-08

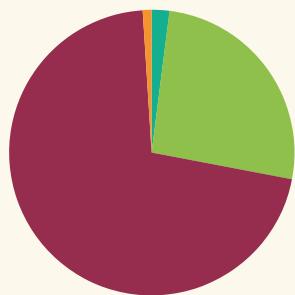
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

331



Asian

1.5%

Black Non-Hispanic

26.0%

Hispanic / Latino

71.9%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.6%

Multiracial

0.0%

### English Language Learner

28.4%

### Economically Disadvantaged

>60%\*

### Special Education

16.3%

### At-Risk Population

53.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.

# César Chávez PCS for Public Policy - Chávez Prep

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 6–9

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

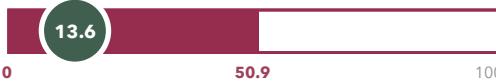


PARCC: Mathematics

Approaching College and Career Ready and Above



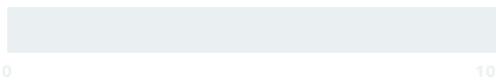
College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# César Chávez PCS for Public Policy - Parkside Middle School

3701 Hayes Street NE  
Washington, DC 20019

202-398-2230  
[www.chavezschools.org](http://www.chavezschools.org)



## School Profile (2015-16)

### Board Chair

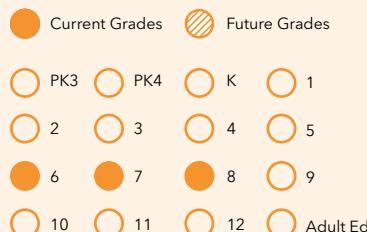
Kathy Bihr

### CEO

Joan Massey

### Grades Served

Is part of a 6-12 network.



### Principal

Erin Fisher

### First School Year

2004-05

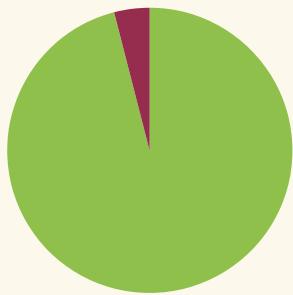
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

303



Asian

0.0%

Black Non-Hispanic

96.4%

Hispanic / Latino

3.6%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

### English Language Learner

2.6%

### Economically Disadvantaged

>60%\*

### Special Education

15.8%

### At-Risk Population

69.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.

# César Chávez PCS for Public Policy - Parkside Middle School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 6–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# César Chávez PCS for Public Policy - Parkside High School

3701 Hayes Street NE  
Washington, DC 20019

202-398-2230  
[www.chavezschools.org](http://www.chavezschools.org)



## School Profile (2015-16)

### Board Chair

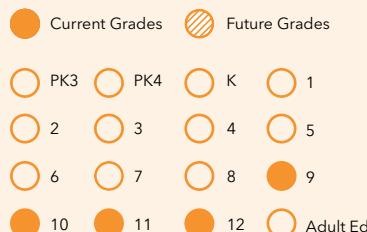
Kathy Bihr

### CEO

Joan Massey

### Grades Served

Is part of a 6-12 network.



### Principal

William Massey

### First School Year

2004-05

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

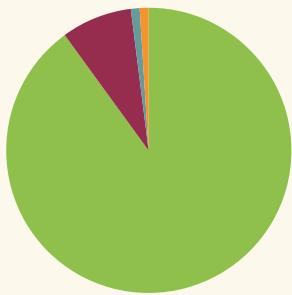
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

356



Asian

0.0%

Black Non-Hispanic

91.0%

Hispanic / Latino

8.4%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.3%

White Non-Hispanic

0.3%

Multiracial

0.0%

### English Language Learner

2.0%

### Economically Disadvantaged

>60%\*

### Special Education

13.2%

### At-Risk Population

65.2%

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

## A Note from the School

Chávez PCS for Public Policy provides a high-quality public school option for students residing in the District of Columbia. Chávez Schools prepare students for success in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world. At Chávez Schools, we are committed to continual improvement of the school design, innovation of practice, pushing the boundaries of teaching and learning. Our goal is to graduate students who are creative, innovative, entrepreneurial, and ready for the 21st-century workforce. With campus locations in the Capitol Hill, Columbia Heights, and Parkside communities, Chávez Schools currently serve over 1,400 students in grades 6-12.

# César Chávez PCS for Public Policy - Parkside High School

## 2015 School Performance Report

(2014–15)

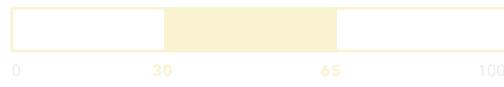


### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# César Chávez PCS for Public Policy - Parkside High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Community College Preparatory Academy PCS

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

202-610-5780  
[www.ccprep-academy.org](http://www.ccprep-academy.org)

- | TIER                     |
|--------------------------|
| <b>1</b> High Performing |
| <b>2</b> Mid Performing  |
| <b>3</b> Low Performing  |

## School Profile (2015-16)

**Board Chair**

Monica Ray

**Executive Director &  
Head of School**

C. Vanessa (Connie)  
Spinner

**Grades Served**

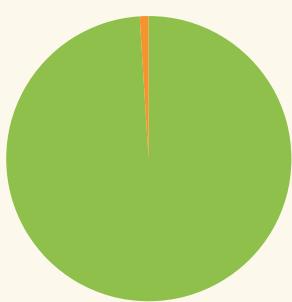
Serves ages 18 and older.



## Student Demographics (2014-15)

**Total Enrollment**

273



Asian	0.0%
Black Non-Hispanic	99.3%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.7%
Multiracial	0.0%

**English Language  
Learner**

9.8%\*

**Special Education**

8.8%\*

## Adult Education Tier Explanations

**1 High Performing**

(At least 65.0% in all indicators)

**2 Mid Performing**

(At least 35.0% in all indicators)

**3 Low Performing**

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) 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

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

\*Includes only students under the age of 22, per state funding requirements

## A Note from the School

Community College Preparatory Academy PCS aggressively seeks to meet the challenge of providing the education and skills development for under-credited adults (ages 18 and older). Our goal is to empower and prepare adult students for postsecondary education success, viable employment, and lifelong learning in the District of Columbia's knowledge-based economy. In addition to the allocation of staffing in the areas of academic counseling that supports a student-to-counselor ratio of 50 to 1, we have created a Case Management Unit that focuses on identifying and connecting to a broad range of public and private social service supports. We have developed formal partnerships with more than 150 agencies and organizations to assist and encourage students with problem solving and crisis avoidance. We have also developed and implemented workshops in critical thinking and time management to support our students in developing new habits that foster their progress.

# Community College Preparatory Academy PCS

2015 School Performance Report

(2014–15)



Weighted Score

## Adult Education

### Student Progress: Improvement of One or More Levels

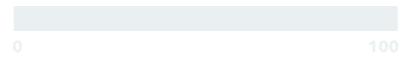
**33.4%**

#### Adult Basic Education (ABE) Performance

**Weighted ABE Score** **33.4%**

**ABE Level 1**

*n<10\**



**ABE Level 2**

*26 students*



**ABE Level 3**

*88 students*



**ABE Level 4**

*50 students*



**ABE Level 5**

*n<10\**



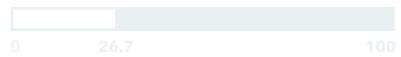
#### English as a Second Language (ESL) Performance

**Weighted ESL Score**

**N/A**

**ESL Level 1**

*N/A*



**ESL Level 2**

*N/A*



**ESL Level 3**

*N/A*



**ESL Level 4**

*N/A*



**ESL Level 5**

*N/A*



**ESL Level 6\*\***

*N/A*



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

### Student Achievement: GED or NEDP Attainment \*\*

**N/A**

**Obtained Secondary Credential**

*Fewer than ten students attempted a secondary diploma*

**N/A**

**0**

**100**

### College and Career Readiness: Employment and Postsecondary Outcomes

**8.1%**

**Entered Employment or Entered Postsecondary**

*106 students responded to the survey, Survey Response Rate: 52.2%\*\*\**

**6.6**

**0**

**75**

**100**

**Retained Employment or Entered Postsecondary**

*Fewer than ten students responded to the survey, Survey Response Rate: 11.8%\*\*\**

*Response Rate Not Met*

**Entered Postsecondary (Prior Program Year)**

*N/A*

**N/A**

**0**

**75**

**100**

### Leading Indicators: Predictors of Future Student Progress and Achievement

**94.3%**

**Attendance**

**70.9**

**0**

**49.5**

**70**

**100**

**Retention**

*Percent of students who are enrolled at the school who took both an academic pre-test and post-test*

**72.9**

**0**

**43.3**

**76.7**

**100**

**TIER 3**

# Community College Preparatory Academy PCS

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Certification

Percent of exiting students enrolled in A+ course for 120+ hours or more earning an A+ certificate



##### Certification

Percent of exiting students enrolled in Microsoft Office Suite (MOS) Word course for 75+ hours or more earning a MOS Word certificate



##### Certification

Percent of exiting students enrolled in Microsoft Office Suite (MOS) Excel/Access course for 120+ hours or more earning a MOS Excel/Access certificate



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.



# Creative Minds International PCS

3700 North Capitol Street NW  
Washington, DC 20011

202-588-0370  
[www.creativemindspcs.org](http://www.creativemindspcs.org)

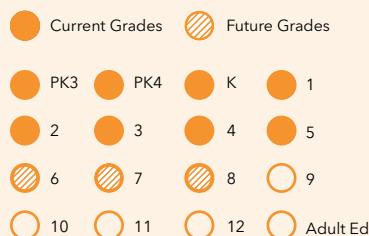
## School Profile (2015-16)

**Board Chair**

Melanie Bowen

**Founder & Head of School**

Golnar Abedin, Ph.D.

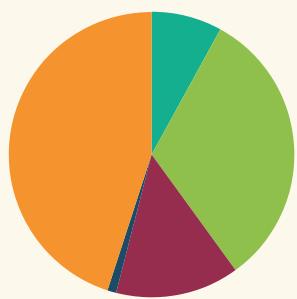
**Grades Served**

**First School Year**

2012-13

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
181


Asian	7.7%
Black Non-Hispanic	32.6%
Hispanic / Latino	13.8%
Native American / Alaska Native	0.6%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	45.3%
Multiracial	0.0%

**English Language Learner**  
5.5%

**Economically Disadvantaged**  
22.7%

**Special Education**  
33.7%

**At-Risk Population**  
12.2%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Creative Minds International PCS is a tuition-free school for children located on the Armed Forces Retirement Home Campus in Northwest Washington. CMI is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society. Our program's unique combination of child-centered, international, and developmental approaches to education are based on extensive research into various aspects of schooling that have the greatest positive effects on academic achievement.

# Creative Minds International PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3–4

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

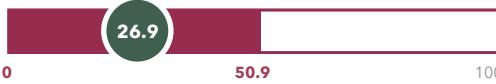


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

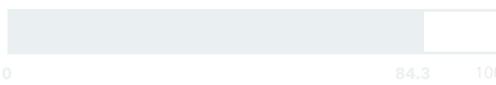
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Creative Minds International PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Developmental Reading Assessment™ (DRA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Group Mathematics Assessment and Diag. Evaluation (GMADE™)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



33 Riggs Road NE  
Washington, DC 20011

## DC Bilingual PCS

202-750-6674  
[www.dcbilingual.org](http://www.dcbilingual.org)



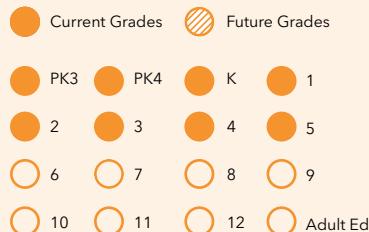
### School Profile (2015-16)

**Board Chair**  
Susie Rosenbaum

**Head of School**  
Daniela Anello

#### Grades Served

Is part of the PK-12 DCI network.



#### First School Year

2004-05

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

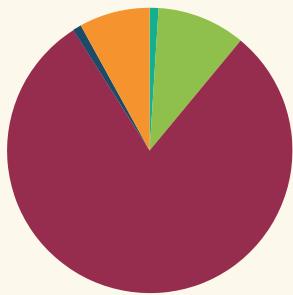
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

#### Total Enrollment

364



\* Rate not available

Asian	0.3%
Black Non-Hispanic	10.4%
Hispanic / Latino	81.3%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	7.7%
Multiracial	0.0%

#### English Language Learner

49.5%

#### Economically Disadvantaged

\*

#### Special Education

19.2%

#### At-Risk Population

38.2%

### A Note from the School

Founded in 2004, DC Bilingual provides an innovative dual immersion Spanish and English learning program for all students, regardless of their home language. Through its rigorous academic curriculum, comprehensive arts, technology, athletics programs, and its celebration of diverse cultures, DC Bilingual's students learn the skills and values they need to become influential participants in their community. Students also participate in extended learning opportunities during the after school time that include Techbridge, Girls on the Run, sports clubs, theater club, dance club, cooking club and more.

# DC Bilingual PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# DC Bilingual PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Fountas & Pinnell Literacy

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: TerraNova®

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



## DC Prep PCS - Benning Elementary

100 41st Street NE  
Washington, DC 20019

202-398-2838  
[www.dprep.org](http://www.dprep.org)

### School Profile (2015-16)

**Board Chair**

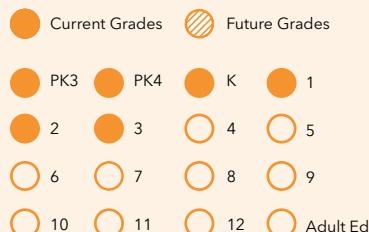
Le Roy (Terry) Eakin III

**CEO**

Emily Lawson

**Grades Served**

Is part of a PK3-8 network.


**Principal**

Raymond Weeden

**First School Year**

2008-09

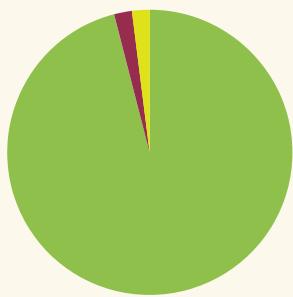
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**

442



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

**English Language Learner**

1.8%

**Economically Disadvantaged**

>60%\*

**Special Education**

7.9%

**At-Risk Population**

55.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

Founded in 2003, DC Prep PCS is the highest-performing network of public charter schools in Washington (2012-15), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,300+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Benning Elementary Campus has been designated a reward school by the Office of the State Superintendent of Education based on double-digit student gains in both reading and math on the 2014 DC Comprehensive Assessment System. Benning Elementary Campus provides a developmentally appropriate, academically challenging education for PK3-3rd graders, creating an exciting learning environment that lays the foundation for college prep from the earliest years.

# DC Prep PCS - Benning Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time



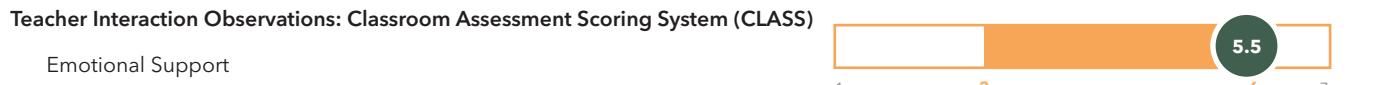
#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)



#### School Environment: Predictors of Future Student Progress and Achievement



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# DC Prep PCS - Benning Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



## DC Prep PCS - Benning Middle

100 41st Street NE  
Washington, DC 20019

202-396-3780  
[www.dprep.org](http://www.dprep.org)



### School Profile (2015-16)

#### Board Chair

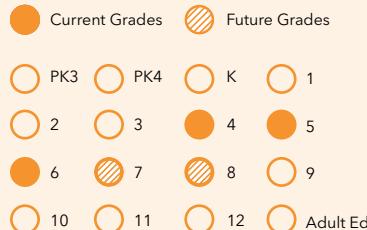
Le Roy (Terry) Eakin III

#### CEO

Emily Lawson

#### Grades Served

Is part of a PK3-8 network.



#### Principal

Erin Waldron

#### First School Year

2013-14

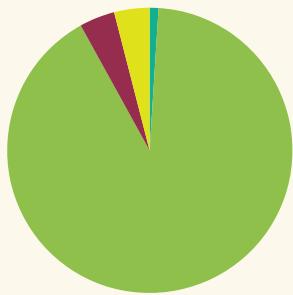
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

152



Asian

0.7%

Black Non-Hispanic

91.4%

Hispanic / Latino

3.9%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

3.9%

#### English Language Learner

0.7%

#### Economically Disadvantaged

64.5%

#### Special Education

19.7%

#### At-Risk Population

46.1%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

Founded in 2003, DC Prep PCS is the highest-performing network of public charter schools in Washington (2012-15), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,300+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Benning Middle Campus opened in 2013 with 4th grade and will grow up a grade annually through 8th grade. In its inaugural school year, Benning Middle Campus scored among the top five highest-performing public charter schools citywide on the DC Comprehensive Assessment System. With a twin focus on rigorous academics and character development, Benning Middle Campus is preparing its eventual 8th grade graduates for success in top-tier high schools, college, and beyond.

# DC Prep PCS - Benning Middle

## 2015 School Performance Report

(2014–15)



### Grades Measured: 4–5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

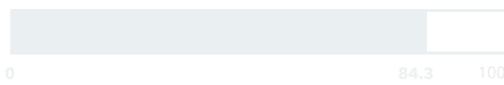
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# DC Prep PCS - Edgewood Elementary

707 Edgewood Street NE  
Washington, DC 20017

202-635-4411  
[www.dprep.org](http://www.dprep.org)

## School Profile (2015-16)

**Board Chair**

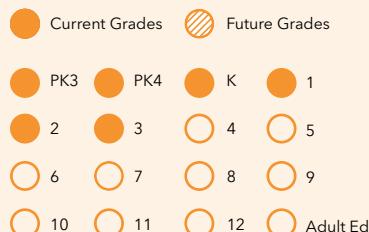
Le Roy (Terry) Eakin III

**CEO**

Emily Lawson

**Grades Served**

Is part of a PK3-8 network.


**Principal**

Shaunte Edmonds

**First School Year**

2007-08

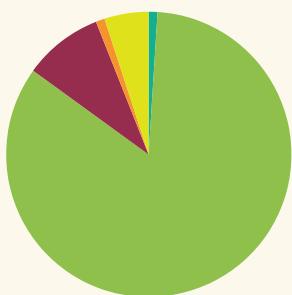
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

432



Asian

0.2%

Black Non-Hispanic

85.4%

Hispanic / Latino

8.6%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.7%

Multiracial

5.1%

**English Language Learner**

4.6%

**Economically Disadvantaged**

77.8%

**Special Education**

10.2%

**At-Risk Population**

50.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Founded in 2003, DC Prep PCS is the highest-performing network of public charter schools in Washington (2012-15), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,300+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Edgewood Elementary Campus is the top-performing elementary charter school in the city based on 2014 results, and a 2013 U.S. Department of Education National Blue Ribbon School. Edgewood Elementary Campus provides a developmentally appropriate, academically challenging education for PK3-3rd graders, creating an exciting learning environment that lays the foundation for college prep from the earliest years.

# DC Prep PCS - Edgewood Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# DC Prep PCS - Edgewood Elementary

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year





## DC Prep PCS - Edgewood Middle

701 Edgewood Street NE  
Washington, DC 20017

202-832-5700  
[www.dcprep.org](http://www.dcprep.org)



### School Profile (2015-16)

#### Board Chair

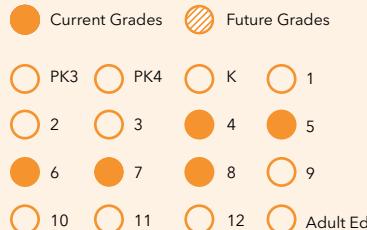
Le Roy (Terry) Eakin III

#### CEO

Emily Lawson

#### Grades Served

Is part of a PK3-8 network.



#### Principal

Cassie Pergament

#### First School Year

2003-04

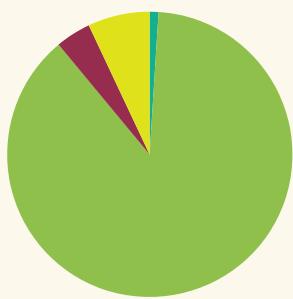
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

294



Asian

0.3%

Black Non-Hispanic

88.1%

Hispanic / Latino

4.1%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

7.5%

#### English Language Learner

0.3%

#### Economically Disadvantaged

61.6%

#### Special Education

16.3%

#### At-Risk Population

38.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

Founded in 2003, DC Prep PCS is the highest-performing network of public charter schools in Washington (2012-15), bridging the educational divide by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. DC Prep serves 1,300+ students in PK3-8th grade on five campuses in Wards 5, 7, and 8. Edgewood Middle Campus - DC Prep's flagship school - is the highest-performing public charter school in Washington based on 2014 DC Comprehensive Assessment System results. Edgewood Middle Campus is an award-winning, extended middle school serving students in the 4th-8th grades. With a twin focus on rigorous academics and character development, Edgewood Middle Campus is preparing its graduates for success in top-tier high schools, college, and beyond.

# DC Prep PCS - Edgewood Middle

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 4–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



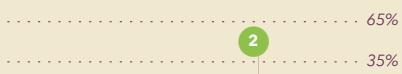
## DC Scholars PCS

5601 East Capitol Street SE  
Washington, DC 20019

202-559-6138  
[www.dcscholars.org](http://www.dcscholars.org)

### TIER SCORES

2011 2012 2013 2014 2015



### School Profile (2015-16)

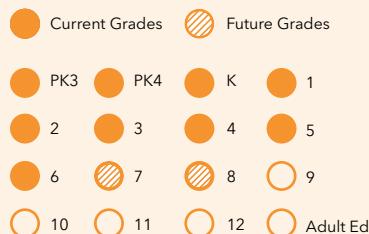
#### Board Chair

Mieka Wick

#### Executive Director

Lars Beck

#### Grades Served



#### Principal

Rebecca Crouch

#### First School Year

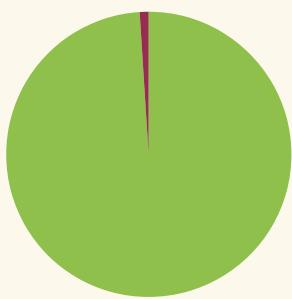
2012-13

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
389



Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
12.9%

**At-Risk Population**  
66.3%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

DC Scholars PCS prepares students to attend and succeed academically in high school and college by providing them with a foundation of life skills required to become productive members of their communities. Opened in 2013 as a PK-3 new-start public charter school in DC's Ward 7, DC Scholars now serves grades PK3-6 while sustaining strong academic achievement. Our school not only delivers rigorous instruction, but also serves as a community of joy where our students thrive, and it embeds the expectation that scholars can, and will, achieve academic success.

# DC Scholars PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

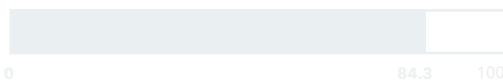
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

(2014–15)



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: AIMSweb™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: AIMSweb™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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

WARD  
8

# Democracy Prep Congress Heights PCS

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

202-561-0860  
[www.democracyprep.org](http://www.democracyprep.org)

## TOTAL SCORE

N/A\*

\*This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

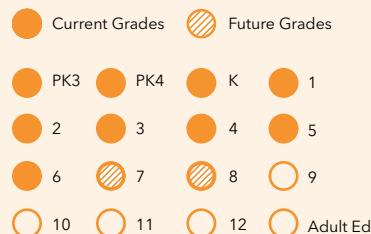
## School Profile (2015-16)

**Board Chair**

Brandon Wright

**Executive Director**

Sean Reidy

**Grades Served**

**Principal**

Lakeala Jones

**First School Year**

2014-15

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

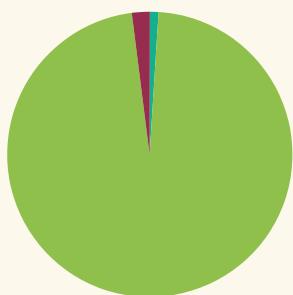
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

620



Asian

0.3%

Black Non-Hispanic

97.9%

Hispanic / Latino

1.8%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

**English Language Learner**

0.2%

**Economically Disadvantaged**

100.0%

**Special Education**

16.5%

**At-Risk Population**

73.2%

## A Note from the School

The mission of Democracy Prep Congress Heights PCS is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Democracy Prep Congress Heights is part of the Democracy Prep Public Schools network, which educates more than 5,000 scholars in grades PK-12 at 17 schools across four states. Democracy Prep Congress Heights is a turnaround of Imagine Southeast, which closed after the 2013-14 school year. A simple philosophy guides Democracy Prep's staff, students, and families: Work hard. Go to college. Change the world!

# Democracy Prep Congress Heights PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–6

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Democracy Prep Congress Heights PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-6

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



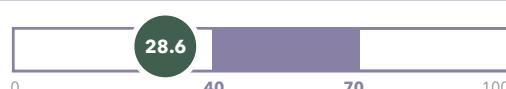
##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



WARD  
**1**  
3220 16th Street NW  
Washington, DC 20010

# District of Columbia International School

202-808-9033  
[www.dcinternationalschool.org](http://www.dcinternationalschool.org)

## TOTAL SCORE



\* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

## School Profile (2015-16)

### Board Chair

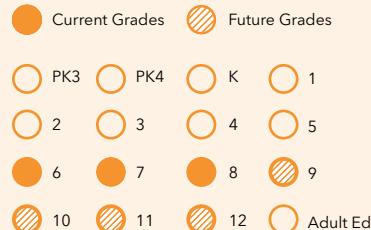
Evelyn Lee

### Executive Director

Mary Shaffner

### Grades Served

Is part of the PK-12 DCI network.



### Principal

Simon Rodberg

### First School Year

2014-15

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

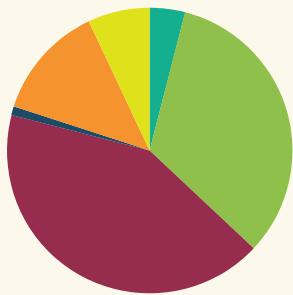
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

210



Asian	3.8%
Black Non-Hispanic	<b>32.9%</b>
Hispanic / Latino	<b>42.4%</b>
Native American / Alaska Native	1.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	12.9%
Multiracial	6.7%

### English Language Learner

12.4%

### Economically Disadvantaged

53.3%

### Special Education

21.4%

### At-Risk Population

22.9%

## A Note from the School

District of Columbia International School (DCI) is an International Baccalaureate candidate school that offers advanced Chinese, French, and Spanish language instruction in a technology-rich learning environment. In 2015-16 DCI will have the 6th-8th grade, growing to 12th grade by 2020. Our mission is to inspire inquiring, engaged, knowledgeable, and caring secondary students who are multi lingual, culturally competent, and committed to proactively creating a socially just and sustainable world. Our mission is reflected in our core classes, electives, and clubs and sports. DCI member school students (DC Bilingual, Elsie Whitlow Stokes, LAMB, Mundo Verde, and Yu Ying) receive preference to attend and the school also accepts students from the MySchools lottery.

# District of Columbia International School

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 6–7

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

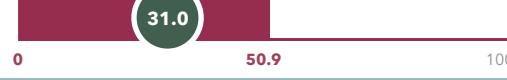


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



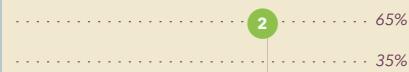
## E.L. Haynes PCS - Elementary School

4501 Kansas Avenue NW  
Washington, DC 20011

202-667-4446  
[www.elhaynes.org](http://www.elhaynes.org)

### TIER SCORES

2011 2012 2013 2014 2015



N/A N/A N/A 64.8% N/A\*

### School Profile (2015-16)

**Board Chair**

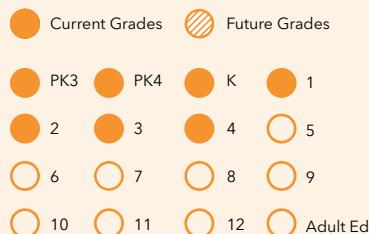
Abigail Smith

**CEO**

Hilary Darilek

**Grades Served**

Is part of a PK-12 network.


**Principal**

Brittany Wagner-Friel

**First School Year**

2004-05

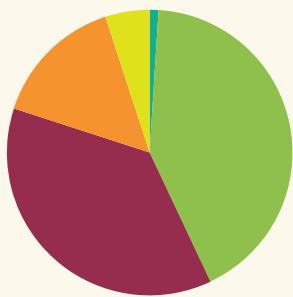
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**

358



Asian

0.3%

Black Non-Hispanic

43.9%

Hispanic / Latino

36.6%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

14.5%

Multiracial

4.7%

**English Language Learner**

30.2%

**Economically Disadvantaged**

65.4%

**Special Education**

15.4%

**At-Risk Population**

38.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

E.L. Haynes PCS's mission is to ensure that every 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 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 a successful individual, an active community member, and a responsible citizen. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several advanced placement courses in the high school. We are DC's first year-round school with 1,000 additional hours of programming for students.

# E.L. Haynes PCS - Elementary School

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–4

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

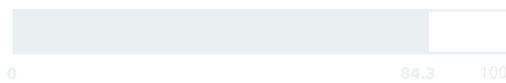
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# E.L. Haynes PCS - Elementary School

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-4

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Individual Growth & Development Indicators (myIGDI)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Individual Growth & Development Indicators (myIGDI)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: Fountas & Pinnell Literacy

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: i-Ready®

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



## E.L. Haynes PCS - Middle School

3600 Georgia Avenue NW  
Washington, DC 20010

202-667-4446  
[www.elhaynes.org](http://www.elhaynes.org)



### School Profile (2015-16)

#### Board Chair

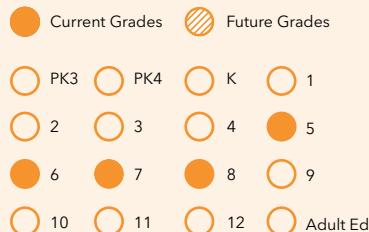
Abigail Smith

#### CEO

Hilary Darilek

#### Grades Served

Is part of a PK-12 network.



#### Principal

Myron Long

#### First School Year

2007-08

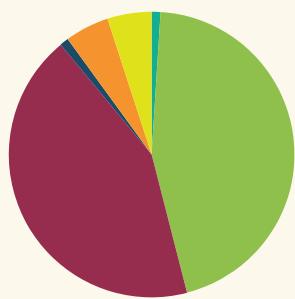
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

377



Asian

1.3%

Black Non-Hispanic

46.2%

Hispanic / Latino

42.7%

Native American /  
Alaska Native

0.3%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

5.0%

Multiracial

4.5%

#### English Language Learner

14.3%

#### Economically Disadvantaged

75.9%

#### Special Education

22.5%

#### At-Risk Population

43.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

E.L. Haynes PCS's mission is to ensure that every 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 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 a successful individual, an active community member, and a responsible citizen. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several advanced placement courses in the high school. We are DC's first year-round school with 1,000 additional hours of programming for students.

# E.L. Haynes PCS - Middle School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 5–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



## E.L. Haynes PCS - High School

4501 Kansas Avenue NW  
Washington, DC 20011

202-667-4446  
[www.elhaynes.org](http://www.elhaynes.org)



### School Profile (2015-16)

**Board Chair**

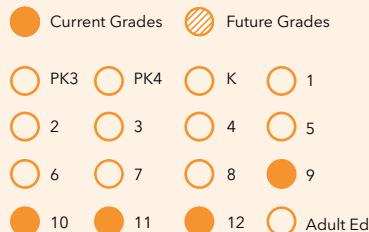
Abigail Smith

**CEO**

Hilary Darilek

**Grades Served**

Is part of a PK-12 network.


**Principal**

Elizabeth Simpson

**First School Year**

2011-12

### High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

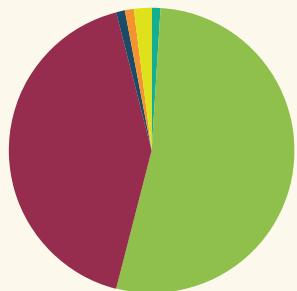
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

**Total Enrollment**

422


**English Language Learner**

15.6%

**Economically Disadvantaged**

68.7%

**Special Education**

22.5%

**At-Risk Population**

53.8%

### A Note from the School

E.L. Haynes PCS's mission is to ensure that every 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 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 a successful individual, an active community member, and a responsible citizen. We provide a rigorous college preparatory curriculum for students in grades PK through 12, specials and electives including language, music, dance, and art, and several advanced placement courses in the high school. We are DC's first year-round school with 1,000 additional hours of programming for students.

# E.L. Haynes PCS - High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above

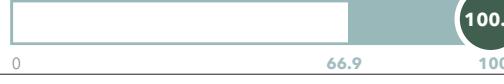


##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# E.L. Haynes PCS - High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Eagle Academy PCS – Capitol Riverfront

1017 New Jersey Avenue SE  
Washington, DC 20003

202-459-6825  
[www.eagleacademypcs.org](http://www.eagleacademypcs.org)

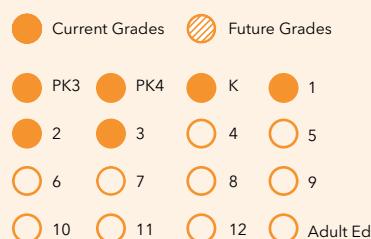
## School Profile (2015-16)

**Board Chair**  
Kerry Lewis, M.D.

**Founder & Executive Director**  
Cassandra S. Pinkney

### Grades Served

Is part of a PK-3 network.



**Principal**  
Royston Lytle

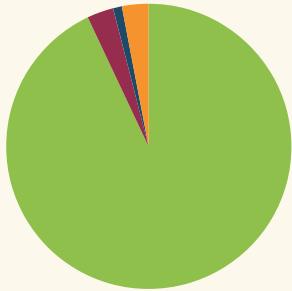
**First School Year**  
2012-13

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
146



<b>English Language Learner</b>	0.0%
<b>Economically Disadvantaged</b>	>60%*
<b>Special Education</b>	13.7%
<b>At-Risk Population</b>	56.2%

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

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Eagle Academy PCS's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth by engaging children as active learners, in an inclusive learning environment. Eagle maintains a strong commitment to the Community Schools model, with wrap around services and interventions for students and families. Our Common Core-aligned curriculum is bolstered by science, technology, engineering, arts, and mathematics (STEAM), music, physical education, and aquatics programming to encourage exploration. One-to-one technology integration and blended learning initiatives develop 21st-century skills. Data support programming with actionable insights.

# Eagle Academy PCS - Capitol Riverfront

## 2015 School Performance Report

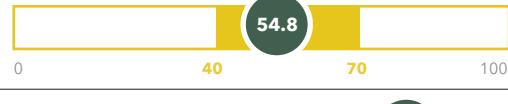
(2014–15)



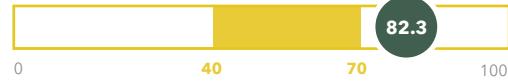
### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Eagle Academy PCS - Capitol Riverfront

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Eagle Academy PCS – Congress Heights

3400 Wheeler Road SE  
Washington, DC 20032

202-544-2646  
[www.eagleacademypcs.org](http://www.eagleacademypcs.org)

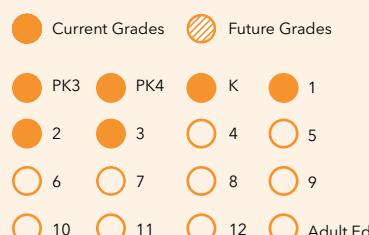
## School Profile (2015-16)

**Board Chair**  
Kerry Lewis, M.D.

**Founder & Executive Director**  
Cassandra S. Pinkney

### Grades Served

Is part of a PK-3 network.



**Principal**  
Melanie Leonard  
(PK3-K)  
Sharise Whitfield (1st-  
3rd)

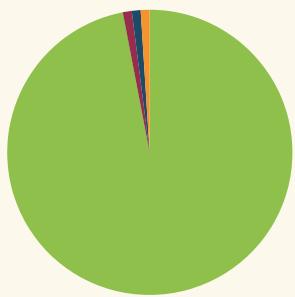
**First School Year**  
2003-04

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
774



Asian	0.0%
Black Non-Hispanic	98.4%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.6%
Multiracial	0.0%

**English Language Learner**  
0.3%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
17.0%

**At-Risk Population**  
62.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Eagle Academy PCS's mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities and emphasizes cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment. Eagle maintains a strong commitment to the Community Schools model, with wrap around services and interventions for students and families. Our Common Core-aligned curriculum is bolstered by science, technology, engineering, arts, and mathematics (STEAM), music, physical education, and aquatics programming to encourage exploration. One-to-one technology integration and blended learning initiatives develop 21st-century skills. Data support programming with actionable insights.

# Eagle Academy PCS - Congress Heights

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Eagle Academy PCS - Congress Heights

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Social Emotional Learning: Social Skills Improvement System (SSIS)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Early Childhood Academy PCS

4025 9th Street SE  
Washington, DC 20032

202-373-0035  
[www.ecapcs.org](http://www.ecapcs.org)

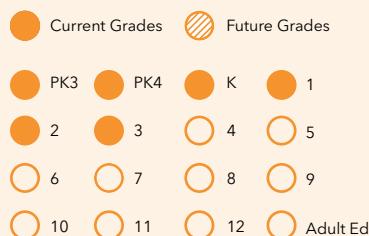
## School Profile (2015-16)

**Board President**

Dennis Sawyers

**Executive Director**

Wendy Edwards

**Grades Served**

**Principal**

Thann Ingraham

**First School Year**

2005-06

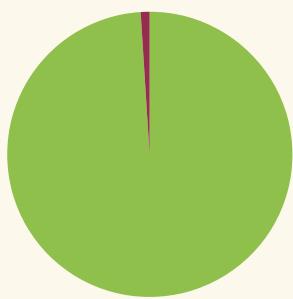
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

259


**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%\*

**Special Education**

11.2%

**At-Risk Population**

66.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

Early Childhood Academy Public Charter School (ECA) was chartered in 2005 and serves grades PK3-3. ECA is fully accredited by Middle States Association Commissions on Elementary and Secondary Schools. ECA students participate in general music, Spanish, and physical education, in addition to all core subjects. ECA students have full use of technological devices (tablets, iPads, smart boards and laptops) within the classroom, and participate in regular field trip activities to connect classroom learning with real-world experiences. ECA students learn to play the violin, viola, cello, xylophone, and percussion instruments.

# Early Childhood Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time



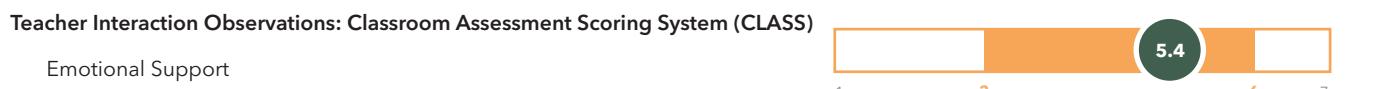
#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)



#### School Environment: Predictors of Future Student Progress and Achievement



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Early Childhood Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Social Emotional Learning: Positive Behavior Rating Scale (PBRS)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: Developmental Reading Assessment™ (DRA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace NE  
Washington, DC 20017

202-265-7237  
[www.ewstokes.org](http://www.ewstokes.org)



## School Profile (2015-16)

### Board Chair

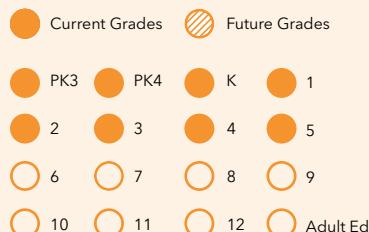
Erica McGrady

### Executive Director

Erika Bryant

### Grades Served

Is part of a PK-12 DCI network.



### Director of Teaching and Learning

Maura Varley-Gutierrez,  
Ph.D.

### First School Year

1998-99

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

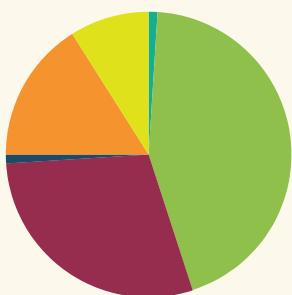
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

350



Asian

0.3%

Black Non-Hispanic

45.1%

Hispanic / Latino

28.6%

Native American /  
Alaska Native

0.3%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

16.6%

Multiracial

9.1%

### English Language Learner

18.1%

### Economically Disadvantaged

55.1%

### Special Education

9.7%

### At-Risk Population

18.9%

## A Note from the School

Established in 1998, Elsie Whitlow Stokes Community Freedom PCS prepares 350 culturally diverse pre-kindergarten and elementary school students in the District of Columbia to be leaders, scholars, and responsible citizens who are committed to social justice. We teach 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, we accomplish our mission by creating an environment of achievement, respect, and non-violence. Our faculty and staff prepare young learners to challenge national and international academic standards, to navigate successfully within their own communities and within the cultures of others, and to function as global citizens.

# Elsie Whitlow Stokes Community Freedom PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

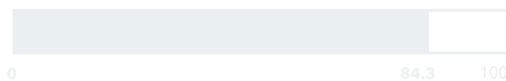
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Elsie Whitlow Stokes Community Freedom PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Excel Academy PCS - DREAM

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

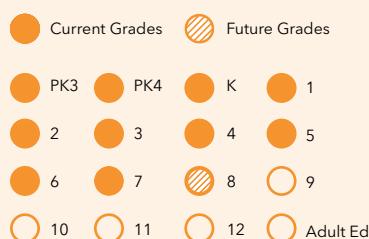
202-373-0097  
[www.excelpcs.org](http://www.excelpcs.org)

## School Profile (2015-16)

**Board Chair**  
Deborah Lockhart

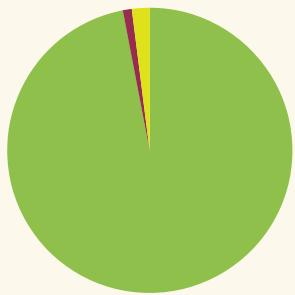
**Principal & Head of School**  
Nicole Walker

### Grades Served



## Student Demographics (2014-15)

**Total Enrollment**  
569



**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
4.9%

**At-Risk Population**  
67.1%

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

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Excel Academy PCS provides pre-kindergarten through 8th 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.

# Excel Academy PCS - DREAM

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

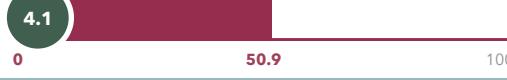


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

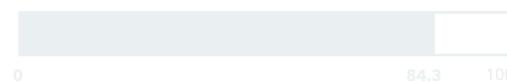
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Excel Academy PCS - DREAM

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School Selected Assessments

##### PK Reading: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Social Emotional Learning: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



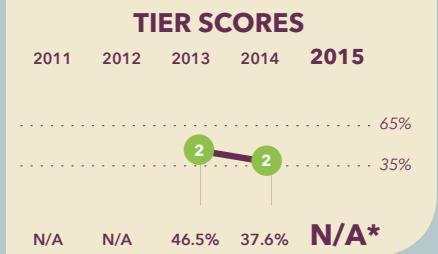
For a more detailed explanation of the indicators, see our technical guide.



# Excel Academy PCS - LEAD

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

202-373-0097  
[www.excelpcs.org](http://www.excelpcs.org)

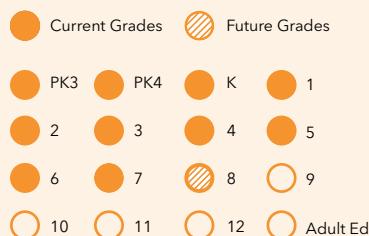


## School Profile (2015-16)

**Board Chair**  
Deborah Lockhart

**Principal & Head of School**  
Nicole Walker

### Grades Served



### First School Year

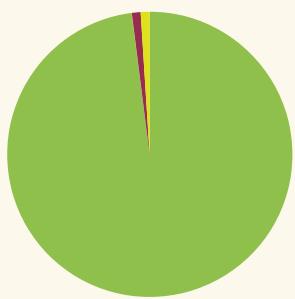
2008-09

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
155



Asian	0.0%
Black Non-Hispanic	98.7%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.6%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
18.2%

**At-Risk Population**  
67.7%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Excel Academy PCS provides pre-kindergarten through 8th 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.

# Excel Academy PCS – LEAD

## 2015 School Performance Report

(2014–15)



### Grades Measured: 4–6

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

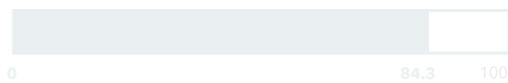
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



# Friendship PCS - Blow Pierce Elementary

725 19th Street NE  
Washington, DC 20002

202-572-1070  
[www.friendshipschools.org](http://www.friendshipschools.org)

## School Profile (2015-16)

### Chairman

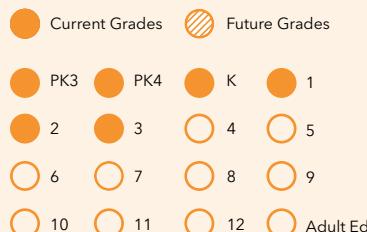
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

Jeffrey Grant, Ed.D.

### First School Year

1999-2000

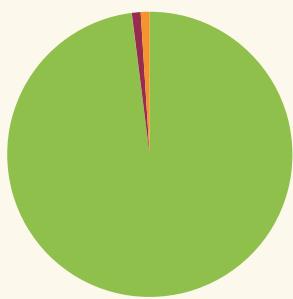
## Score Explanations

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## Student Demographics (2014-15)

### Total Enrollment

379



### English Language Learner

1.6%

### Economically Disadvantaged

>60%\*

### Special Education

4.7%

### At-Risk Population

77.6%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

Friendship PCS's mission 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. Blow Pierce Elementary offers rigorous instruction in English, math, social studies, and science in addition to foreign language, health and physical education, art, and music to ensure success in high school and college. Students are introduced to algebraic concepts and participate in a range of college and career exposure activities.

# Friendship PCS - Blow Pierce Elementary

## 2015 School Performance Report

(2014–15)



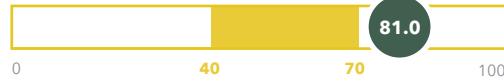
### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

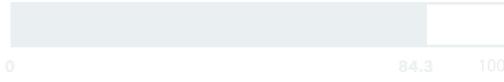
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Friendship PCS - Blow Pierce Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Friendship PCS - Blow Pierce Middle

725 19th Street NE  
Washington, DC 20002

202-572-1070  
[www.friendshipschools.org](http://www.friendshipschools.org)



## School Profile (2015-16)

### Chairman

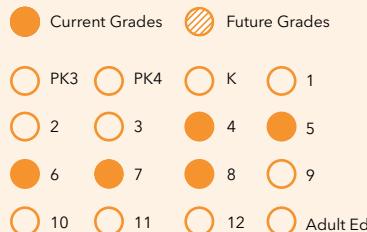
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

Jeffrey Grant, Ed.D.

### First School Year

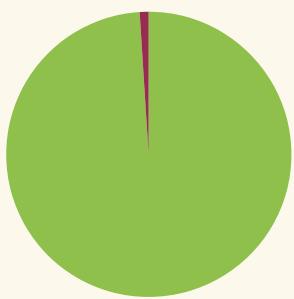
1999-2000

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
213



Asian	0.0%
Black Non-Hispanic	98.6%
Hispanic / Latino	1.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.5%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
23.9%

**At-Risk Population**  
71.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Friendship PCS's mission 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. Blow Pierce Middle offers rigorous, standards-based curricula using a thematic planning approach that prepares students for success in college. Blow Pierce MS offers high school-level algebra, lab sciences, and foreign language as well as art and dance, and students apply these concepts in real-world experiences. Extracurricular and co-curricular activities include an award-winning robotics program, Junior Achievement, and choir.

# Friendship PCS - Blow Pierce Middle

## 2015 School Performance Report

(2014–15)



### Grades Measured: 4–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# Friendship PCS – Chamberlain Elementary

1345 Potomac Avenue SE  
Washington, DC 20003

202-547-5800  
[www.friendshipschools.org](http://www.friendshipschools.org)

## School Profile (2015-16)

**Chairman**

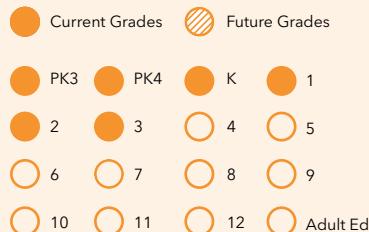
Donald L. Hense

**COO**

Patricia A. Brantley

**Grades Served**

Is part of a PK-12 network.

**Principal**

Morrise Harbour

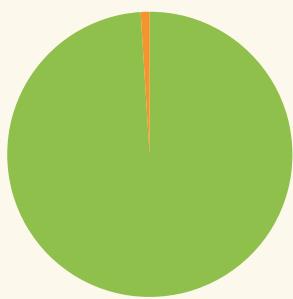
**First School Year**

1998-99

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
375

Asian	0.0%
Black Non-Hispanic	99.7%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.3%
Multiracial	0.0%

**English Language Learner**  
0.3%**Economically Disadvantaged**  
>60%\***Special Education**  
7.2%**At-Risk Population**  
63.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

Friendship PCS's mission 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. Chamberlain Elementary offers rigorous, standards-based English, math, social studies, and science curricula, in addition to foreign language, health and physical education, art, and music taught in a learning environment purposely crafted to prepare students for success in high school and college. Exploration is the focus for character development and hands-on learning and lets students participate in a range of college and career exposure activities.

# Friendship PCS - Chamberlain Elementary

## 2015 School Performance Report

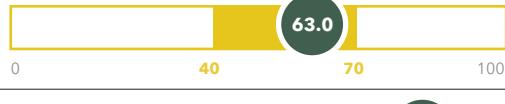
(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

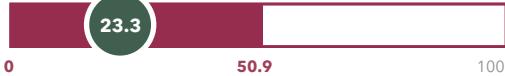


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Friendship PCS - Chamberlain Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Friendship PCS – Chamberlain Middle

1345 Potomac Avenue SE  
Washington, DC 20003

202-547-5800  
[www.friendshipschools.org](http://www.friendshipschools.org)



## School Profile (2015-16)

**Chairman**

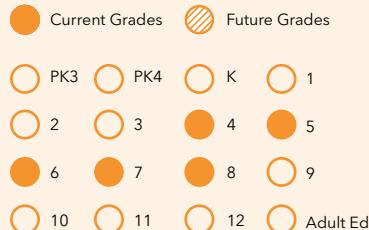
Donald L. Hense

**COO**

Patricia A. Brantley

**Grades Served**

Is part of a PK-12 network.


**Principal**

Morrise Harbour

**First School Year**

1998-99

## Score Explanations

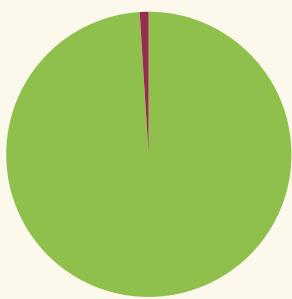
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
343



Asian	0.0%
Black Non-Hispanic	99.1%
Hispanic / Latino	0.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
18.1%

**At-Risk Population**  
60.1%

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

## A Note from the School

Friendship PCS's mission 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. Chamberlain Middle's rigorous, standards-based curriculum focuses on preparing students for success in high school and college. Chamberlain MS offers high school-level algebra, lab sciences, and foreign language as well as art and dance. Extracurricular and co-curricular activities include robotics, Junior Achievement, basketball, volleyball, cross country, renowned marching band, and drum corps. Chamberlain MS has earned Tier 1 on the PMF two years in a row, increasing its overall score by 10 points.

# Friendship PCS - Chamberlain Middle

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 4–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



## Friendship PCS – Collegiate Academy

4095 Minnesota Avenue NE  
Washington, DC 20019

202-396-5500  
[www.friendshipschools.org](http://www.friendshipschools.org)



### School Profile (2015-16)

**Chairman**

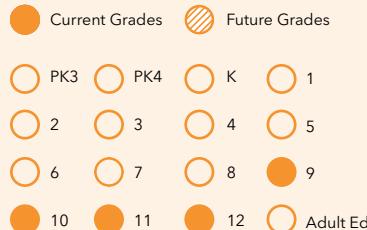
Donald L. Hense

**COO**

Patricia A. Brantley

**Grades Served**

Is part of a PK-12 network.


**Principal**

Dwan Jordon

**First School Year**

2000-01

### High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

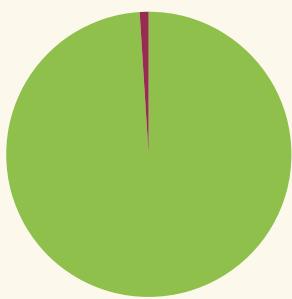
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

**Total Enrollment**

883


**Asian**

0.0%

**Black Non-Hispanic**

99.8%

**Hispanic / Latino**

0.2%

**Native American /**

Alaska Native

0.0%

**Pacific Islander / Native**

Hawaiian

0.0%

**White Non-Hispanic**

0.0%

**Multiracial**

0.0%

**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%\*

**Special Education**

19.6%

**At-Risk Population**

59.7%

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

### A Note from the School

Friendship PCS's mission 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. Collegiate Academy offers a rigorous program of study in which students can earn college credit and take Advanced Placement courses starting in 9th grade. Its extensive range of extracurricular activities includes robotics, a robust performing arts program, athletics, and well-known marching band. Collegiate students have received the prestigious Posse scholarship and to date have garnered more than \$59 million in college scholarships. Students are supported by Alumni Affairs staff while in college.

# Friendship PCS - Collegiate Academy

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Friendship PCS - Collegiate Academy

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place SE  
Washington, DC 20032

202-562-1980  
[www.friendshipschools.org](http://www.friendshipschools.org)



## School Profile (2015-16)

### Chairman

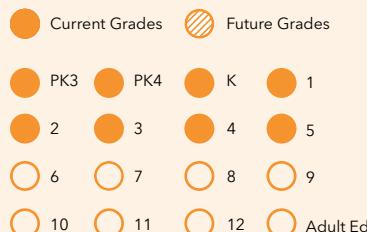
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

David Lawery

### First School Year

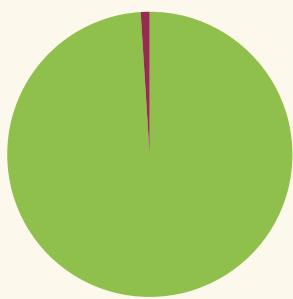
2005-06

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
576



Asian	0.0%
Black Non-Hispanic	99.8%
Hispanic / Latino	0.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
12.0%

**At-Risk Population**  
73.1%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Friendship PCS's mission 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. Southeast Academy's rigorous, standards-based English, math, social studies, and science curricula, in addition to foreign language, health and physical education, art, and music are taught in a learning environment purposely crafted to prepare students for success in high school and college. Southeast Academy features an interactive library and technology-rich "Smartlab." Our program focuses on exploration, character development, and hands-on learning that is supported by classrooms equipped with Promethean Boards, desktop computers, and libraries. Extracurricular activities include robotics, Run for the Arts, and other academic clubs.

# Friendship PCS - Southeast Elementary Academy

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

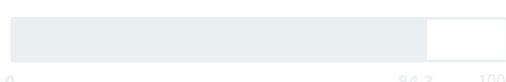
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Friendship PCS - Southeast Elementary Academy

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year





# Friendship PCS – Technology Preparatory Academy Middle

2705 Martin Luther King Jr. Ave SE  
Washington, DC 20032

202-552-5700  
[www.friendshipschools.org](http://www.friendshipschools.org)



## School Profile (2015-16)

### Chairman

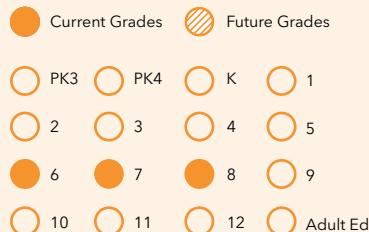
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

Patrick Pope

### First School Year

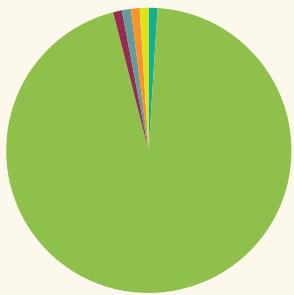
2008-09

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
499



Asian	0.2%
Black Non-Hispanic	98.6%
Hispanic / Latino	0.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	0.4%
Multiracial	0.2%

**English Language Learner**  
0.2%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
18.6%

**At-Risk Population**  
72.7%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Friendship PCS's mission 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. Technology Preparatory Middle (Tech Prep Middle) is a 6th-8th grade college preparatory school with a focus on the STEM fields of science, technology, engineering, and mathematics. Middle school students experience a rigorous, standards-based curriculum that prepares them for success in high school and college. Tech Prep Middle provides a range of options for electives and extra curricular activities including the arts.

# Friendship PCS - Technology Preparatory Academy Middle

## 2015 School Performance Report

(2014–15)



### Grades Measured: 6–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics\*\*



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

\*\* This rate does not include 70 students who took Algebra I, of whom 22.9% scored Levels 3 and above and 1.4% scored Levels 4 and above.

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



# Friendship PCS – Technology Preparatory Academy High

2705 Martin Luther King Jr. Ave SE  
Washington, DC 20032

202-552-5700  
[www.friendshipschools.org](http://www.friendshipschools.org)

## TIER SCORES

2011 2012 2013 2014 2015



## School Profile (2015-16)

### Chairman

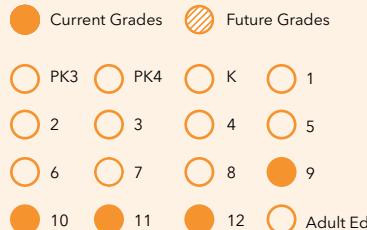
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

Doranna Tindle

### First School Year

2008-09

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

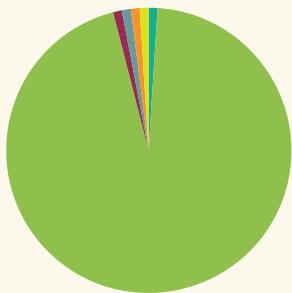
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

499



Asian

0.2%

Black Non-Hispanic

98.6%

Hispanic / Latino

0.4%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.2%

White Non-Hispanic

0.4%

Multiracial

0.2%

### English Language Learner

0.2%

### Economically Disadvantaged

>60%\*

### Special Education

18.6%

### At-Risk Population

72.7%

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

## A Note from the School

Friendship PCS's mission 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. Technology Preparatory High (Tech Prep High) is a 9th-12th grade college preparatory school with a focus on the STEM fields of science, technology, engineering, and mathematics. High school students experience a rigorous, standards-based curriculum that prepares them for success in college and life. High school students can earn college credit and take Advanced Placement courses starting in 9th grade. Students travel abroad to conduct environmental projects. Tech Prep High graduated its first class of 30 seniors in 2015 and garnered \$427,000 in scholarships.

# Friendship PCS - Technology Preparatory Academy High

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate

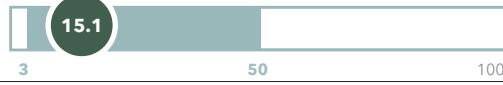


Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Friendship PCS - Technology Preparatory Academy High

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Friendship PCS – Woodridge Elementary

2959 Carlton Avenue NE  
Washington, DC 20018

202-635-6500  
[www.friendshipschools.org](http://www.friendshipschools.org)

## School Profile (2015-16)

### Chairman

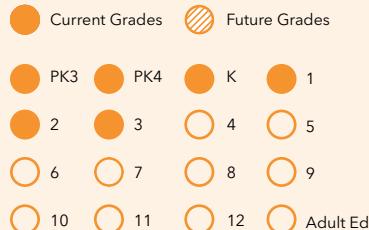
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

Rictor Craig

### First School Year

1998-99

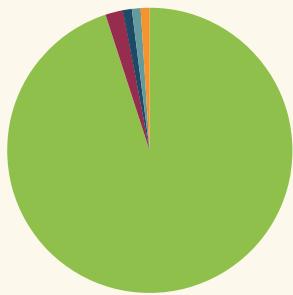
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

284



### English Language Learner

2.8%

### Economically Disadvantaged

>60%\*

### Special Education

6.0%

### At-Risk Population

45.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

Friendship PCS's mission 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. Woodridge Elementary is an International Baccalaureate Primary Years Programme and offers a rigorous, standards-based curricula in English, math, social studies, and science in addition to foreign language, health and physical education, art, and music. Woodridge ES also provides a rich learning environment purposely crafted to prepare students for success in high school and college. Students learn more about the world and become young inquirers who are knowledgeable, principled, reflective, open-minded, and not afraid to take risks.

# Friendship PCS - Woodridge Elementary

## 2015 School Performance Report

(2014–15)



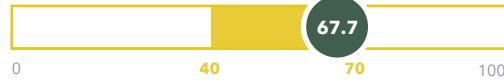
### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Friendship PCS - Woodridge Elementary

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year





# Friendship PCS – Woodridge Middle

2959 Carlton Avenue NE  
Washington, DC 20018

202-635-6500  
[www.friendshipschools.org](http://www.friendshipschools.org)



## School Profile (2015-16)

### Chairman

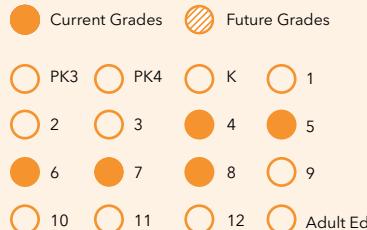
Donald L. Hense

### COO

Patricia A. Brantley

### Grades Served

Is part of a PK-12 network.



### Principal

Rictor Craig

### First School Year

1998-99

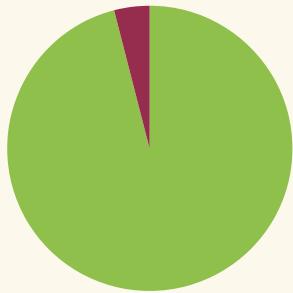
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

168



### Asian

0.0%

### Black Non-Hispanic

96.4%

### Hispanic / Latino

3.6%

### Native American / Alaska Native

0.0%

### Pacific Islander / Native Hawaiian

0.0%

### White Non-Hispanic

0.0%

### Multiracial

0.0%

### English Language Learner

0.6%

### Economically Disadvantaged

>60%\*

### Special Education

22.0%

### At-Risk Population

45.2%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Friendship PCS's mission 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. Woodridge Middle offers a rigorous, standards-based curricula in English, math, social studies, and science as well as foreign language, health and physical education, art, and music with a focus on preparing students for success in high school and college. Extracurricular activities include robotics, Run for the Arts, and the student-managed Washington Youth Garden. Woodridge MS is a PMF Tier 1 school and posted some of the highest math median growth percentiles in the city in 2014.

# Friendship PCS - Woodridge Middle

## 2015 School Performance Report

(2014–15)



### Grades Measured: 4–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

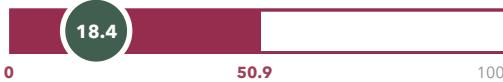


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



WARD  
**5**  
62 T Street NE  
Washington, DC 20002

# Harmony School of Excellence DC PCS

202-529-7500  
[www.harmonydpcs.org](http://www.harmonydpcs.org)

## TOTAL SCORE

N/A\*

\* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

## School Profile (2015-16)

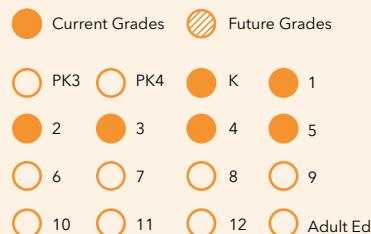
### Board Chair

Soner Tarim

### CEO & Head of School

Emin Cavusoglu

### Grades Served



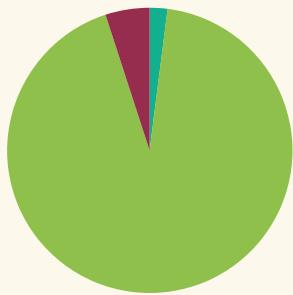
### First School Year

2014-15

## Student Demographics (2014-15)

### Total Enrollment

66



Asian

1.5%

Black Non-Hispanic

93.9%

Hispanic / Latino

4.5%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

### English Language Learner

0.0%

### Economically Disadvantaged

80.3%

### Special Education

12.1%

### At-Risk Population

63.6%

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The mission of Harmony School of Excellence DC PCS is to prepare students for higher learning in a safe, caring, and collaborative atmosphere through a quality learner-centered educational program with a strong emphasis on the STEM fields of science, technology, engineering, and mathematics.

# Harmony School of Excellence DC PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: K-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

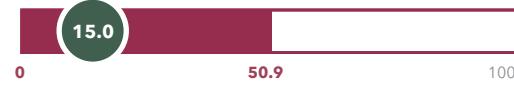


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

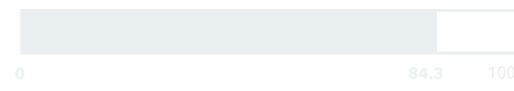
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll

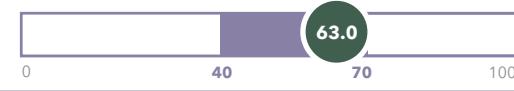


*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

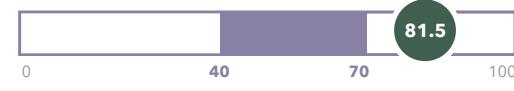
Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



63.0

K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



81.5

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



# Hope Community PCS – Lamond

6200 Kansas Avenue NE  
Washington, DC 20011

202-722-4421  
[www.hopecommunitycs.org](http://www.hopecommunitycs.org)



## School Profile (2015-16)

### Board Chair

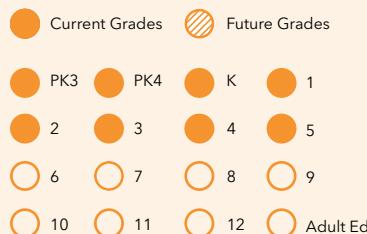
Roxane Rucker

### Regional Director

Chloe Marshall, Ed.D.

### Grades Served

Is part of a PK-8 network.



### Principal

Diana Tharpe

### First School Year

2008-09

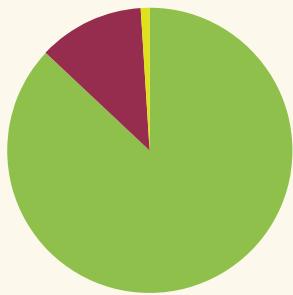
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

358



Asian	0.0%
Black Non-Hispanic	87.7%
Hispanic / Latino	12.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.3%

### English Language Learner

3.6%

### Economically Disadvantaged

88.5%

### Special Education

9.9%

### At-Risk Population

44.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Imagine Hope Community PCS'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. This embodies our Academic Excellence Framework, comprising our leaders, teachers, students, parents, and governing board. Imagine Hope Community PCS accomplishes this mission through a school environment that helps students gain confidence and hope for their futures, and provides students with service learning opportunities as they acquire a sense of joy and satisfaction that comes through diligent effort and attention to their daily work.

# Hope Community PCS - Lamond

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

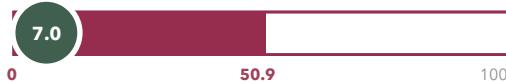


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

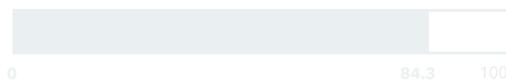
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Hope Community PCS - Lamond

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: mCLASS®:CIRCLE™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: mCLASS®:CIRCLE™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: STAR Reading™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: STAR Math™ and mCLASS®: Math

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Hope Community PCS – Tolson

2917 8th Street NE  
Washington, DC 20017

202-832-7370  
[www.hopecommunitycs.org](http://www.hopecommunitycs.org)



## School Profile (2015-16)

### Board Chair

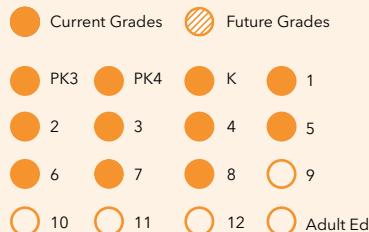
Roxane Rucker

### Regional Director

Chloe Marshall, Ed.D.

### Grades Served

Is part of a PK-8 network.



### Principal

Camille Darden

### First School Year

2005-06

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

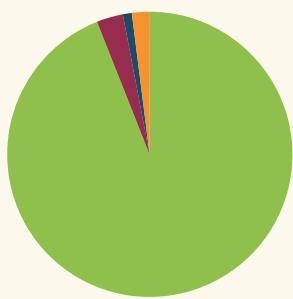
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

517



Asian

0.0%

Black Non-Hispanic

94.4%

Hispanic / Latino

3.3%

Native American / Alaska Native

0.4%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

1.9%

Multiracial

0.0%

### English Language Learner

6.6%

### Economically Disadvantaged

74.1%

### Special Education

10.3%

### At-Risk Population

54.2%

## A Note from the School

Imagine Hope Community PCS'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. This embodies our Academic Excellence Framework, comprising our leaders, teachers, students, parents, and governing board. Imagine Hope Community PCS accomplishes this mission through a school environment that helps students gain confidence and hope for their futures, and provides students with service learning opportunities as they acquire a sense of joy and satisfaction that comes through diligent effort and attention to their daily work.

# Hope Community PCS - Tolson

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Hope Community PCS - Tolson

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: mCLASS®:CIRCLE™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: mCLASS®:CIRCLE™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: STAR Reading™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: STAR Math™ and mCLASS®: Math

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Howard University Middle School of Mathematics and Science PCS

405 Howard Place NW  
Washington, DC 20059

202-806-7725  
[www.howard.edu/ms2](http://www.howard.edu/ms2)



## School Profile (2015-16)

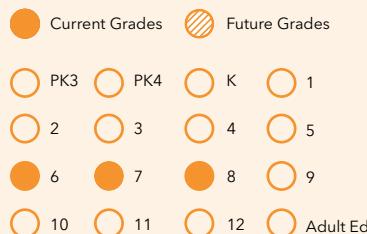
### Board Chair

Wendell Johns

### Head of School

Kathryn Procope

### Grades Served



### First School Year

2005-06

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

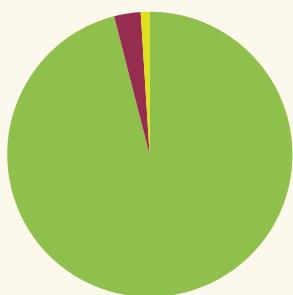
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

294



Asian

0.0%

Black Non-Hispanic

96.6%

Hispanic / Latino

3.1%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.3%

### English Language Learner

3.7%

### Economically Disadvantaged

65.6%

### Special Education

5.1%

### At-Risk Population

41.2%

## A Note from the School

In the tradition of Howard University, the Howard University Middle School of Mathematics and Science PCS provides an educational experience of exceptional quality for a diverse population of students in grades 6-8. Our curriculum emphasizes mathematics and the sciences, not only as core disciplines, but also within all content areas to develop and support students' problem-solving skills and creativity. Standards-based instruction, facilitated through student-centered and inquiry-based activities provides students with opportunities for exploration, discovery, and knowledge building. (MS)2 encourages the academic risk-taking needed to master the rigorous academic disciplines and we celebrate the efforts of all our students. The relationship with Howard University provides a unique opportunity for our students to utilize the university resources to enrich their educational experience. Through the collaborative efforts of parents, teachers, school staff, university personnel, and the community (MS)2 students supported in achieving high academic standards.

# Howard University Middle School of Mathematics and Science PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 6–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



## IDEA PCS

1027 45th Street NE  
Washington, DC 20019

202-399-4750  
[www.ideapcs.org](http://www.ideapcs.org)



### School Profile (2015-16)

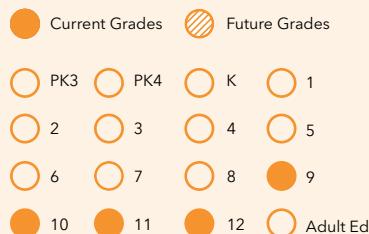
#### Board Chairman

David Owens

#### Executive Director

Justin Rydstrom

#### Grades Served



#### Principal

Lanette Bacchus

#### First School Year

1998-99

### High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

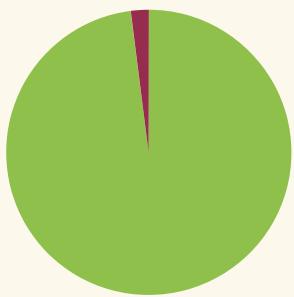
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

#### Total Enrollment

217



#### Asian

0.0%

#### Black Non-Hispanic

97.7%

#### Hispanic / Latino

2.3%

#### Native American / Alaska Native

0.0%

#### Pacific Islander / Native Hawaiian

0.0%

#### White Non-Hispanic

0.0%

#### Multiracial

0.0%

#### English Language Learner

0.5%

#### Economically Disadvantaged

>60%\*

#### Special Education

20.3%

#### At-Risk Population

76.5%

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

### A Note from the School

Our mission at IDEA PCS is to prepare students with the academic, social, leadership, and occupational skills for post-secondary opportunities and to be responsible citizens who contribute to the community. IDEA is a small high school with strong, innovative options for our students, whether pursuing college, trade careers, or military service upon graduation. Our outstanding faculty provides rigorous academics designed to prepare students for college, including Advanced Placement, dual enrollment with University of the District of Columbia Community College, and Apex Learning online classes. In partnership with the DC Students Construction Trades Foundation, IDEA offers cutting-edge, hands-on vocational and architectural design training emphasizing green careers. IDEA's Army Junior Reserve Officers' Training Corps program helps students develop character and leadership. Our Microsoft Academy provides students with sought-after skills and certifications.

(2014–15)



### Grades Measured: 9–12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)

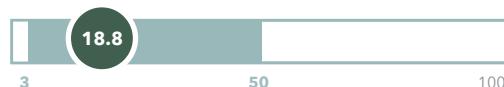


Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



6130 North Capitol Street NW  
Washington, DC 20011

202-729-6660  
[www.iapcs.com](http://www.iapcs.com)

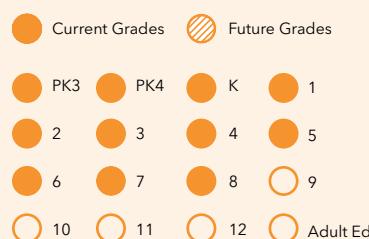


## School Profile (2015-16)

**Board Chair**  
Percy Wilson

**Executive Director & Principal**  
George H. Rutherford II, Ph.D.

### Grades Served



### First School Year

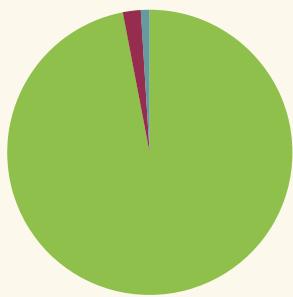
1999-2000

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
297



Asian	0.0%
Black Non-Hispanic	97.0%
Hispanic / Latino	2.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	1.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
1.0%

**Economically Disadvantaged**  
94.3%

**Special Education**  
13.3%

**At-Risk Population**  
64.6%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Ideal Academy PCS serves grades PK3-8 in an academy for holistic education. It is located in Ward 4 and is accredited by the Middle States Association of Colleges and Schools. In 2014, Ideal Academy applied for and received a charter renewal for 15 years. The mission of our school is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens. Ideal Academy prides itself on having small class sizes with a teacher-to-student ratio of 1:15. Ideal Academy provides a unique program, Quiet Time which offers methods that are positive and productive in coping with challenges and stresses. Quiet Time is practiced twice daily, once in the morning and once in the afternoon.

# Ideal Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

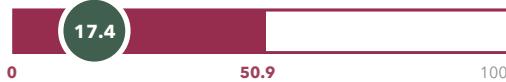


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Ideal Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Core Knowledge Preschool Assessment Tool (CK PAT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Core Knowledge Preschool Assessment Tool (CK PAT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: Discovery Education™ Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: Discovery Education™ Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Ingenuity Prep PCS

4600 Livingston Road SE  
Washington, DC 20032

202-562-0391  
[www.ingenuityprep.org](http://www.ingenuityprep.org)

## School Profile (2015-16)

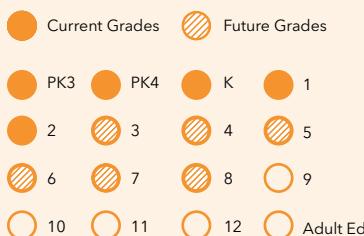
### Board Chair

Peter Winik

### Head of School

Aaron Cuny

### Grades Served



### First School Year

2013-14

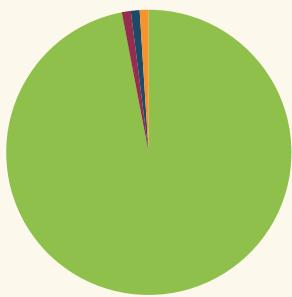
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

201



Asian

0.0%

Black Non-Hispanic

97.0%

Hispanic / Latino

0.5%

Native American /  
Alaska Native

1.5%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

1.0%

Multiracial

0.0%

### English Language Learner

0.0%

### Economically Disadvantaged

>60%\*

### Special Education

22.4%

### At-Risk Population

76.1%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

Ingenuity Prep is preparing Washington, D.C.'s next generation of civic leaders. For each of the last two years, DC Public Charter School Board data shows the school's early childhood program with among the best classroom culture ratings (measured across three domains: Classroom Organization, Emotional Support, and Instructional Support) of any public charter school in the city. The school's early elementary program, which leverages digital content and a teacher career ladder with three highly-qualified teachers in each classroom, provides regular, differentiated, small-group instruction that meets the learning needs of a wide-range of students. Ingenuity Prep has been recognized by the National Alliance for Public Charter Schools as one of four schools successfully implementing "next generation" models and by Tom Vanderark as one of "100 Schools Worth Visiting" across the country.

# Ingenuity Prep PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-1

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



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



WARD  
**5**  
200 Douglas Street NE  
Washington, DC 20002

# Inspired Teaching Demonstration PCS

202-248-6825  
[www.inspiredteachingschool.org](http://www.inspiredteachingschool.org)



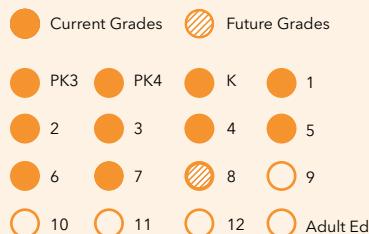
## School Profile (2015-16)

**Board Chair**

Marc Fisher

**Head of School**

Deborah Dantzler  
Williams

**Grades Served**

**Principal**

Zoe Duskin (ES)  
Latisha Coleman (MS)

**First School Year**

2011-12

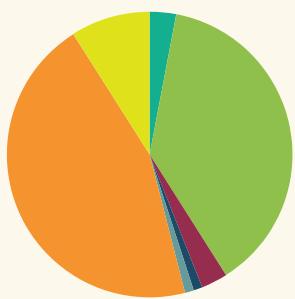
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

317



Asian

3.2%

Black Non-Hispanic

38.5%

Hispanic / Latino

2.8%

Native American /  
Alaska Native

0.6%

Pacific Islander / Native  
Hawaiian

0.6%

White Non-Hispanic

45.4%

Multiracial

8.8%

**English Language Learner**

4.4%

**Economically Disadvantaged**

18.3%

**Special Education**

12.3%

**At-Risk Population**

12.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Inspired Teaching PCS is a community of master teachers and teacher residents that provides an excellent education and invests in teacher preparation and professional development. Diverse students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum. Our work is centered on four Is: Intellect, Inquiry, Imagination, and Integrity. Lessons are student-centered. Teachers act as facilitators and instigators of thought so students are engaged in hands-on learning and becoming successful problem solvers. Early childhood, elementary, and middle school students become agents of change through a 21st-century curriculum, diversified assessment, renowned partnerships, and engaged families.

# Inspired Teaching Demonstration PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–6

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

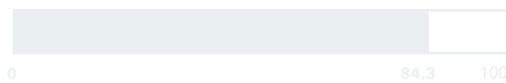
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Inspired Teaching Demonstration PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–6

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Developmental Reading Assessment™ (DRA)

Percent of students who met or exceeded the publisher's achievement expectations by the end of the year



##### K-2 Math: enVisionMATH®

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# KIPP DC - AIM Academy PCS

2600 Douglass Road SE  
Washington, DC 20020

202-678-5477  
[www.kippdc.org](http://www.kippdc.org)



## School Profile (2015-16)

### Board Chair

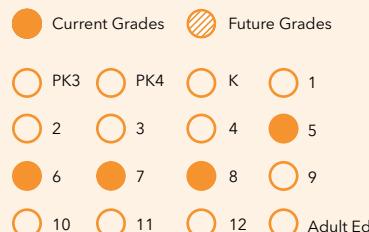
Terry Golden

### Founder & CEO

Susan Schaeffler

### Grades Served

Is part of a PK-12 network.



### School Leader

Kristy Ochs

### First School Year

2005-06

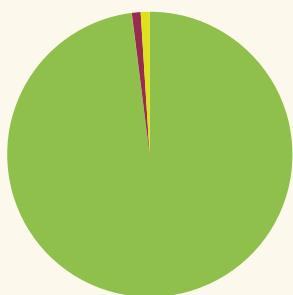
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

321



Asian

0.0%

Black Non-Hispanic

98.4%

Hispanic / Latino

0.9%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.6%

### English Language Learner

0.3%

### Economically Disadvantaged

85.4%

### Special Education

25.2%

### At-Risk Population

60.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - AIM Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 5–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

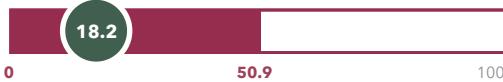


PARCC: Mathematics

Approaching College and Career Ready and Above



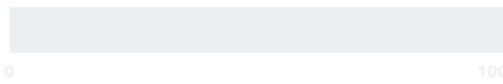
College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



# KIPP DC - Arts & Technology Academy

5300 Blaine Street NE  
Washington, DC 20019

202-398-6811  
[www.kippdc.org](http://www.kippdc.org)

## TOTAL SCORE



\* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

## School Profile (2015-16)

### Board Chair

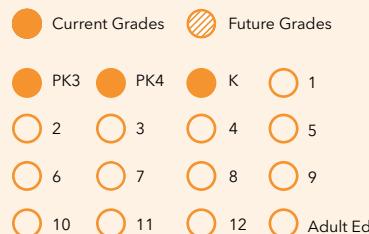
Terry Golden

### Founder & CEO

Susan Schaeffler

### Grades Served

Is part of a PK-12 network.



### School Leader

Allison Artis

### First School Year

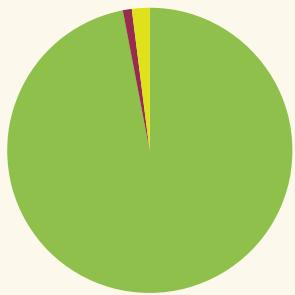
2014-15

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
212



**English Language Learner**  
0.5%

**Economically Disadvantaged**  
>60%\*

**Special Education**  
11.8%

**At-Risk Population**  
63.7%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

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

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Arts & Technology Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-K

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# KIPP DC - College Preparatory PCS

1405 Brentwood Parkway NE  
Washington, DC 20002

202-678-2527  
[www.kippdc.org](http://www.kippdc.org)



## School Profile (2015-16)

### Board Chair

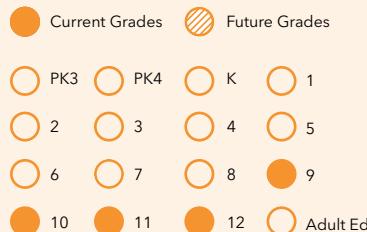
Terry Golden

### Founder & CEO

Susan Schaeffler

### Grades Served

Is part of a PK-12 network.



### School Leader

Jessica Cunningham

### First School Year

2009-10

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

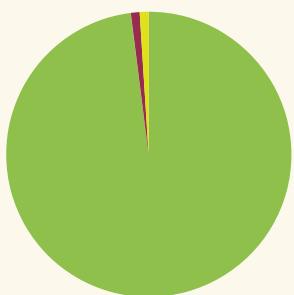
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

454



Asian

0.0%

Black Non-Hispanic

99.1%

Hispanic / Latino

0.2%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.7%

### English Language Learner

0.0%

### Economically Disadvantaged

78.0%

### Special Education

19.4%

### At-Risk Population

52.4%

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - College Preparatory PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9–12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above

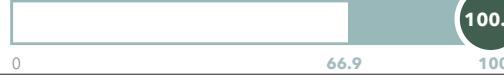


##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# KIPP DC - College Preparatory PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# KIPP DC - Connect Academy PCS

1375 Mount Olivet Road NE  
Washington, DC 20002

202-396-5477  
[www.kippdc.org](http://www.kippdc.org)

## School Profile (2015-16)

**Board Chair**

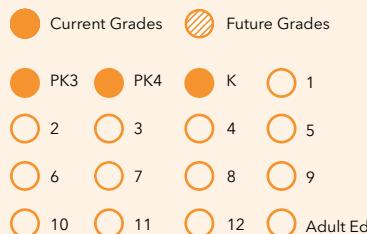
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Donny Tiengtum

**First School Year**

2013-14

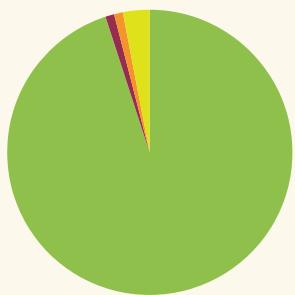
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

301



Asian

0.0%

Black Non-Hispanic

95.3%

Hispanic / Latino

1.3%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.3%

Multiracial

3.0%

**English Language Learner**

0.7%

**Economically Disadvantaged**

82.4%

**Special Education**

8.3%

**At-Risk Population**

57.1%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Connect Academy PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-K

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# KIPP DC - Discover Academy PCS

2600 Douglass Road SE  
Washington, DC 20020

202-678-7735  
[www.kippdc.org](http://www.kippdc.org)

## School Profile (2015-16)

**Board Chair**

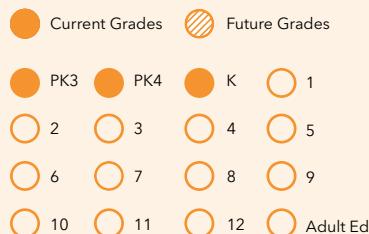
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Philonda Johnson

**First School Year**

2009-10

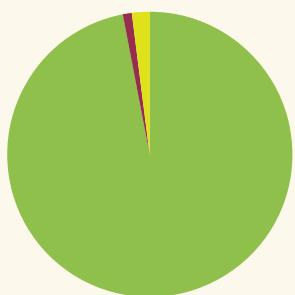
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

330



Asian

0.0%

Black Non-Hispanic

97.0%

Hispanic / Latino

0.6%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

2.4%

**English Language Learner**

0.0%

**Economically Disadvantaged**

85.5%

**Special Education**

11.2%

**At-Risk Population**

63.9%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Discover Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-K

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# KIPP DC - Grow Academy PCS

421 P Street NW  
Washington, DC 20001

202-986-4769  
[www.kippdc.org](http://www.kippdc.org)

## School Profile (2015-16)

**Board Chair**

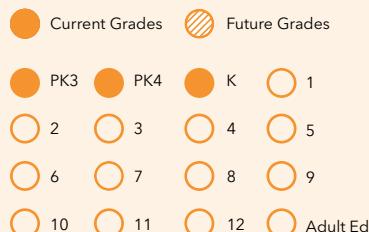
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Lauren Ellis

**First School Year**

2010-11

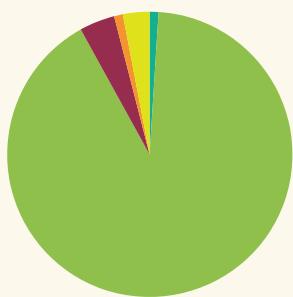
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

312



Asian	1.3%
Black Non-Hispanic	91.7%
Hispanic / Latino	3.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.6%
Multiracial	2.6%

**English Language Learner**

1.0%

**Economically Disadvantaged**

77.6%

**Special Education**

8.7%

**At-Risk Population**

48.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Grow Academy PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-K

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# KIPP DC - Heights Academy PCS

2600 Douglass Road SE  
Washington, DC 20020

202-610-5323  
[www.kippdc.org](http://www.kippdc.org)

## School Profile (2015-16)

**Board Chair**

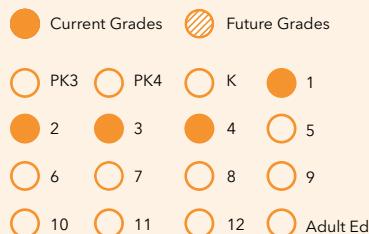
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Gaelan Gallagher

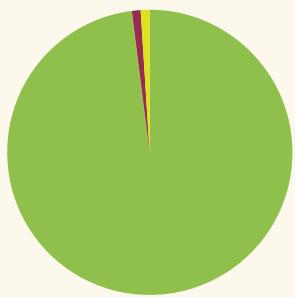
**First School Year**

2011-12

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
415


Asian	0.0%
Black Non-Hispanic	99.5%
Hispanic / Latino	0.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.2%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
87.2%

**Special Education**  
15.7%

**At-Risk Population**  
58.1%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Heights Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 1–4

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

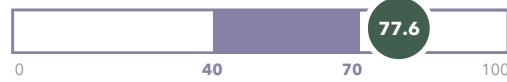
Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# KIPP DC - KEY Academy PCS

4801 Benning Road SE  
Washington, DC 20019

202-582-5477  
[www.kippdc.org](http://www.kippdc.org)



## School Profile (2015-16)

### Board Chair

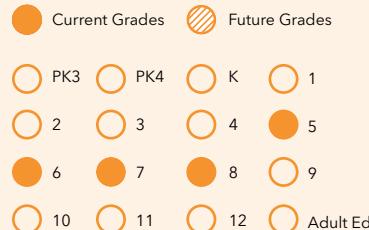
Terry Golden

### Founder & CEO

Susan Schaeffler

### Grades Served

Is part of a PK-12 network.



### School Leader

David Ayala

### First School Year

2001-02

## Score Explanations

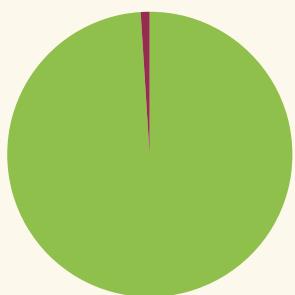
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
334



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.3%

**Economically Disadvantaged**  
83.8%

**Special Education**  
12.0%

**At-Risk Population**  
50.6%

## A Note from the School

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# KIPP DC - KEY Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 5–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



## KIPP DC - Lead Academy PCS

421 P Street NW  
Washington, DC 20001

202-223-4505  
[www.kippdc.org](http://www.kippdc.org)

### School Profile (2015-16)

**Board Chair**

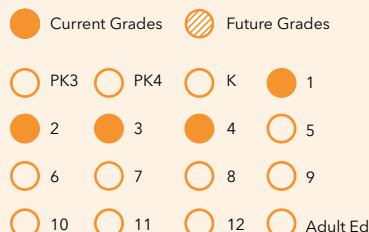
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Mekia Love

**First School Year**

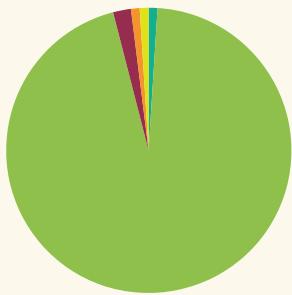
2012-13

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
302



Asian	1.3%
Black Non-Hispanic	95.4%
Hispanic / Latino	2.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.7%
Multiracial	0.3%

**English Language Learner**  
1.3%

**Economically Disadvantaged**  
75.2%

**Special Education**  
10.6%

**At-Risk Population**  
43.7%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Lead Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 1–3

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# KIPP DC - LEAP Academy PCS

4801 Benning Road SE  
Washington, DC 20019

202-582-5327  
[www.kippdc.org](http://www.kippdc.org)

## School Profile (2015-16)

**Board Chair**

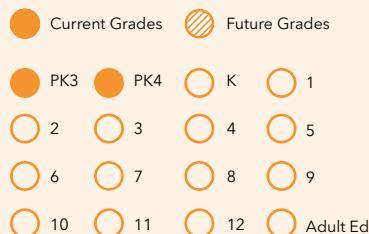
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Abraham Clayman

**First School Year**

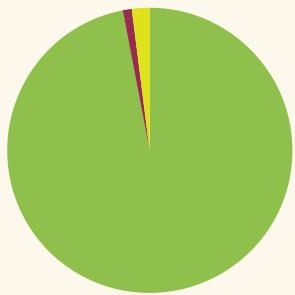
2007-08

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
304



Asian	0.0%
Black Non-Hispanic	97.7%
Hispanic / Latino	0.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	1.6%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
85.2%

**Special Education**  
9.2%

**At-Risk Population**  
61.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

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# KIPP DC - LEAP Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-K

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



## KIPP DC - Northeast Academy PCS

1375 Mount Olivet Road NE  
Washington, DC 20002

202-398-5477  
[www.kippdc.org](http://www.kippdc.org)

### TOTAL SCORE



\* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

### School Profile (2015-16)

**Board Chair**

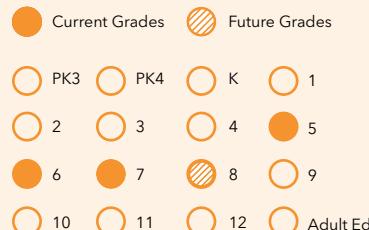
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

John Barnhardt

**First School Year**

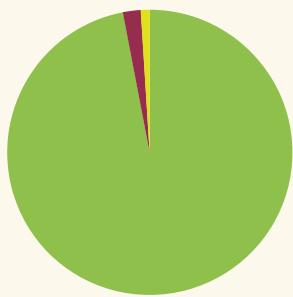
2014-15

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
126



Asian	0.0%
Black Non-Hispanic	96.8%
Hispanic / Latino	2.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.8%

**English Language Learner**  
0.8%

**Economically Disadvantaged**  
77.8%

**Special Education**  
18.5%

**At-Risk Population**  
58.7%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

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# KIPP DC - Northeast Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 5–6

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

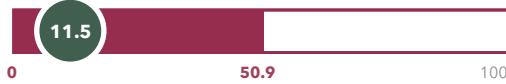


PARCC: Mathematics

Approaching College and Career Ready and Above



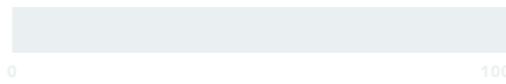
College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

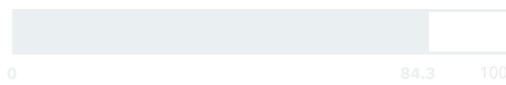
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



## KIPP DC - Promise Academy PCS

4801 Benning Road SE  
Washington, DC 20019

202-582-1390  
[www.kippdc.org](http://www.kippdc.org)



### School Profile (2015-16)

#### Board Chair

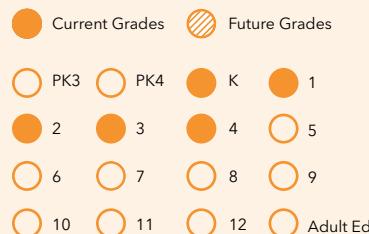
Terry Golden

#### Founder & CEO

Susan Schaeffler

#### Grades Served

Is part of a PK-12 network.



#### School Leader

Andhra Lutz

#### First School Year

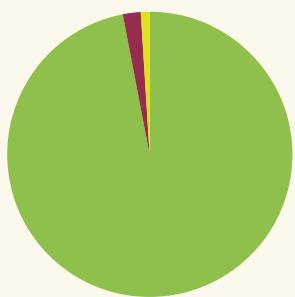
2009-10

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
400



Asian	0.0%
Black Non-Hispanic	98.0%
Hispanic / Latino	1.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.3%

**English Language Learner**  
0.8%

**Economically Disadvantaged**  
86.5%

**Special Education**  
15.8%

**At-Risk Population**  
56.0%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Promise Academy PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 1–4

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# KIPP DC - Quest Academy PCS

5300 Blaine Street NE  
Washington, DC 20019

202-398-6811  
[www.kippdc.org](http://www.kippdc.org)

## TOTAL SCORE



\* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

## School Profile (2015-16)

**Board Chair**

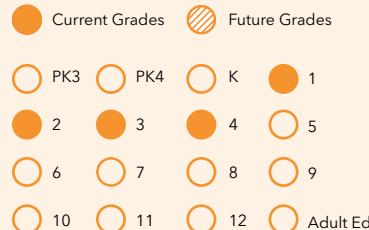
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Cherese Brauer

**First School Year**

2014-15

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

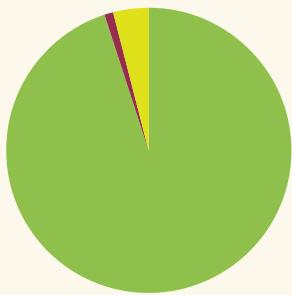
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

282



Asian

0.0%

Black Non-Hispanic

95.0%

Hispanic / Latino

1.4%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

3.5%

**English Language Learner**  
0.4%

**Economically Disadvantaged**  
>60%\*

**Special Education**

18.1%

**At-Risk Population**

64.2%

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

## A Note from the School

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# KIPP DC - Quest Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 1–5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

Grades 1-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



Grades 1-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# KIPP DC - Spring Academy PCS

1375 Mount Olivet Road NE  
Washington, DC 20002

202-397-5477  
[www.kippdc.org](http://www.kippdc.org)

## School Profile (2015-16)

**Board Chair**

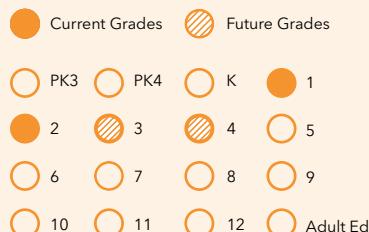
Terry Golden

**Founder & CEO**

Susan Schaeffler

**Grades Served**

Is part of a PK-12 network.


**School Leader**

Lindsey Hoy

**First School Year**

2013-14

## Score Explanations

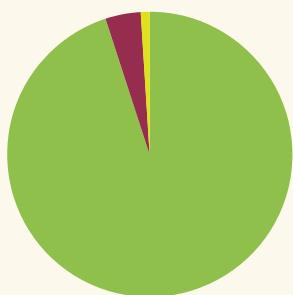
For schools serving pre-kindergarten (PK) through 8th grades, DCPCSB has implemented a new

**Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

102



Asian

0.0%

Black Non-Hispanic

95.1%

Hispanic / Latino

3.9%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

1.0%

**English Language Learner**

0.0%

**Economically Disadvantaged**

87.3%

**Special Education**

9.8%

**At-Risk Population**

61.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - Spring Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 1-1

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



## KIPP DC - WILL Academy PCS

421 P Street NW  
Washington, DC 20001

202-328-9455  
[www.kippdc.org](http://www.kippdc.org)



### School Profile (2015-16)

#### Board Chair

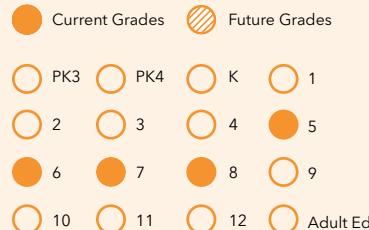
Terry Golden

#### Founder & CEO

Susan Schaeffler

#### Grades Served

Is part of a PK-12 network.



#### School Leader

Tiffanie Williams

#### First School Year

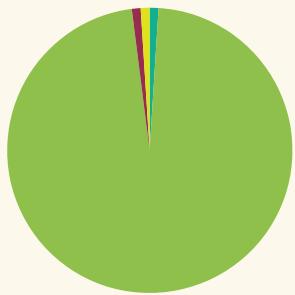
2006-07

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
344



Asian	0.9%
Black Non-Hispanic	96.8%
Hispanic / Latino	1.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	1.2%

**English Language Learner**  
0.9%

**Economically Disadvantaged**  
100.0%

**Special Education**  
22.4%

**At-Risk Population**  
43.3%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

KIPP DC PCS is a network of high-performing, college preparatory public charter schools in Washington, DC. Our mission is to create and sustain the highest-quality school system for the most underserved communities in the city. All KIPP DC schools are tuition-free, open enrollment schools, and actively recruit and serve students in the city's most under-resourced communities. At KIPP DC, there are no shortcuts. Outstanding educators and staff, more time in school, a rigorous college preparatory curriculum, and a strong culture of achievement and support help our students make significant academic gains and continue to excel in high school and college.

# KIPP DC - WILL Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 4–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

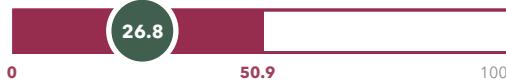


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# Latin American Montessori Bilingual PCS

1800 Perry Street NE  
1375 Missouri Avenue NW  
Washington, DC 20011

202-525-5105  
202-726-6200  
[www.lambpcs.org](http://www.lambpcs.org)



## School Profile (2015-16)

**Board Chair**

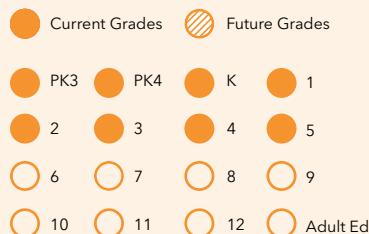
Barrie Lynn Tapia

**Executive Director**

Diane Cottman

**Grades Served**

Is part of the PK-12 DCI network.


**Principal**

Cristina Encinas

**First School Year**

2003-04

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

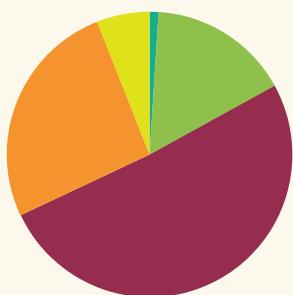
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

342



Asian

0.6%

Black Non-Hispanic

15.8%

Hispanic / Latino

51.2%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

26.3%

Multiracial

6.1%

**English Language Learner**

37.7%

**Economically Disadvantaged**

24.0%

**Special Education**

12.3%

**At-Risk Population**

12.6%

## A Note from the School

Latin American Montessori Bilingual (LAMB) PCS embraces the Montessori philosophy that every child is a natural learner. We combine Montessori with language immersion to create an educational environment with the goal of bi-literacy in English and Spanish. Science, social studies, math, language, art, music, movement, character, and community development are all integrated within a holistic learning process. At monthly Peace Ceremonies, students present projects and performances to the community to demonstrate the connection between their academic learning and their concept of themselves as "peace ambassadors." LAMB's reach goes far beyond its school walls with outdoor learning, camping, nature walks, and field trips. At LAMB, students excel academically while demonstrating respect for self, others, and the environment.

# Latin American Montessori Bilingual PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

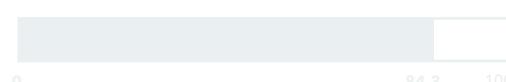
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Latin American Montessori Bilingual PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Bracken School Readines Assessment

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Bracken School Readines Assessment

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: Indicadores Dinámicos del Éxito en la Lectura® (IDEL)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Easy Curriculum-Based Measures (easyCBM™)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



## LAYC Career Academy PCS

3047 15th Street NW  
Washington, DC 20009

202-319-2228  
[www.laycca.org](http://www.laycca.org)

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

### School Profile (2015-16)

#### Board Chair

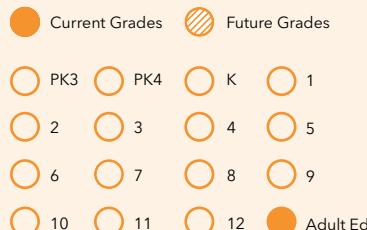
Ken Robinson

#### Executive Director

Nicole Hanrahan

#### Grades Served

Serves ages 16 to 24.



#### Principal

Angela Stepancic

#### First School Year

2012-13

### Adult Education Tier Explanations

#### 1 High Performing

(At least 65.0% in all indicators)

#### 2 Mid Performing

(At least 35.0% in all indicators)

#### 3 Low Performing

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) to assess school-wide academic performance. Schools are rated by tiers:

**Tier 1** schools meet standards of high performance

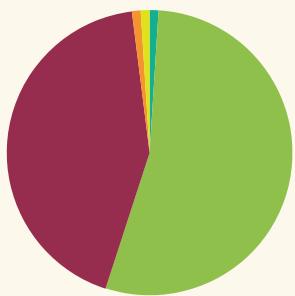
**Tier 2** schools fall short of high performance standards but meet minimum overall performance standards

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

### Student Demographics (2014-15)

#### Total Enrollment

190



#### Asian

1.1%

#### Black Non-Hispanic

54.2%

#### Hispanic / Latino

43.7%

#### Native American / Alaska Native

0.0%

#### Pacific Islander / Native Hawaiian

0.0%

#### White Non-Hispanic

0.5%

#### Multiracial

0.5%

#### English Language Learner

24.2%\*

#### Special Education

14.1%\*

\*Includes only students under the age of 22, per state funding requirements

### A Note from the School

The LAYC Career Academy PCS provides a bridge between high school and college or careers for young adults ages 16 to 24 in the District of Columbia. LAYC Career Academy PCS provides students with college credits, Advanced Placement-style classes, a rigorous and self-paced GED program, a college preparatory curriculum, and career training in the health care and information technology fields. This school was the first GED school in the country to obtain a grant from the Walton Family Foundation, which is known for its dedication to high-quality college preparatory models.

# LAYC Career Academy PCS

## 2015 School Performance Report

(2014–15)



Weighted Score

### Adult Education

#### Student Progress: Improvement of One or More Levels

**44.7%**

Results available for 9.6% of students eligible for this indicator.

#### Adult Basic Education (ABE) Performance

**Weighted ABE Score** **44.7%**

##### ABE Level 1

n<10\*  
0 100

##### ABE Level 2

n<10\*  
0 19.8 100

##### ABE Level 3

n<10\*  
0 36.5 86.5 100

##### ABE Level 4

n<10\*  
0 25 65 100

##### ABE Level 5

n<10\*  
0 100

#### English as a Second Language (ESL) Performance

**Weighted ESL Score** **N/A**

##### ESL Level 1

N/A  
0 26.7 100

##### ESL Level 2

N/A  
0 63.5 93.5

##### ESL Level 3

N/A  
0 47.8 77.8 100

##### ESL Level 4

N/A  
0 35.7 65.7 100

##### ESL Level 5

N/A  
0 32.8 62.8 100

##### ESL Level 6\*\*

N/A  
0 13.2 49.8 100

\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

#### Student Achievement: GED or NEDP Attainment \*\*

**N/A**

##### Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma

**N/A**

0 100

#### College and Career Readiness: Employment and Postsecondary Outcomes

**18.1%**

##### Entered Employment or Entered Postsecondary

70 students responded to the survey, Survey Response Rate: 45.5%\*\*\*

Response Rate Not Met

##### Retained Employment or Entered Postsecondary

17 students responded to the survey, Survey Response Rate: 56.7%\*\*\*



**100.0**

##### Entered Postsecondary (Prior Program Year)

N/A

**N/A**

0 75 100

#### Leading Indicators: Predictors of Future Student Progress and Achievement

**39.4%**

##### Attendance



**61.5**

##### Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test



**50.0**

**TIER 3**

# LAYC Career Academy PCS

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Certification

Percent of exiting students enrolled in A+ course for 120+ hours or more earning an A+ certificate



##### Certification

Percent of exiting students enrolled in Microsoft Office Suite (MOS) Word or Cisco course for 75+ hours or more earning a MOS Word or Cisco certificate



##### Certification

Percent of students earning an Occupational Safety and Health Administration (OSHA-10) certificate



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.



200 Douglas Street NE  
Washington, DC 20002

## Lee Montessori PCS

202-779-9740  
[www.leemontessori.org](http://www.leemontessori.org)

### TOTAL SCORE

N/A\*

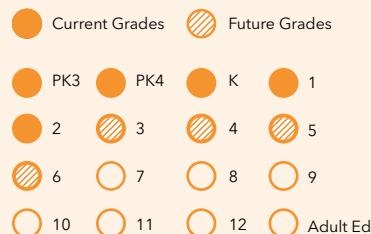
\* This school is not receiving a PMF score or tier this year due to the change in state assessment, and 2014-15 was its first school year. Data have been reported on all measures, where available.

### School Profile (2015-16)

**Board Chair**  
Dominique Fortune

**Head of School**  
Chris Pencikowski

#### Grades Served



**Principal**  
Megan Hubbard

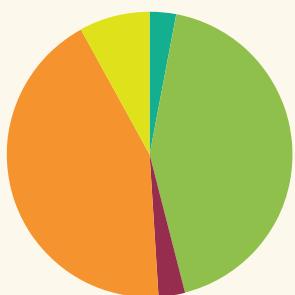
**First School Year**  
2014-15

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

**Total Enrollment**  
74



Asian	2.7%
Black Non-Hispanic	43.2%
Hispanic / Latino	2.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	43.2%
Multiracial	8.1%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
20.3%

**Special Education**  
19.2%

**At-Risk Population**  
13.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

Lee Montessori PCS is a public charter school in Northeast DC that currently serves children ages 3-7 (grades PK3-2) in primary and lower elementary level Montessori classrooms. Our mission is to foster a lifetime love of learning and cultivate independence among DC schoolchildren. We use the student-centered Montessori Method, an evidence-based approach to closing the opportunity gap. Lee Montessori PCS creates a peaceful, multi-age learning environment that fosters the physical, social, emotional, and academic growth and development of students and produces life long learners. We are growing grade by grade to serve children in grades PK3-6. The school's social and academic culture follows the rigorous standards for excellence as set forth by the Association Montessori Internationale.

# Lee Montessori PCS

## 2015 School Performance Report

(2014–15)

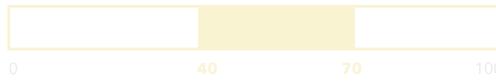
KEY



### Grades Measured: PK3-1

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: AIMSweb™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: AIMSweb™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Mary McLeod Bethune Day Academy PCS

1404 Jackson Street NE  
Washington, DC 20017

202-459-4710 ext. 600  
[www.mmbethune.org](http://www.mmbethune.org)



## School Profile (2015-16)

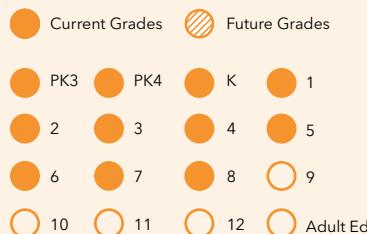
### Board Chair

Valerie Smith

### Executive Director

Linda McKay

### Grades Served



### Principal

Jubria Lewis

### First School Year

2004-05

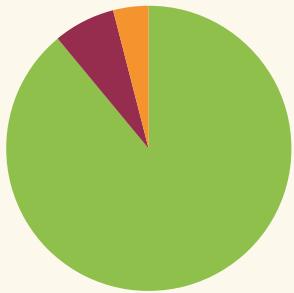
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

381



### Asian

0.0%

### Black Non-Hispanic

89.5%

### Hispanic / Latino

6.6%

### Native American / Alaska Native

0.0%

### Pacific Islander / Native Hawaiian

0.0%

### White Non-Hispanic

3.9%

### Multiracial

0.0%

### English Language Learner

2.1%

### Economically Disadvantaged

>60%\*

### Special Education

9.5%

### At-Risk Population

64.6%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Mary McLeod Bethune Day Academy PCS's mission 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. Mary McLeod Bethune works to achieve its mission by cultivating independent, inquiring thinkers through project-based learning. As a candidate school for the International Baccalaureate Primary Years Programme, Mary McLeod Bethune Day Academy offers all of its students art, music, health/physical education, and two foreign languages, Spanish immersion in grades PK3-2, Spanish instruction in grades 3-8, and Latin in grades 5-8. It is our belief that nurturing the whole child academically, socially, and emotionally will produce a knowledgeable and caring individual who will become a global change agent for the 21st-century.

# Mary McLeod Bethune Day Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

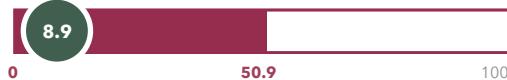


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Mary McLeod Bethune Day Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



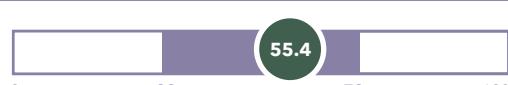
##### K-2 Reading: Discovery Education™ Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: Discovery Education™ Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Maya Angelou PCS – High School

5600 East Capitol Street NE  
Washington, DC 20019

202-379-4335  
[www.seeforever.org](http://www.seeforever.org)



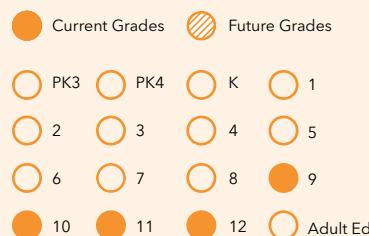
## School Profile (2015-16)

**Board Chair**

Jane Dimyan-Ehrenfeld

**CEO**

Heather D. Washington,  
Ph.D.

**Grades Served**

**Principal**

Tameika Ashford

**First School Year**

1998-99

## Alternative Accountability

Some schools do not receive a PMF tier because they serve a markedly different population from other K-12 schools. PCSB's board has approved an alternative accountability framework which will be implemented 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
253



Asian	0.0%
Black Non-Hispanic	100.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%\*

**Special Education**

39.7%

**At-Risk Population**

N/A

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

## A Note from the School

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 PCS, our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

# Maya Angelou PCS - High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Maya Angelou PCS - High School

## 2015 School Performance Report

(2014–15)

KEY



Rate

Target

100

### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



61.0

82 92

##### Re-enrollment

Percent of students eligible to re-enroll



65.4

71.3 90 100

##### 9th Grade on Track to Graduate



35.8

57.9

100

*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Maya Angelou PCS – Young Adult Learning Center

5600 East Capitol Street NE  
Washington, DC 20019

202-289-8898  
[www.seeforever.org](http://www.seeforever.org)

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

## School Profile (2015-16)

### Board Chair      CEO      Grades Served

Jane Dimyan-Ehrenfeld      Heather D. Wathington, Ph.D.

Serves ages 17 to 24.  
● Current Grades    ○ Future Grades

### Director      First School Year

Sarah Navarro      2012-13

<span style="color: orange;">○</span> PK3	<span style="color: orange;">○</span> PK4	<span style="color: orange;">○</span> K	<span style="color: orange;">○</span> 1
<span style="color: orange;">○</span> 2	<span style="color: orange;">○</span> 3	<span style="color: orange;">○</span> 4	<span style="color: orange;">○</span> 5
<span style="color: orange;">○</span> 6	<span style="color: orange;">○</span> 7	<span style="color: orange;">○</span> 8	<span style="color: orange;">○</span> 9
<span style="color: orange;">○</span> 10	<span style="color: orange;">○</span> 11	<span style="color: orange;">○</span> 12	<span style="color: orange;">●</span> Adult Ed

## Adult Education Tier Explanations

### 1 High Performing

(At least 65.0% in all indicators)

### 2 Mid Performing

(At least 35.0% in all indicators)

### 3 Low Performing

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) 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

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

## Student Demographics (2014-15)

Total Enrollment  
147

<span style="color: green;">■</span> Asian	0.0%
<span style="color: green;">■</span> Black Non-Hispanic	100.0%
<span style="color: maroon;">■</span> Hispanic / Latino	0.0%
<span style="color: darkblue;">■</span> Native American / Alaska Native	0.0%
<span style="color: teal;">■</span> Pacific Islander / Native Hawaiian	0.0%
<span style="color: orange;">■</span> White Non-Hispanic	0.0%
<span style="color: yellow;">■</span> Multiracial	0.0%

English Language  
Learner  
0.0%\*

Special Education  
29.2%\*

\*Includes only students under the age of 22, per state funding requirements

## A Note from the School

Our mission at Maya Angelou PCS is to provide young adults with the academic support, career and technical training, and life skills necessary to achieve success and earn the credentials needed to start a successful career.

# Maya Angelou PCS - Young Adult Learning Center

2015 School Performance Report

(2014–15)

KEY



Weighted Score

## Adult Education

### Student Progress: Improvement of One or More Levels

**56.3%**

#### Adult Basic Education (ABE) Performance

**Weighted ABE Score** **56.3%**

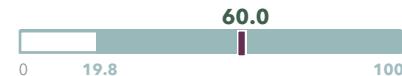
**ABE Level 1**

*n<10\**



**ABE Level 2**

*15 students*



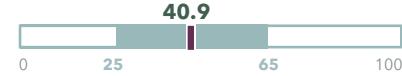
**ABE Level 3**

*45 students*



**ABE Level 4**

*22 students*



**ABE Level 5**

*N/A*



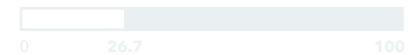
#### English as a Second Language (ESL) Performance

**Weighted ESL Score**

**N/A**

**ESL Level 1**

*N/A*



**ESL Level 2**

*N/A*



**ESL Level 3**

*N/A*



**ESL Level 4**

*N/A*



**ESL Level 5**

*N/A*



**ESL Level 6\*\***

*N/A*



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

### Student Achievement: GED or NEDP Attainment \*\*

**73.7%**

**Obtained Secondary Credential**

*19 students attempted a secondary diploma*



### College and Career Readiness: Employment and Postsecondary Outcomes

**28.8%**

**Entered Employment or Entered Postsecondary**

*90 students responded to the survey, Survey Response Rate: 56.6%\*\*\**



**Retained Employment or Entered Postsecondary**

*23 students responded to the survey, Survey Response Rate: 88.5%\*\*\**



**Entered Postsecondary (Prior Program Year)**

*21 students responded to the survey, Survey Response Rate: 100.0%\*\*\**



### Leading Indicators: Predictors of Future Student Progress and Achievement

**21.0%**

**Attendance**



**Retention**

*Percent of students who are enrolled at the school who took both an academic pre-test and post-test*



**TIER 3**

# Maya Angelou PCS - Young Adult Learning Center

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Certification

Percent of exiting students enrolled in Home Builders' Institute Pre-Apprenticeship Certificate Training (HBI-PACT) course for 120+ hours or more earning a HBI-PACT certificate



##### Certification

Percent of students earning an Occupational Safety and Health Administration (OSHA-10) certificate, a Home Builders' Institute Pre-Apprenticeship Certificate Training (HBI-PACT), or Flagging certificate



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.



## Meridian PCS

2120 13th Street NW  
Washington, DC 20009

202-387-9830  
[www.meridian-dc.org](http://www.meridian-dc.org)



### School Profile (2015-16)

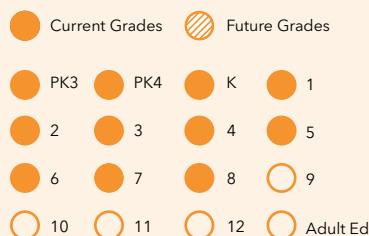
#### Board Chair

Christopher Siddall

#### Head of Schools

Tamara Cooper

#### Grades Served



#### Interim Principal

Michelle Taylor

#### First School Year

1999-2000

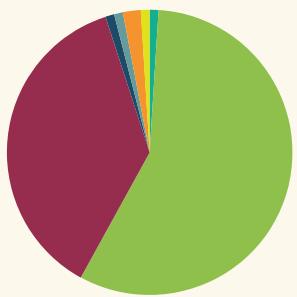
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

639



Asian

1.3%

Black Non-Hispanic

59.9%

Hispanic / Latino

36.6%

Native American / Alaska Native

0.3%

Pacific Islander / Native Hawaiian

0.2%

White Non-Hispanic

1.6%

Multiracial

0.2%

#### English Language Learner

27.6%

#### Economically Disadvantaged

>60%\*

#### Special Education

12.7%

#### At-Risk Population

48.7%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

Meridian PCS works hard to foster an entire school of successful young learners and to prepare them well for advancement into higher education. Meridian equips all of its students with many hands-on opportunities to learn. High technology equipment is available throughout the school. Individual and collective student achievements are recognized throughout the academic year and are proudly shared with all faculty, staff, and students.

# Meridian PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

(2014–15)



### Grades Measured: PK3–8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Stanford Achievement Test (SAT 10)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Stanford Achievement Test (SAT 10)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Mundo Verde Bilingual PCS

30 P Street NW  
Washington, DC 20001

202-750-7060  
[www.mundoverdepcs.org](http://www.mundoverdepcs.org)

## School Profile (2015-16)

### Board Chair

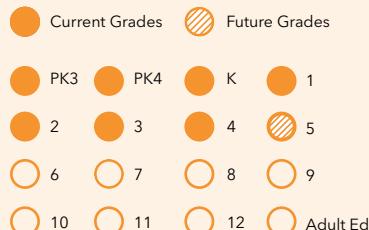
Lisa Landmeier

### Executive Director

Kristin Scotchmer

### Grades Served

Is part of the PK-12 DCI network.



### Principal

Dahlia Aguilar

### First School Year

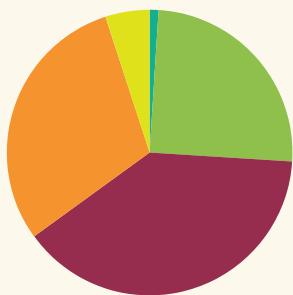
2011-12

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
404



Asian	1.2%
Black Non-Hispanic	24.5%
Hispanic / Latino	39.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	30.2%
Multiracial	5.0%

**English Language Learner**  
20.8%

**Economically Disadvantaged**  
32.9%

**Special Education**  
7.4%

**At-Risk Population**  
14.4%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Mundo Verde is a Expeditionary Learning, language immersion school where students in preK - kindergarten are taught and assessed exclusively in Spanish, and 50% of instruction in grades 1-4 is in Spanish. 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 is proud to have improved its scores on the CLASS evaluation in 2014-15. Scores displayed below are a two-year weighted average. Mundo Verde's true 2014-15 scores are: 6.3 Emotional Support, 6.0 Classroom Organization, 2.3 Instructional Support. Additionally, in the bilingual grades, 73% of students achieved a year of growth in at least one language.

# Mundo Verde Bilingual PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

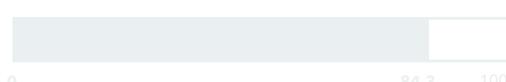
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Mundo Verde Bilingual PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Social Emotional Learning: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Fountas & Pinnell and EDL2 (Spanish)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Group Mathematics Assessment and Diag. Evaluation (GMADE™)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



#### Education for Sustainability Audit

Percent of "achieving" ratings received on the 12 domains of the Education for Sustainability Audit observation tool



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



# National Collegiate Preparatory Public Charter High School

4600 Livingston Road SE  
Washington, DC 20032

202-832-7737  
[www.nationalprepdc.org](http://www.nationalprepdc.org)

## TIER SCORES

2011 2012 2013 2014 2015



48.6% 49.0% 51.4% 41.6% N/A\*

## School Profile (2015-16)

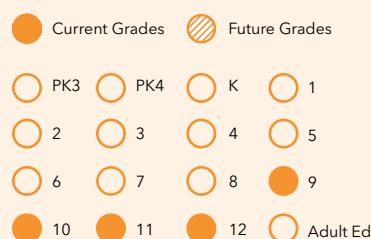
### Board Chair

Ty Johnson

### Founder & Executive Director

Jennifer L. Ross, MSW,  
LCSW

### Grades Served



### Chief Academic Officer

Dianne Brown, Ed.D.

### First School Year

2009-10

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

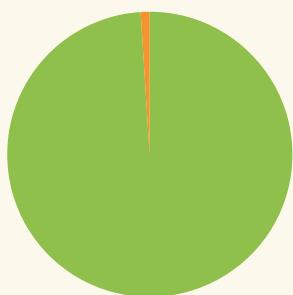
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

306



Asian

0.0%

Black Non-Hispanic

99.7%

Hispanic / Latino

0.0%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.3%

Multiracial

0.0%

### English Language Learner

0.0%

### Economically Disadvantaged

>60%\*

### Special Education

18.6%

### At-Risk Population

72.5%

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

## A Note from the School

The mission of National Collegiate Preparatory PCHS is to provide a rigorous 9th-12th grade standards-based college preparatory curriculum, to provide an interdisciplinary curriculum that integrates international studies themes across the academic curriculum that would offer an opportunity for an International Baccalaureate education, and 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. National Collegiate Preparatory PCHS is an internationally and nationally accredited high school in Ward 8. Our goal is for our students to be prepared academically and socially when they enter college.

# National Collegiate Preparatory Public Charter High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9–12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above

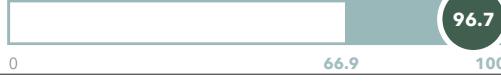


##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate

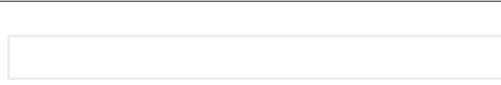


##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# National Collegiate Preparatory Public Charter High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# The Next Step/El Próximo Paso PCS

3047 15th Street NW  
Washington, DC 20009

202-319-2249  
[www.nextsteppcs.org](http://www.nextsteppcs.org)

## TIER

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

## School Profile (2015-16)

### Board Chair

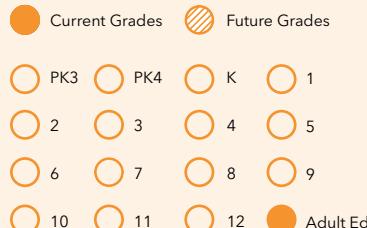
Rachel Sussman

### Executive Director

Julie Meyer

### Grades Served

Serves ages 16 to 24.



### Day School Principal

Arturo Martinez

### First School Year

1998-99

## Adult Education Tier Explanations

### 1 High Performing

(At least 65.0% in all indicators)

### 2 Mid Performing

(At least 35.0% in all indicators)

### 3 Low Performing

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) to assess school-wide academic performance. Schools are rated by tiers:

**Tier 1** schools meet standards of high performance

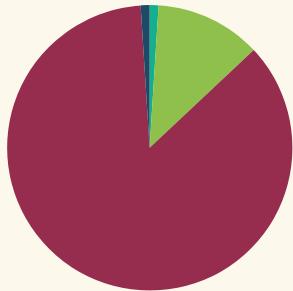
**Tier 2** schools fall short of high performance standards but meet minimum overall performance standards

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

## Student Demographics (2014-15)

### Total Enrollment

363



### Asian

0.6%

### Black Non-Hispanic

12.4%

### Hispanic / Latino

86.8%

### Native American / Alaska Native

0.3%

### Pacific Islander / Native Hawaiian

0.0%

### White Non-Hispanic

0.0%

### Multiracial

0.0%

### English Language Learner

78.7%\*

### Special Education

6.2%\*

\*Includes only students under the age of 22, per state funding requirements

## A Note from the School

The mission of The Next Step/El Próximo Paso PCS is to provide students who face extraordinary challenges and who are not supported in traditional high schools with the opportunity to continue their education. The Next Step/El Próximo Paso is a bilingual, adult basic education, General Education Development (GED) and English as a Second Language (ESL) program serving students ages 16-24 with full-time day and part-time evening programs. The Next Step/El Próximo Paso offers a full academic program in English and Spanish with flexible pacing. Class sizes are small, and student support services are extensive. The Next Step/El Próximo Paso's curriculum is aligned with Common Core standards and uses individual learning plans, instructional technology, and tutors to accommodate a diverse student body. Students receive guidance to continue their education at community college and vocational programs, and in advanced English courses.

# The Next Step/El Próximo Paso PCS

2015 School Performance Report

(2014–15)



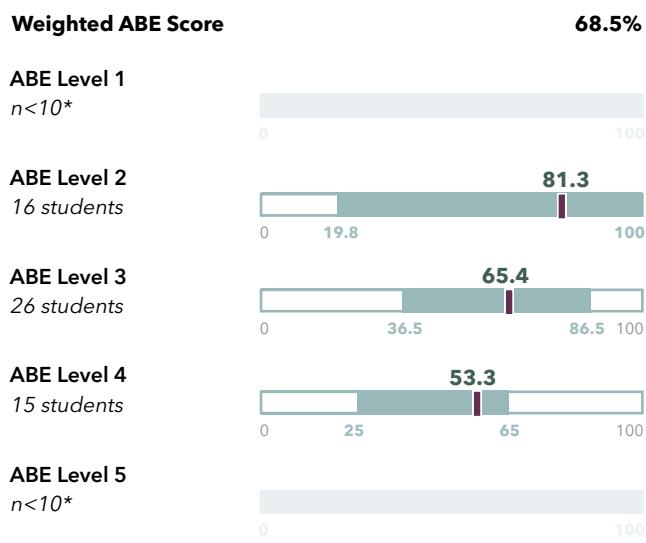
Weighted Score

## Adult Education

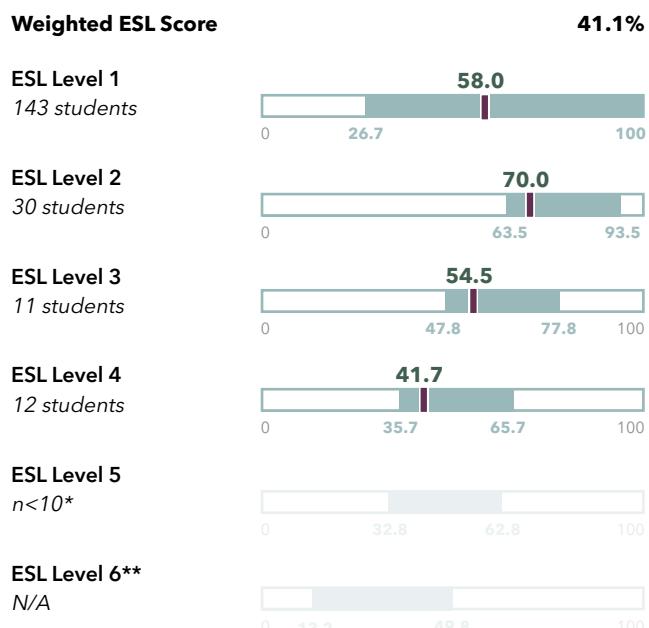
### Student Progress: Improvement of One or More Levels

**47.6%**

#### Adult Basic Education (ABE) Performance



#### English as a Second Language (ESL) Performance



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

### Student Achievement: GED or NEDP Attainment \*\*

**64.7%**



### College and Career Readiness: Employment and Postsecondary Outcomes

**100.0%**



### Leading Indicators: Predictors of Future Student Progress and Achievement

**89.5%**

#### Attendance



#### Retention

*Percent of students who are enrolled at the school who took both an academic pre-test and post-test*



**TIER 2**

# The Next Step/El Próximo Paso PCS

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Reading

Percent of students with pre and post test results gaining one grade level or better in Reading on Spanish Test of Basic Education (Spanish TABE)



##### Math

Percent of students with pre and post test results gaining one grade level or better in Math on Spanish Test of Basic Education (Spanish TABE)



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.



5800 8th Street NW  
Washington, DC 20011

## Paul PCS - Middle School

202-291-7499  
[www.paulcharter.org](http://www.paulcharter.org)



### School Profile (2015-16)

#### Board Chair

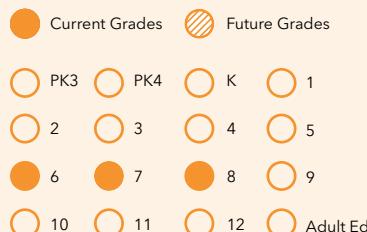
Roberta Colton

#### CEO

Jami Dunham

#### Grades Served

Is part of a 6-12 network.



#### Principal

Danielle Singh

#### First School Year

2000-01

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

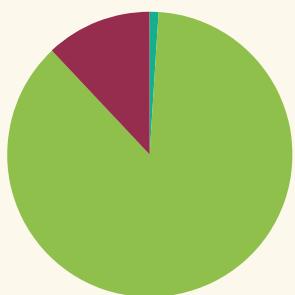
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

#### Total Enrollment

376



Asian

0.3%

Black Non-Hispanic

88.0%

Hispanic / Latino

11.7%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

#### English Language Learner

6.4%

#### Economically Disadvantaged

42.6%

#### Special Education

13.8%

#### At-Risk Population

44.4%

### A Note from the School

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

# Paul PCS - Middle School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 6–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# Paul PCS - International High School

**5800 8th Street NW**  
Washington, DC 20011

202-291-7499  
[www.paulcharter.org](http://www.paulcharter.org)



## School Profile (2015-16)

**Board Chair**

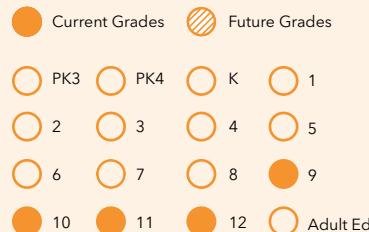
Roberta Colton

**CEO**

Jami Dunham

**Grades Served**

Is part of a 6-12 network.


**Principal**

Kenya Wilson

**First School Year**

2013-14

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

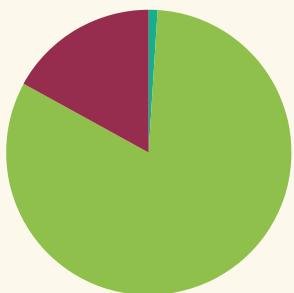
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

325



Asian

0.6%

Black Non-Hispanic

82.2%

Hispanic / Latino

17.2%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

**English Language Learner**

7.4%

**Economically Disadvantaged**

38.5%

**Special Education**

13.5%

**At-Risk Population**

52.0%

## A Note from the School

The mission of Paul PCS is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

# Paul PCS - International High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-11

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



0 30 65 100

##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



0 30 65 100

#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



0 38.7 77.4 100

College and Career Ready



0 21.8 77.4 100

##### PARCC: Mathematics

Approaching College and Career Ready and Above



0 33.3 73.9 100

College and Career Ready



0 7.0 66.4 100

#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



0 48.8 62.5 100

Five-Year Graduation Rate



0 62.5 75 100

##### PSAT Performance (11th grade)

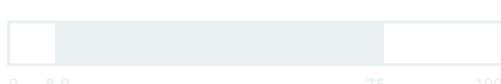
Percent of students scoring 80 or above



0 30.6 50 100

##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



0 8.9 75 100

##### College Acceptance Rate



0 66.9 75 100

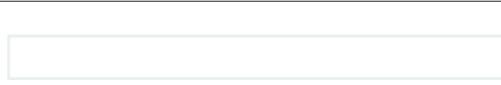
##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



0 39.5 50 100

##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



0 100 100

CTE Certification Exam Pass Rate



0 100 100

# Paul PCS - International High School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-11

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Perry Street Preparatory PCS

1800 Perry Street NE  
Washington, DC 20018

202-529-4400  
[www.pspdc.org](http://www.pspdc.org)



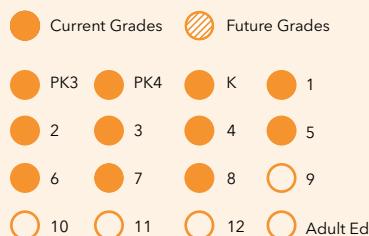
## School Profile (2015-16)

**Board President**

Cynthia Brown

**Principal**

Rachel Crouch

**Grades Served**

**First School Year**

1998-99

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

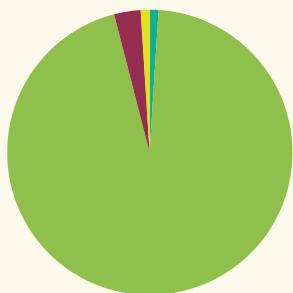
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

399



Asian

0.3%

Black Non-Hispanic

96.7%

Hispanic / Latino

2.5%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.5%

**English Language Learner**

2.0%

**Economically Disadvantaged**

76.2%

**Special Education**

16.0%

**At-Risk Population**

55.6%

## A Note from the School

Perry Street Preparatory PCS uses rigorous academic instruction, a safe and secure learning environment, and strong family relationships to empower our students to be ready to enter and succeed in college and thrive in a global society. Our goal is to provide every student, PK-8, with the knowledge, abilities, attitudes, and support needed to succeed in college and beyond. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares him or her for unlimited global opportunities.

# Perry Street Preparatory PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Perry Street Preparatory PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Reading: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: TerraNova®

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



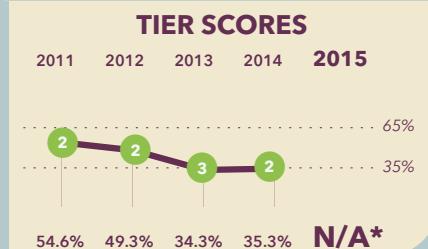
For a more detailed explanation of the indicators, see our technical guide.



WARD  
**5**  
4401 8th Street NE  
Washington, DC 20017

## Potomac Preparatory PCS

202-526-6003  
[www.potomacprep.org](http://www.potomacprep.org)



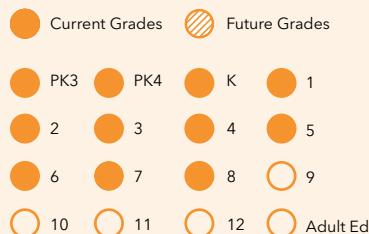
### School Profile (2015-16)

**Board Chair**

Nicholette Smith-Bligen

**Principal**

Marian White-Hood,  
Ph.D.

**Grades Served**

**First School Year**

2005-06

### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

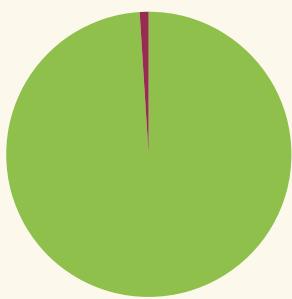
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### Student Demographics (2014-15)

**Total Enrollment**

425



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

**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%\*

**Special Education**

16.9%

**At-Risk Population**

62.1%

### A Note from the School

The mission of Potomac Preparatory PCS is to prepare scholars for college and 21st-century careers through powerful learning opportunities in a personalized and professional environment.

# Potomac Preparatory PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

# Potomac Preparatory PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### PK Math: Every Child Ready (ECR)

Percent of students who met or exceeded the publisher's expectations for growth or achievement at the end of the year



##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®)

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Richard Wright PCS for Journalism and Media Arts

770 M Street SE  
Washington, DC 20003

202-388-1011  
[www.richardwrightpcs.org](http://www.richardwrightpcs.org)



## School Profile (2015-16)

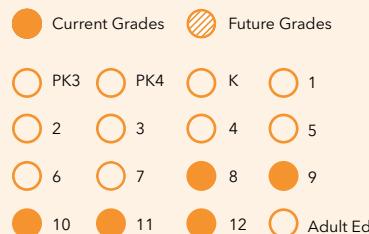
### Board Chair

Rhonda Wells-Wilbon,  
Ph.D.

### Head of School & CEO

Marco Clark, Ph.D.

### Grades Served



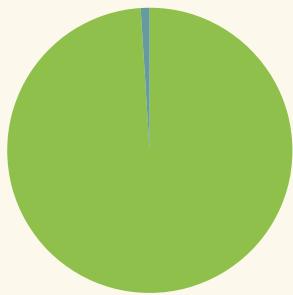
### First School Year

2011-12

## Student Demographics (2014-15)

### Total Enrollment

305



Asian	0.0%
Black Non-Hispanic	99.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	1.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

### English Language Learner

0.3%

### Economically Disadvantaged

>60%\*

### Special Education

19.3%

### At-Risk Population

75.4%

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

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The mission of Richard Wright PCS 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.

# Richard Wright PCS for Journalism and Media Arts

## 2015 School Performance Report

(2014–15)

KEY



0 Floor Target 100

### Grades Measured: 8-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



0 30 65 100

##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



0 30 65 100

#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



0 50 90 100

College and Career Ready



0 50 90 100

##### PARCC: Mathematics

Approaching College and Career Ready and Above



0 50 90 100

College and Career Ready



0 50 90 100

#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate



0 40 80 100

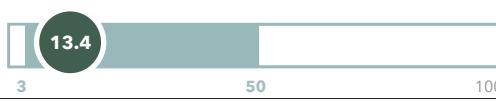
Five-Year Graduation Rate



0 40 80 100

##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



0 40 80 100

##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



0 40 80 100

##### College Acceptance Rate



0 40 80 100

##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



0 40 80 100

##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



0 40 80 100

CTE Certification Exam Pass Rate



0 40 80 100

# Richard Wright PCS for Journalism and Media Arts

## 2015 School Performance Report

(2014–15)



### Grades Measured: 8-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



## Roots PCS

15 Kennedy Street NW  
Washington, DC 20011

202-882-8073  
[www.rootspcs.org](http://www.rootspcs.org)



### School Profile (2015-16)

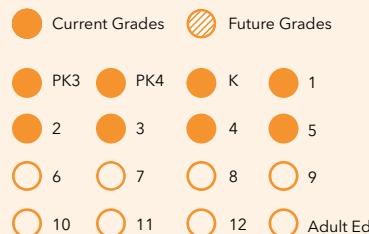
#### Board Chair

Gilda Sherrod-Ali

#### Founder & Principal

Bernida Thompson,  
Ed.D.

#### Grades Served



#### First School Year

1999-2000

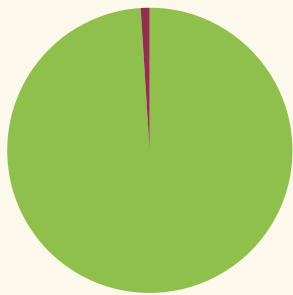
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

95



Asian

0.0%

Black Non-Hispanic

98.9%

Hispanic / Latino

1.1%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.0%

Multiracial

0.0%

#### English Language Learner

2.1%

#### Economically Disadvantaged

86.3%

#### Special Education

8.7%

#### At-Risk Population

44.2%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

The goal of Roots PCS is to groom productive well-rounded leaders for tomorrow. The mission of Roots PCS is to offer a culturally relevant and academically stimulating curriculum. We believe that by giving students an appreciation of their land, history, and culture, we inspire and motivate them to maintain high academic standards and social ideals. All subjects align with the Common Core State Standards. The program utilizes an open-space facility design for grades PK3 through 5. We have had two Ben Carson Scholars. Our students continue their education at some of the top-ranked middle schools in the city.

# Roots PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

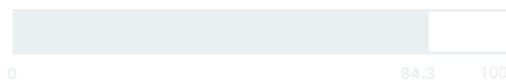
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

(2014–15)

KEY



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Reading: Scholastic Reading Assessment (SRA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: McGraw-Hill My Math

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# SEED Public Charter School of Washington, DC (Middle School)

4300 C Street SE  
Washington, DC 20019

202-248-7773  
[www.seedsschooldc.org](http://www.seedsschooldc.org)

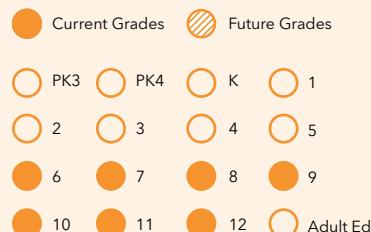


## School Profile (2015-16)

**Board Chair**  
Vasco Fernandes

**Head of School**  
Adrian Manuel, Ed.D.

### Grades Served



**Principal**  
Sean McDonald

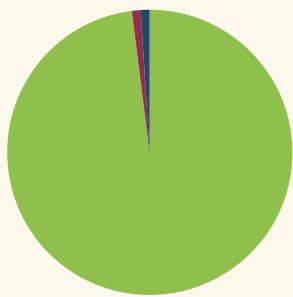
**First School Year**  
1998-99

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**  
336



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
75.0%

**Special Education**  
18.2%

**At-Risk Population**  
53.6%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

SEED PCS of Washington, DC, was founded in 1998 as the nation's first urban boarding school. SEED's mission is to provide an intensive college preparatory educational program that prepares students, both academically and socially, for success in college and in life. SEED's goal is to ensure that students not only graduate from high school and gain acceptance to college, but that they succeed in and graduate from college as well.

# SEED Public Charter School of Washington, DC (Middle School)

## 2015 School Performance Report

(2014–15)



### Grades Measured: 6–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# SEED Public Charter School of Washington, DC (High School)

4300 C Street SE  
Washington, DC 20019

202-248-7773  
[www.seedsschooldc.org](http://www.seedsschooldc.org)

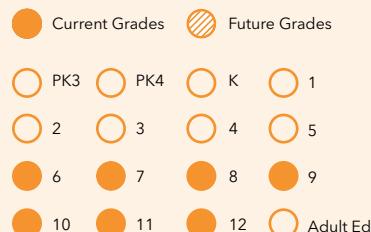


## School Profile (2015-16)

**Board Chair**  
Vasco Fernandes

**Head of School**  
Adrian Manuel, Ed.D.

### Grades Served



**Principal**  
Sean McDonald

**First School Year**  
1998-99

## High School Score Explanations

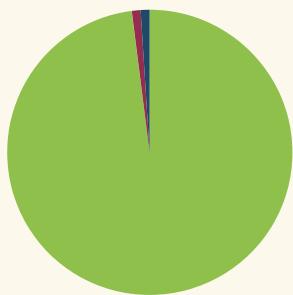
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
336



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.3%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
75.0%

**Special Education**  
18.2%

**At-Risk Population**  
53.6%

## A Note from the School

SEED PCS of Washington, DC, was founded in 1998 as the nation's first urban boarding school. SEED's mission is to provide an intensive college preparatory educational program that prepares students, both academically and socially, for success in college and in life. SEED's goal is to ensure that students not only graduate from high school and gain acceptance to college, but that they succeed in and graduate from college as well.

# SEED Public Charter School of Washington, DC (High School)

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 9-12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# SEED Public Charter School of Washington, DC (High School)

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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

## Sela PCS

WARD

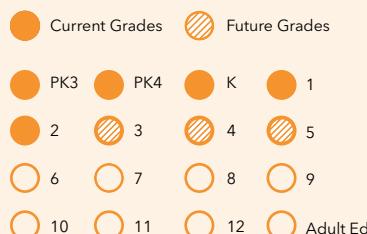
4

6015-17 Chillum Place NE  
Washington, DC 20011202-670-7352  
[www.selapcs.org](http://www.selapcs.org)

## School Profile (2015-16)

**Board Chair**Jessica Lieberman,  
Ph.D.**Head of School**

Natalie Arthurs, Ph.D.

**Grades Served****First School Year**

2013-14

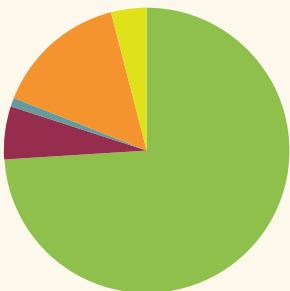
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

86



## Asian

0.0%

## Black Non-Hispanic

74.4%

## Hispanic / Latino

5.8%

## Native American / Alaska Native

0.0%

## Pacific Islander / Native Hawaiian

1.2%

## White Non-Hispanic

15.1%

## Multiracial

3.5%

**English Language Learner**

9.3%

**Economically Disadvantaged**

59.3%

**Special Education**

12.8%

**At-Risk Population**

27.9%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Sela PCS is founded on a steadfast commitment to ensure all students have access to a strong education that assures high levels of academic excellence in a diverse, nurturing environment. At Sela, we focus on Hebrew language immersion, promote the value of diversity, and provide the skills for taking action in the world. We hold ourselves accountable to five pillars that form the basis of our educational program: academic excellence, innovation, diversity, global citizenship, and trustworthiness. Furthermore, the STEM fields of science, technology, engineering and mathematics are integrated throughout our instructional programming to foster creativity, critical thinking, communication, and collaboration (the four Cs of a 21st-century education).

(2014–15)

KEY



### Grades Measured: PK4-2

#### Student Progress: Academic Improvement Over Time

Growth on the school's NWEA MAP® assessment in reading



Growth on the school's NWEA MAP® assessment in mathematics



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### PK Math: Teaching Strategies GOLD™

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



# Shining Stars Montessori Academy PCS

6015 Chillum Place NE  
Washington, DC 20011

202-723-1467  
[www.shiningstarpcos.org](http://www.shiningstarpcos.org)

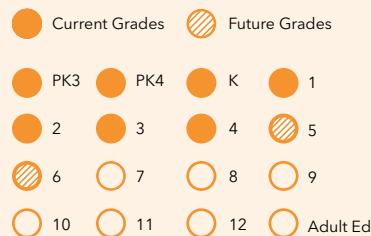
## School Profile (2015-16)

**Board Chair**

Nigel Atwell, Esq.

**Executive Director**

Regina Rodriguez

**Grades Served**

**Principal**

Deborah Golanski

**First School Year**

2011-12

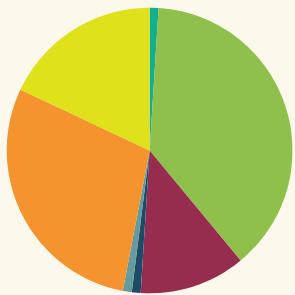
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

**Total Enrollment**

118



Asian

0.8%

Black Non-Hispanic

39.0%

Hispanic / Latino

11.9%

Native American /  
Alaska Native

0.8%

Pacific Islander / Native  
Hawaiian

0.8%

White Non-Hispanic

28.8%

Multiracial

17.8%

**English Language Learner**

10.7%

**Economically Disadvantaged**

28.8%

**Special Education**

6.3%

**At-Risk Population**

17.8%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

Shining Stars Montessori Academy PCS works to create an environment that inspires children to develop inner discipline, self-assurance, and a love of learning. We seek to balance academic and social development to foster responsibility and cooperation within a supportive learning environment. Shining Stars respects each child, encourages individual excellence, and offers choices within the environment allowing children the opportunity to shape their own learning style. Shining Stars brings together children and families of diverse ages, religions, cultures, and socioeconomic backgrounds to develop social skills. Shining Stars fosters hands-on experiences; develops language and math skills; and includes science, technology, engineering, arts, and mathematics (STEAM) as part of the day and extended learning programming.

# Shining Stars Montessori Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

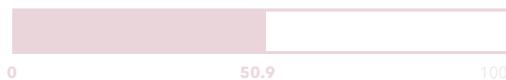


PARCC: Mathematics

Approaching College and Career Ready and Above



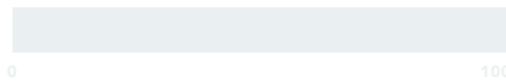
College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

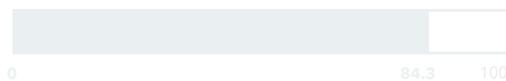
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Shining Stars Montessori Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-3

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: Dynamic Indicators of Basic Early Lit. Skills (DIBELS) and PPVT

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Test of Early Mathematics Ability (TEMA)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# Somerset Preparatory Academy PCS

3301 Wheeler Road SE  
Washington, DC 20032

202-562-9170  
[www.somersetdc.com](http://www.somersetdc.com)



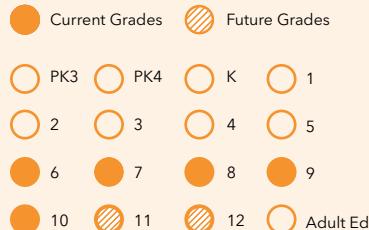
## School Profile (2015-16)

**Board Chair**

Jud Starr

**Principal & Chief Administrative Officer**

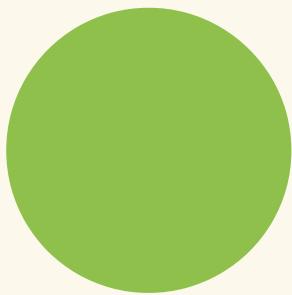
Jim Griffin

**Grades Served**

**First School Year**

2013-14

## Student Demographics (2014-15)

**Total Enrollment**  
240



Asian	0.0%
Black Non-Hispanic	100.0%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**

0.0%

**Economically Disadvantaged**

>60%\*

**Special Education**

18.3%

**At-Risk Population**

70.0%

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The purpose of Somerset Preparatory Academy PCS is to provide an individualized, academically rigorous, and engaging curriculum focusing on the ever-changing needs of our learners. Our educational process encompasses the partnership among the school, family, and community, in order to develop a life long love of learning. We strive to develop students who are self-assured, well-rounded, and prepared for future success. Our three-pronged focus is LEARN: prepare students for college; LIVE: equip students with intellectual, emotional, social, and ethical skills to maximize their individual potential; and LEAD: form confident, self-directed, and responsible life long learners who take an active role in improving the local and global community.

# Somerset Preparatory Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 6–9

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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



## St. Coletta Special Education PCS

1901 Independence Avenue SE  
Washington, DC 20003

202-350-8680  
[www.stcoletta.org](http://www.stcoletta.org)

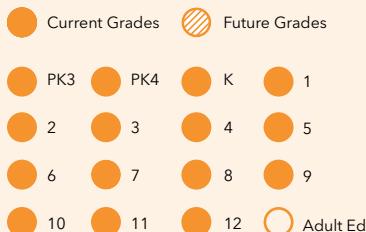
### School Profile (2015-16)

**Board Chair**

Peggy O'Brien

**Executive Director**

Sharon Raimo

**Grades Served**

**Principal**

Janice Corazza

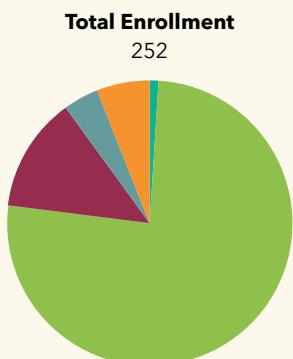
**First School Year**

2006-07

### Alternative Accountability

For schools who do not receive a **Performance Management Framework (PMF)** score, DC PCSB has implemented the Accountability Plan system to measure academic performance. Accountability plan results are determined by whether the school met or missed specific performance targets that were established by that school and approved by DC PCSB and are not tiered. St. Coletta is the only school that received an Accountability plan for 2014-15.

### Student Demographics (2014-15)



Asian	0.4%
Black Non-Hispanic	76.2%
Hispanic / Latino	12.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	4.4%
White Non-Hispanic	6.3%
Multiracial	0.0%

**English Language Learner**

8.0%

**Economically Disadvantaged**

69.8%

**Special Education**

100.0%

**At-Risk Population**

46.4%

### A Note from the School

The mission of St. Coletta Special Education Charter School is to serve children and adults with intellectual disabilities, and to support their families. St. Coletta serves students ages 3-22 in an ungraded functional educational and life skills program. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.

# St. Coletta Special Education PCS

## 2015 School Performance Report

(2014–15)

### Grades Measured: Non-Graded

Student Achievement Targets	Achievement Results	Met Target?
■ 75% of student objectives upon completion of the fourth quarter of student IEPs will be achieved at the Expanding, Progressing, or Mastered level.	The percentage of students who received Expanding, Progressing, or Mastered on their objectives was <b>86.9%</b> .	
■ 68% of student objectives will be achieved at Expanding, Progressing, or Mastery Level.	The percentage of students who received Expanding, Progressing, or Mastered on their objectives was <b>75.3%</b> .	
Leading Indicators Targets	Leading Indicators Results	Met Target?
■ Students will attend school 88% of the school days	Students attended <b>88.6%</b> of the school days.	
Gateway Targets	Gateway Results	Met Target?
■ 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	<b>100.0%</b> of students who were eligible graduated with a High School Certificate (IEP Certificate of Completion).	
<b>TOTAL TARGETS MET</b>		<b>4 OF 4</b>

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



# Thurgood Marshall Academy PCS

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

202-563-6862  
[www.thurgoodmarshallacademy.org](http://www.thurgoodmarshallacademy.org)

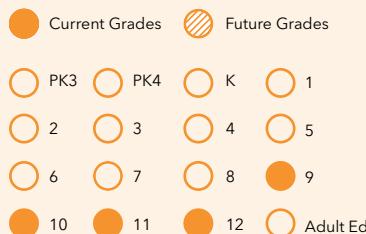


## School Profile (2015-16)

**Board Chair**  
Kannon Shanmugam

**Executive Director**  
Richard Pohlman

### Grades Served



### First School Year

2001-02

## High School Score Explanations

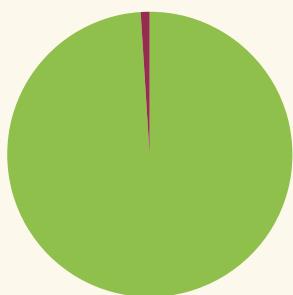
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
395



Asian	0.0%
Black Non-Hispanic	99.5%
Hispanic / Latino	0.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

**English Language Learner**  
0.0%

**Economically Disadvantaged**  
72.9%

**Special Education**  
14.2%

**At-Risk Population**  
56.7%

## A Note from the School

The mission of Thurgood Marshall Academy PCS is to prepare students to succeed in college and to actively engage in our democratic society. The school's college prep curriculum provides students with Advanced Placement and dual enrollment/dual credit early college access. In addition to rigorous academics, the school boasts extensive after school opportunities in athletics, arts, and academics to support holistic development of students. Students are supported with wrap around services including homework help, tutoring, and a Summer Prep program. A robust college and alumni program has ensured that since its first graduating class, 100 percent of graduates have been accepted to college. Today, over 90 percent of graduates enroll in college, a testament to the school's mission.

# Thurgood Marshall Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9–12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Thurgood Marshall Academy PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



WARD  
**6**

## Two Rivers PCS - 4th Street

MS: 1234 4th Street NE  
ES: 1227 4th Street NE  
Washington, DC 20002

ES: 202-546-4477  
MS: 202-543-8477  
[www.tworiverspcs.org](http://www.tworiverspcs.org)



### School Profile (2015-16)

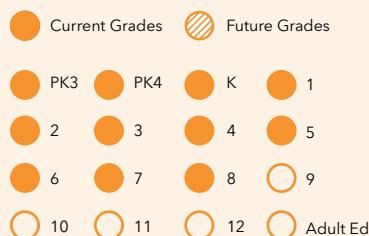
#### President

Pam Jackson

#### Executive Director

Jessica Wodatch

#### Grades Served



#### Principal

Caroline Mwendwa-Baker (ES)  
Elaine Hou (MS)

#### First School Year

2004-05

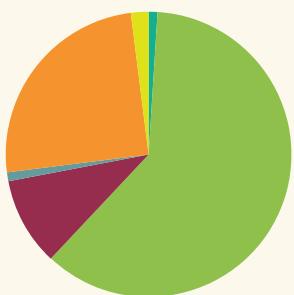
### Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

### Student Demographics (2014-15)

#### Total Enrollment

518



Asian

0.6%

Black Non-Hispanic

**61.6%**

Hispanic / Latino

9.8%

Native American / Alaska Native

0.0%

Pacific Islander / Native Hawaiian

0.2%

White Non-Hispanic

25.5%

Multiracial

2.3%

#### English Language Learner

3.9%

#### Economically Disadvantaged

45.2%

#### Special Education

23.9%

#### At-Risk Population

26.1%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

### A Note from the School

The mission of Two Rivers PCS is 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. Two Rivers uses EL Education, an educational model that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence. An integrated arts program and a content-based Spanish program augment the school's demanding academic program. Two Rivers' vibrant learning community is supported by a highly skilled and dedicated staff and an engaged and active parent community.

# Two Rivers PCS - 4th Street

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics\*\*



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Two Rivers PCS - 4th Street

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Reading: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



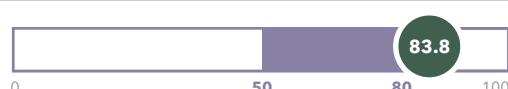
##### PK Math: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



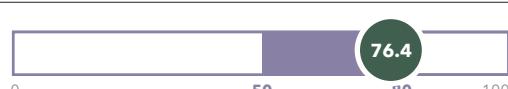
##### K-2 Reading: NWEA™ Measures of Academic Progress® (MAP®) and mCLASS®

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



##### K-2 Math: NWEA™ Measures of Academic Progress® (MAP®) and mCLASS®

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



\*\* This rate does not include 15 students who took Algebra I, of whom 93.3% scored Levels 3 and above and 60.0% scored Levels 4 and above.

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



# Washington Latin PCS - Middle School

5200 2nd Street NW  
Washington, DC 20011

202-223-1111  
[www.latinpcs.org](http://www.latinpcs.org)



## School Profile (2015-16)

**Board Chair**

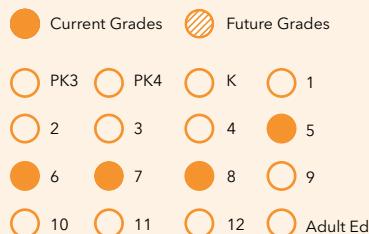
Chinesom Ejiasa

**Head of School**

Martha Cutts

**Grades Served**

Is part of a 5-12 network.


**Principal**

Diana Smith

**First School Year**

2006-07

## Score Explanations

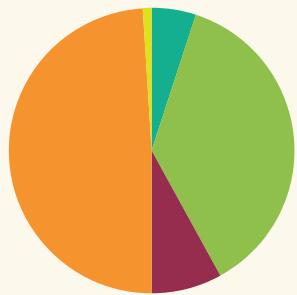
For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
366



Asian	5.3%
Black Non-Hispanic	37.3%
Hispanic / Latino	8.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	48.6%
Multiracial	0.6%

**English Language Learner**  
0.8%

**Economically Disadvantaged**  
14.8%

**Special Education**  
8.7%

**At-Risk Population**  
4.9%

## A Note from the School

Washington Latin PCS provides a challenging, classical education that is accessible to students in all wards of the District of Columbia. At our school, we believe that people, words, and ideas matter. We believe that student performance is enhanced by small class sizes where students are known and don't fall through the cracks. Student anonymity is the enemy of our mission; we aim to know each student's strengths and challenges. At the heart of our school lies our classical curriculum, a body of material tested over time as essential for a human being. We shape our units around eternal moral questions, and we encourage reflection and debate. The diversity of our community provides multiple perspectives on these moral issues and requires all members of our community to consider their own biases. We believe that the great end of education, especially in a global 21st century, is a deep understanding of the motivations and behavior of oneself and others.

# Washington Latin PCS - Middle School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 5–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

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



# Washington Latin PCS - Upper School

5200 2nd Street NW  
Washington, DC 20011

202-223-1111  
[www.latinpcs.org](http://www.latinpcs.org)



## School Profile (2015-16)

**Board Chair**

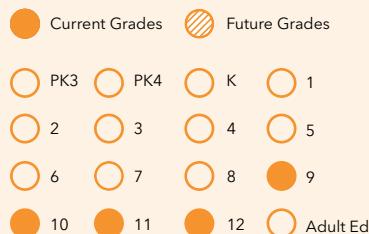
Chinesom Ejiasa

**Head of School**

Martha Cutts

**Grades Served**

Is part of a 5-12 network.


**Principal**

Diana Smith

**First School Year**

2006-07

## High School Score Explanations

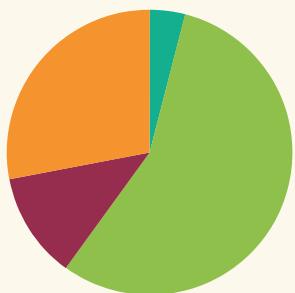
For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**  
304



Asian	3.4%
Black Non-Hispanic	56.3%
Hispanic / Latino	12.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	28.2%
Multiracial	0.0%

**English Language Learner**  
2.0%

**Economically Disadvantaged**  
27.0%

**Special Education**  
10.5%

**At-Risk Population**  
23.4%

## A Note from the School

Washington Latin PCS provides a challenging, classical education that is accessible to students in all wards of the District of Columbia. At our school, we believe that people, words, and ideas matter. We believe that student performance is enhanced by small class sizes where students are known and don't fall through the cracks. Student anonymity is the enemy of our mission; we aim to know each student's strengths and challenges. At the heart of our school lies our classical curriculum, a body of material tested over time as essential for a human being. We shape our units around eternal moral questions, and we encourage reflection and debate. The diversity of our community provides multiple perspectives on these moral issues and requires all members of our community to consider their own biases. We believe that the great end of education, especially in a global 21st century, is a deep understanding of the motivations and behavior of oneself and others.

# Washington Latin PCS - Upper School

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 9–12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Washington Latin PCS - Upper School

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



# Washington Mathematics Science Technology PCHS

1920 Bladensburg Road NE  
Washington, DC 20002

202-636-8011  
[www.wmstpcchs.org](http://www.wmstpcchs.org)



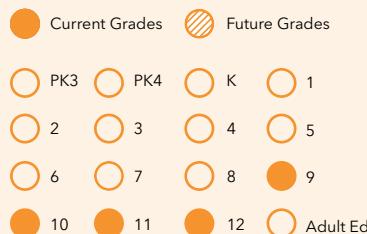
## School Profile (2015-16)

**Board Chair**

Deneen Long-White,  
PH.D.

**Head of School**

N'Deye Diagne, Ph.D.

**Grades Served**

**First School Year**

1998-99

## High School Score Explanations

For schools serving 9th through 12th grades, DC PCSB has implemented the **High School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework includes data for students in all grades at the school for multiple measures.

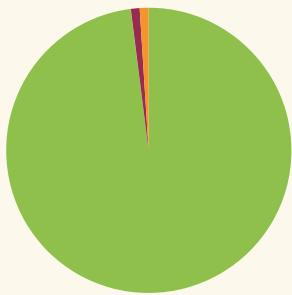
Starting in the spring of 2015, students in high school participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

**Total Enrollment**

335



Asian

0.0%

Black Non-Hispanic

97.9%

Hispanic / Latino

1.2%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

0.9%

Multiracial

0.0%

**English Language  
Learner**  
0.9%

**Economically  
Disadvantaged**  
>60%\*

**Special Education**  
23.0%

**At-Risk Population**  
67.5%

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

## A Note from the School

The mission of Washington Mathematics Science Technology PCHS is to provide a rigorous education, integrating mathematics and science instruction with technology, that will enhance analytical reasoning development and result in highly motivated, successful students prepared for further study in mathematics, science, or technology and related careers.

# Washington Mathematics Science Technology PCHS

## 2015 School Performance Report

(2014–15)



### Grades Measured: 9–12

#### Student Progress: Academic Improvement Over Time

##### Student growth on the state assessment in ELA

Data not available for 2014–15



##### Student growth on the state assessment in Mathematics

Data not available for 2014–15



#### Student Achievement: Approaching, Meeting or Exceeding College and Career Ready Standards

##### PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



##### PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway: Outcomes Aligned to College and Career Readiness

##### Graduation Rate

Four-Year Graduation Rate (Prior Year)



Five-Year Graduation Rate



##### PSAT Performance (11th grade)

Percent of students scoring 80 or above



##### SAT/ACT Performance (12th grade)

Percent of students scoring 800 (SAT) or 16 (ACT) or above



##### College Acceptance Rate



##### College Readiness: Advanced Placement/International Baccalaureate/Dual Enrollment Achievement



##### Career Readiness: Career and Technical Education (CTE) Program Achievement

CTE Program of Study Completion Rate



CTE Certification Exam Pass Rate



# Washington Mathematics Science Technology PCHS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: 9-12

#### School Environment: Predictors of Future Student Progress and Achievement

##### Attendance

In-seat Attendance



##### Re-enrollment

Percent of students eligible to re-enroll



##### 9th Grade on Track to Graduate



*Due to the change in the state assessments, scores and tiers were not displayed in 2014-15.*

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



220 Taylor Street NE  
Washington, DC 20017

202-635-1950  
[www.washingtonyuying.org](http://www.washingtonyuying.org)



## School Profile (2015-16)

### Board Chair

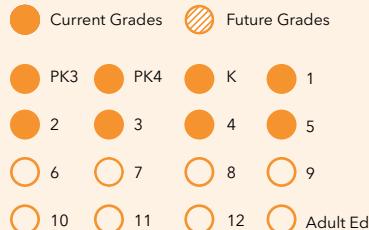
Maurice Smith

### Head of School

Maquita Alexander

### Grades Served

Is part of the PK-12 DCI network.



### First School Year

2008-09

## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

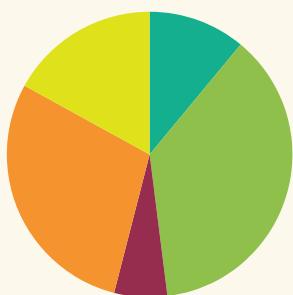
Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## Student Demographics (2014-15)

### Total Enrollment

528



Asian

10.8%

Black Non-Hispanic

36.9%

Hispanic / Latino

6.3%

Native American /  
Alaska Native

0.0%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

29.0%

Multiracial

17.0%

### English Language Learner

5.9%

### Economically Disadvantaged

9.5%

### Special Education

8.3%

### At-Risk Population

4.4%

## A Note from the School

Washington Yu Ying PCS builds the foundation for global citizenship through dual English and Chinese language cultural immersion. Through an alternating day model, students receive equal instruction in Chinese and English in all core subjects. This proven approach allows students to gain a deep understanding of content in both Chinese and English languages. In 2013, Yu Ying was recognized as an International Baccalaureate Primary Years Programme (IB PYP) World School after a rigorous authorization process. The International Baccalaureate Organization offers an international education framework that is designed to develop the intellectual, personal, emotional, and social skills of young people to help them live, learn, and work in a rapidly globalizing world. As an IB PYP school, Yu Ying is positioned as a premiere education experience under an internationally recognized pedagogy.

# Washington Yu Ying PCS

## 2015 School Performance Report

(2014–15)

KEY



### Grades Measured: PK3-5

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready

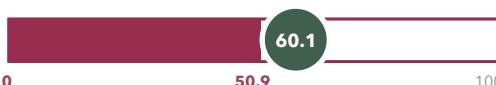


PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

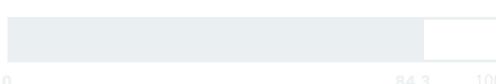
3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.*

# Washington Yu Ying PCS

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-5

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Reading: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: Brigance™ Developmental Assessment (IED III)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: Discovery Education™ Assessment

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



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



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

705 Edgewood Street NE  
Washington, DC 20017

202-269-4646  
[www.wedjschool.us](http://www.wedjschool.us)



## School Profile (2015-16)

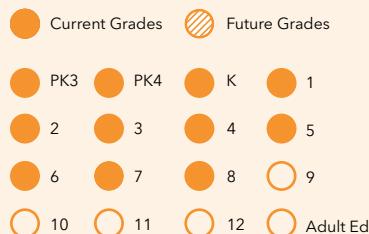
### Board Chair

Cindy Gertz

### Executive Director

John Goldman

### Grades Served



### Head of Academics

Demetria Gartrell

### First School Year

2004-05

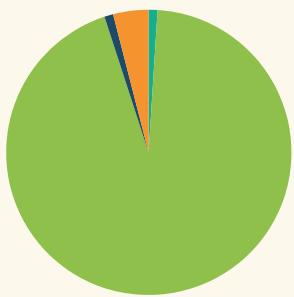
## Score Explanations

For schools serving pre-kindergarten (PK) through 8th grades, DC PCSB has implemented a new **Early Childhood/Elementary School/Middle School Performance Management Framework (PMF)** to assess academic performance school-wide. The framework now includes data for students in all grades at the school for multiple measures.

## Student Demographics (2014-15)

### Total Enrollment

439



Asian

0.2%

Black Non-Hispanic

95.4%

Hispanic / Latino

0.0%

Native American /  
Alaska Native

0.5%

Pacific Islander / Native  
Hawaiian

0.0%

White Non-Hispanic

3.9%

Multiracial

0.0%

### English Language Learner

3.0%

### Economically Disadvantaged

>60%\*

### Special Education

10.7%

### At-Risk Population

53.5%

Starting in the spring of 2015, all students in grades 3 and higher, participated in the Partnership for Assessment of Readiness for College and Careers (PARCC).

\* Due to the change in the state assessment, scores and tiers were not displayed in 2014-15.

## A Note from the School

The William E. Doar, Jr. Public Charter School for the Performing Arts fosters 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.

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

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3–8

#### Student Progress: Academic Improvement Over Time

Growth on the state assessment in ELA



Growth on the state assessment in mathematics



#### Student Achievement: Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: ELA

Approaching College and Career Ready and Above



College and Career Ready



PARCC: Mathematics

Approaching College and Career Ready and Above



College and Career Ready



#### Gateway Outcomes in Key Subjects that Predict Future Educational Success (returning students)

3rd Grade ELA

Approaching College and Career Ready and Above



8th Grade Mathematics

Approaching College and Career Ready and Above



#### School Environment: Predictors of Future Student Progress and Achievement

Attendance

In-seat Attendance



Re-enrollment

Percent of students eligible to re-enroll



#### Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



*Due to the change in the state assessment, scores and tiers were not displayed in 2014–15.*

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

## 2015 School Performance Report

(2014–15)



### Grades Measured: PK3-8

#### Early Childhood Student Outcomes on School-Selected Assessments

##### PK Pre-Literacy: mCLASS®:CIRCLE™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### PK Math: mCLASS®:CIRCLE™

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Reading: mCLASS®: Reading

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



##### K-2 Math: mCLASS®: Math

Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year



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



# YouthBuild PCS

3014 14th Street NW  
Washington, DC 20009

202-319-0141  
[www.youthbuildpcs.org](http://www.youthbuildpcs.org)

## TIER

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

## School Profile (2015-16)

**Board Chair**

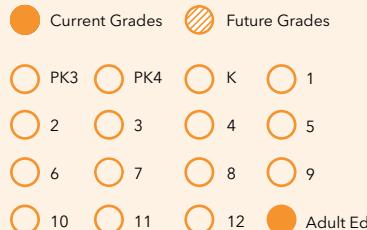
Mark Jordan

**Head of School**

Andrew Touchette

**Grades Served**

Serves ages 16 to 24.


**First School Year**

2005-06

## Adult Education Tier Explanations

**1 High Performing**

(At least 65.0% in all indicators)

**2 Mid Performing**

(At least 35.0% in all indicators)

**3 Low Performing**

(34.9% or below in any indicators)

For schools serving adult populations, DC PCSB has implemented the **Adult Education Performance Management Framework**

(**PMF**) to assess school-wide academic performance. Schools are rated by tiers:

**Tier 1** schools meet standards of high performance

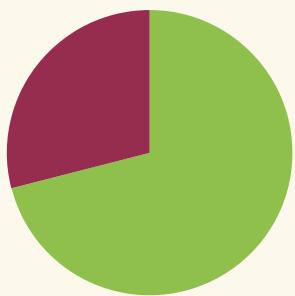
**Tier 2** schools fall short of high performance standards but meet minimum overall performance standards

**Tier 3** schools fall significantly short of high performance in one or more indicators, showing inadequate performance

## Student Demographics (2014-15)

**Total Enrollment**

112


**Asian**

0.0%

**Black Non-Hispanic**

70.5%

**Hispanic / Latino**

29.5%

**Native American / Alaska Native**

0.0%

**Pacific Islander / Native Hawaiian**

0.0%

**White Non-Hispanic**

0.0%

**Multiracial**

0.0%

**English Language Learner**

9.5%\*

**Special Education**

18.9%\*

\*Includes only students under the age of 22, per state funding requirements

## A Note from the School

YouthBuild PCS is an alternative school for young adults ages 16-24. YouthBuild PCS seeks to transform students' lives by re-engaging them in education in a non-traditional school environment. YouthBuild PCS prepares students for postsecondary education and the workplace by offering academic, vocational, and workforce development programs in English and Spanish. YouthBuild PCS believes that service to the community is an essential part of the transformative process. Students serve their community through volunteer projects and by creating housing for low-income residents in the Washington, DC, metropolitan area.

# YouthBuild PCS

## 2015 School Performance Report

(2014–15)



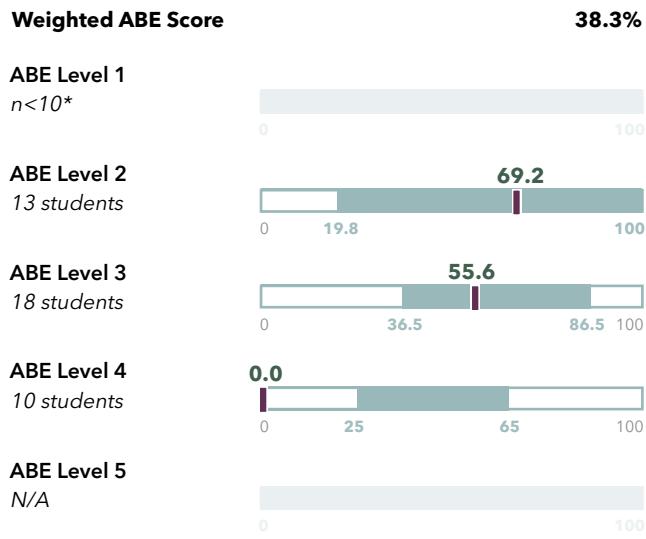
Weighted Score

### Adult Education

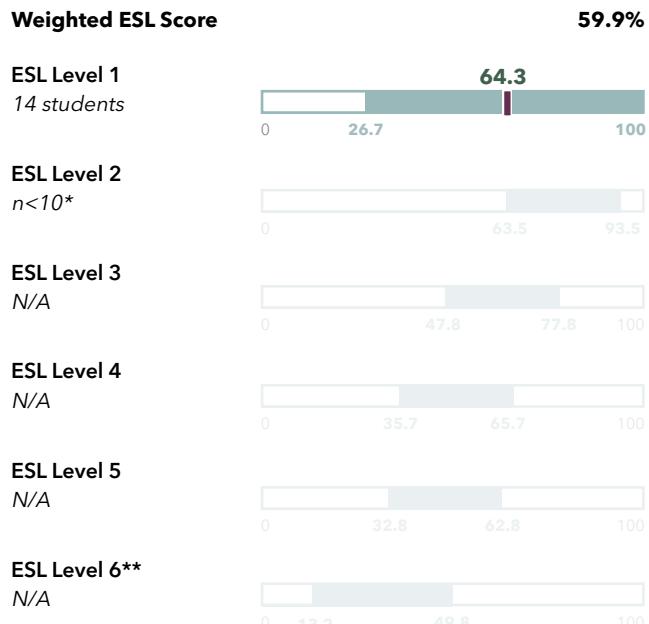
#### Student Progress: Improvement of One or More Levels

**44.3%**

##### Adult Basic Education (ABE) Performance



##### English as a Second Language (ESL) Performance



\*Levels with results less than 10 students are not displayed but still included in the final score.

\*\*ESL Level 6 is displayed but not included in the overall score.

#### Student Achievement: GED or NEDP Attainment \*\*

**N/A**

##### Obtained Secondary Credential

Fewer than ten students attempted a secondary diploma

**N/A**

0

100

#### College and Career Readiness: Employment and Postsecondary Outcomes

**98.0%**

##### Entered Employment or Entered Postsecondary

42 students responded to the survey, Survey Response Rate: 75.4%\*\*\*

**72.1**

0

100

##### Retained Employment or Entered Postsecondary

42 students responded to the survey, Survey Response Rate: 85.7%\*\*\*

**88.1**

0

100

##### Entered Postsecondary (Prior Program Year)

N/A

**N/A**

0

75

100

#### Leading Indicators: Predictors of Future Student Progress and Achievement

**61.1%**

##### Attendance

**67.4**

0

49.5

70

100

##### Retention

Percent of students who are enrolled at the school who took both an academic pre-test and post-test

**55.0**

0

43.3

76.7

100

**TIER 2**

# YouthBuild PCS

## 2015 School Performance Report

(2014–15)

### Adult Education



#### Mission Specific Goals: Progress on programming unique to the school's mission

##### Certification

Percent of students earning an Occupational Safety and Health Administration (OSHA-10) certificate, a Home Builders' Institute Pre-Apprenticeship Certificate Training (HBI-PACT), or Flagging certificate



##### Certification

Percent of students earning a Home Builders' Institute Pre-Apprenticeship Certificate Training (HBI-PACT) or National Center for Construction Education and Research (NCCER) certificate



##### Certification

Percent of exiting students enrolled in Child Development Associate (CDA) course for 120+ hours or more earning a CDA certificate



\*\*General Education Development (GED) or National External Diploma Program (NEDP).

\*\*\*Percent of students successfully contacted via Career and College Readiness Surveys by the school.

**The DC Public Charter School Board would like to thank the following DC and national organizations for their support of the 2015 Performance Management Framework:**

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**and**

**The District's public charter schools, their leaders, staff, and boards, and the more than 39,000 public charter school students and their families.**

**For more information about  
public charter school performance  
and the DC Public Charter School Board:**



DC Public Charter School Board



Visit [www.dcpsb.org](http://www.dcpsb.org)



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