

2013 - 14

DC Public Charter School Performance Reports



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Dear Friends,

The DC Public Charter School Board (PCSB) is pleased to provide the 2013-14 School Performance Reports as a way to share how PCSB evaluates each DC public charter school. Although each charter school is unique, the Performance Management Framework (PMF) allows the Board and the public to look at early childhood, elementary, middle, high school, and adult education performance across common measures. The schools are evaluated on several factors: student progress over time, student achievement during the previous school year, gateway measures, and leading indicators such as attendance and re-enrollment rates.

This year, early childhood and adult education campuses submitted data to PCSB for the Early Childhood and Adult Education PMFs but will not receive a final score or tier until 2014-15.

We hope that these performance reports will help you make informed decisions about your education options and get involved with your local school community. Always feel free to contact us with questions or comments at dcppublic@dcpcsb.org or 202-328-2260, and follow us on Twitter (@dcpcsb).

Best wishes,



John H. "Skip" McKoy
Board Chair

2013–14 User Guide

What are the PCSB School Performance Reports?

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), including the school's total percent score and a rating in one of three performance tiers. The performance reports also show an Accountability Plan for a school that has 100 percent students with disabilities.

How can parents and guardians use the School Performance Reports?

Parents 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 for their children.

Where did 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), the College Board (PSAT, SAT, and AP scores), and PCSB's internal data systems that track attendance and enrollment. Accountability Plan data submitted by public charter schools were verified by PCSB staff. Public charter school leaders were given the data for their schools for fact-checking before the reports were released to the public.

About the DC Public Charter School Board

Mission

The Board's mission is to provide quality public school options for DC students, families, and communities through:

- A comprehensive application review process
- Effective oversight
- Meaningful support
- Active engagement of its stakeholders

Vision

The Board's vision is to lead the transformation of public education in DC and serve as a national role model for charter school authorizing and accountability.

What should I do if I want to get involved?

- Talk to your child's teachers.
- Talk to your school's principal.
- Volunteer at the school.
- Join the school's parent organization.
- Talk to your school's board of trustees.

Where can I find more information about public charter schools?

Read the School Performance Reports at www.dcpcsb.org, where you can find PCSB's parent guide to the reports. You also can download the mobile app MyDCcharters in the App Store or Android Marketplace or at dcpcsb.boopsie.com. The app has school performance data and helps you look for public charter schools near you.

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Reorganized Schools / Campuses

- Cedar Tree PCS reconfigured to serve grades PK3–K
- Excel Academy PCS divided its school into two campuses: Excel Academy PCS – DREAM (Early Childhood) and Excel Academy PCS – LEAD (Middle School)

The following public charter schools first opened or were reorganized in the 2014–15 school year and therefore do not have school performance data from the 2013–14 school year:

New Public Charter Schools

- Academy of Hope PCS
- Democracy Prep Congress Heights PCS
- District of Columbia International School
- Harmony School of Excellence DC PCS
- Lee Montessori PCS

New Campuses

- KIPP DC – Arts & Technology Academy PCS
- KIPP DC – Northeast Academy PCS
- KIPP DC – Quest Academy PCS

School Lists

Tier 1 (65.0 – 100.0%)	Ward	2013–14 Grade Levels	Overall Percentage
ELEMENTARY/MIDDLE SCHOOLS			
Achievement Preparatory Academy PCS – Wahler Place Middle	8	4–8	78.9%
BASIS DC PCS	2	5–9	71.9%
Center City PCS – Brightwood	4	PK4–8	74.5%
Center City PCS – Congress Heights	8	PK4–8	65.7%
Center City PCS – Shaw	6	PK4–8	68.8%
DC Prep PCS – Edgewood Middle	5	4–8	91.1%
Friendship PCS – Chamberlain Middle	6	4–8	77.1%
Friendship PCS – Southeast Elementary Academy	8	PK3–5	65.2%
Friendship PCS – Woodridge Middle	5	4–8	65.1%
KIPP DC – AIM Academy PCS	8	5–8	79.3%
KIPP DC – KEY Academy PCS	7	5–8	89.1%
KIPP DC – Promise Academy PCS	7	1–4	77.0%
KIPP DC – WILL Academy PCS	6	4–8	73.2%
Latin American Montessori Bilingual PCS	4	PK3–5	75.0%
Two Rivers PCS	6	PK3–8	67.6%
Washington Yu Ying PCS	5	PK4–6	71.4%
HIGH SCHOOLS			
Capital City PCS – High School	4	9–12	69.9%
César Chávez PCS for Public Policy – Parkside High School	7	9–12	65.2%
KIPP DC – College Preparatory PCS	5	9–12	83.6%
SEED PCS of Washington, DC (High School)	7	6–12	65.7%
Thurgood Marshall Academy PCS	8	9–12	79.6%
Washington Latin PCS – Upper School	4	9–12	82.2%

School Lists

Tier 2 (35.0 – 64.9%)

Ward 2013–14 Grade Levels Overall Percentage

ELEMENTARY/MIDDLE SCHOOLS

Capital City PCS – Lower School	4	PK3–4	50.7%
Capital City PCS – Middle School	4	5–8	44.1%
Center City PCS – Capitol Hill	6	PK4–8	43.5%
Center City PCS – Petworth	4	PK4–8	56.2%
César Chávez PCS for Public Policy – Chávez Prep	1	6–9	59.8%
César Chávez PCS for Public Policy – Parkside Middle School	7	6–8	40.9%
Community Academy PCS – Amos 1	4	PK3–5	55.0%
Community Academy PCS – Amos 5 (formerly Community Academy PCS – Butler Global)	5	PK3–5	43.0%
Community Academy PCS – CAPCS Online	N/A	K–8	55.3%
DC Bilingual PCS	1	PK3–6	62.1%
DC Scholars PCS	7	PK3–4	50.9%
E.L. Haynes PCS – Middle School	1	5–8	61.9%
E.L. Haynes PCS – Elementary School	4	PK3–4	64.8%
Elsie Whitlow Stokes Community Freedom PCS	5	PK3–6	63.3%
Excel Academy PCS – LEAD	8	PK3–5	37.6%
Friendship PCS – Blow-Pierce Middle	7	4–8	54.4%
Friendship PCS – Technology Preparatory Academy	8	6–11	39.9%
Hope Community PCS – Lamond	4	PK3–6	45.9%
Hope Community PCS – Tolson	5	PK3–8	50.3%
Howard University Middle School of Mathematics and Science PCS	1	6–8	62.9%
Ideal Academy PCS	4	PK3–8	37.6%
Inspired Teaching Demonstration PCS	5	PK3–5	53.9%
Mary McLeod Bethune Day Academy PCS	5	PK3–8	55.3%
Meridian PCS	1	PK3–8	45.6%

School Lists

Tier 2 (35.0 – 64.9%)	Ward	2013–14 Grade Levels	Overall Percentage
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ELEMENTARY/MIDDLE SCHOOLS CONTINUED

Perry Street Preparatory PCS (Lower School)	5	PK3–12	40.7%
Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)	5	PK3–8	35.3%
SEED PCS of Washington, DC (Middle School)	7	6–12	42.6%
Washington Latin PCS – Middle School	4	5–8	59.4%
William E. Doar, Jr. PCS for the Performing Arts	5	PK3–8	47.6%

HIGH SCHOOLS

César Chávez PCS for Public Policy – Capitol Hill	6	9–12	57.2%
E.L. Haynes PCS – High School	4	9–11	61.9%
Friendship PCS – Collegiate Academy	7	9–12	60.4%
Friendship PCS – Technology Preparatory Academy (High School)	8	6–11	55.9%
IDEA PCS	7	9–12	54.4%
National Collegiate Preparatory PCHS	8	9–12	41.6%
Richard Wright PCS for Journalism and Media Arts	6	8–11	48.0%
Washington Mathematics Science Technology PCHS	5	9–12	59.6%

Tier 3 (0.0 – 34.9%)	Ward	2013–14 Grade Levels	Overall Percentage
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ELEMENTARY/MIDDLE SCHOOLS

Center City PCS – Trinidad	5	PK4–8	31.7%
Roots PCS	4	PK3–8	26.1%
Tree of Life PCS	5	PK3–8	31.1%

HIGH SCHOOLS

Perry Street Preparatory PCS (Upper School)	5	PK3–12	32.0%
Washington Hospitality Foundation (formerly Hospitality PCS)	2	9–12	26.5%

Early Childhood Programs

Public Charter School

2013–14
Grade Levels

WARD 1

AppleTree Early Learning PCS – Columbia Heights	PK3–PK4
Briya PCS	PK3–PK4; Adult
Creative Minds International PCS	PK3–3
DC Bilingual PCS	PK3–6
Meridian PCS	PK3–8

WARD 4

Bridges PCS	PK3–1
Capital City PCS – Lower School	PK3–4
Center City PCS – Brightwood	PK4–8
Center City PCS – Petworth	PK4–8
Community Academy PCS – Amos 1	PK3–5
E.L. Haynes PCS – Elementary School	PK3–4
Hope Community PCS – Lamond	PK3–6
Ideal Academy PCS	PK3–8
Latin American Montessori Bilingual PCS	PK3–5
Roots PCS	PK3–8
Sela PCS	PK4–1
Shining Stars Montessori Academy PCS	PK3–2

WARD 5

Center City PCS – Trinidad	PK4–8
Community Academy PCS – Amos 2	PK3–K
Community Academy PCS – Amos 5 (formerly Community Academy PCS – Butler Global)	PK3–5
DC Prep PCS – Edgewood Elementary	PK3–3
Elsie Whitlow Stokes Community Freedom PCS	PK3–6

School Lists

Early Childhood Programs

Public Charter School

2013–14
Grade Levels

WARD 5 CONTINUED

Friendship PCS – Woodridge Elementary	PK3–3
Hope Community PCS – Tolson	PK3–8
Inspired Teaching Demonstration PCS	PK3–5
KIPP DC – Connect Academy PCS	PK3–PK4
KIPP DC – Spring Academy PCS	K–K
Mary McLeod Bethune Day Academy PCS	PK3–8
Mundo Verde Bilingual PCS	PK3–2
Perry Street Preparatory PCS	PK3–12
Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)	PK3–8
Tree of Life PCS	PK3–8
Washington Yu Ying PCS	PK4–6
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
Center City PCS – Capitol Hill	PK4–8
Center City PCS – Shaw	PK4–8
Eagle Academy PCS – New Jersey Avenue	PK3–2
Friendship PCS – Chamberlain Elementary	PK3–3
KIPP DC – Grow Academy PCS	PK3–K
KIPP DC – LEAD Academy PCS	1–2
Two Rivers PCS	PK3–8

Early Childhood Programs

Public Charter School

2013–14
Grade Levels

WARD 7

AppleTree Early Learning PCS – Oklahoma Avenue	PK3–PK4
DC Prep PCS – Benning Elementary	PK3–3
DC Scholars PCS	PK3–4
Friendship PCS – Blow-Pierce Elementary	PK3–3
KIPP DC – LEAP Academy PCS	PK3–K
KIPP DC – Promise Academy PCS	1–4

WARD 8

Achievement Preparatory PCS – Mississippi Avenue Elementary	K–3
AppleTree Early Learning PCS – Southeast	PK3–PK4
Cedar Tree Academy PCS	PK3–K
Center City PCS – Congress Heights	PK4–8
Eagle Academy PCS – The Eagle Center at McGogney	PK3–3
Early Childhood Academy PCS	PK3–3
Excel Academy PCS – DREAM	PK3–5
Friendship PCS – Southeast Elementary Academy	PK3–5
Ingenuity Prep PCS	PK3–K
KIPP DC – Discover Academy PCS	PK3–K
KIPP DC – Heights Academy PCS	1–3

ONLINE

Community Academy PCS – CAPCS Online	K–8
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There are no early childhood public charter schools in Wards 2 and 3.

School Lists

Elementary/Middle Schools

Public Charter School	2013–14 Grade Levels	Tier	Overall Percentage
WARD 1			
César Chávez PCS for Public Policy – Chávez Prep	6–9	2	59.8%
DC Bilingual PCS	PK3–6	2	62.1%
E.L. Haynes PCS – Middle School	5–8	2	61.9%
Howard University Middle School of Mathematics and Science PCS	6–8	2	62.9%
Meridian PCS	PK3–8	2	45.6%
WARD 2			
BASIS DC PCS	5–9	1	71.9%
WARD 4			
Capital City PCS – Lower School	PK3–4	2	50.7%
Capital City PCS – Middle School	5–8	2	44.1%
Center City PCS – Brightwood	PK4–8	1	74.5%
Center City PCS – Petworth	PK4–8	2	56.2%
Community Academy PCS – Amos 1	PK3–5	2	55.0%
E.L. Haynes PCS – Elementary School	PK3–4	2	64.8%
Hope Community PCS – Lamond	PK3–6	2	45.9%
Ideal Academy PCS	PK3–8	2	37.6%
Latin American Montessori Bilingual PCS	PK3–5	1	75.0%
Roots PCS	PK3–8	3	26.1%
Washington Latin PCS – Middle School	5–8	2	59.4%

School Lists

Elementary/Middle Schools

Public Charter School	2013–14 Grade Levels	Tier	Overall Percentage
WARD 5			
Center City PCS – Trinidad	PK4–8	3	31.7%
Community Academy PCS – Amos 5 (formerly Community Academy PCS – Butler Global)	PK3–5	2	43.0%
DC Prep PCS – Edgewood Middle	4–8	1	91.1%
Elsie Whitlow Stokes Community Freedom PCS	PK3–6	2	63.3%
Friendship PCS – Woodridge Middle	4–8	1	65.1%
Hope Community PCS – Tolson	PK3–8	2	50.3%
Inspired Teaching Demonstration PCS	PK3–5	2	53.9%
Mary McLeod Bethune Day Academy PCS	PK3–8	2	55.3%
Perry Street Preparatory PCS (Lower School)	PK3–12	2	40.7%
Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)	PK3–8	2	35.3%
Tree of Life PCS	PK3–8	3	31.1%
Washington Yu Ying PCS	PK4–6	1	71.4%
William E. Doar, Jr. PCS for the Performing Arts	PK3–8	2	47.6%
WARD 6			
Center City PCS – Capitol Hill	PK4–8	2	43.5%
Center City PCS – Shaw	PK4–8	1	68.8%
Friendship PCS – Chamberlain Middle	4–8	1	77.1%
KIPP DC – WILL Academy PCS	4–8	1	73.2%
Options PCS (Middle School)	6–12	Alternative Accountability School	15.4%
Two Rivers PCS	PK3–8	1	67.6%

School Lists

Elementary/Middle Schools

Public Charter School	2013–14 Grade Levels	Tier	Overall Percentage
WARD 7			
César Chávez PCS for Public Policy – Parkside Middle School	6–8	2	40.9%
DC Prep PCS – Benning Middle*	4–4	First Year of School	90.8%
DC Scholars PCS	PK3–4	2	50.9%
Friendship PCS – Blow-Pierce Middle	4–8	2	54.4%
KIPP DC – KEY Academy PCS	5–8	1	89.1%
KIPP DC – Promise Academy PCS	1–4	1	77.0%
SEED PCS of Washington, DC (Middle)	6–12	2	42.6%
WARD 8			
Achievement Preparatory Academy PCS – Wahler Place Middle	4–8	1	78.9%
Center City PCS – Congress Heights	PK4–8	1	65.7%
Excel Academy PCS – LEAD	PK3–5	2	37.6%
Friendship PCS – Southeast Elementary Academy	PK3–5	1	65.2%
Friendship PCS – Technology Preparatory Academy (Middle School)	6–11	2	39.9%
KIPP DC – AIM Academy PCS	5–8	1	79.3%
Somerset Preparatory Academy PCS*	6–8	First Year of School	35.3%
ONLINE			
Community Academy PCS – CAPCS Online	K–8	2	55.3%

There are no public charter elementary or middle schools in Ward 3.

*DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS are not receiving a PMF tier this year because they first opened in the 2013–14 school year, and a school in its first year of operation does not receive a PMF score. Data have been reported on all measures, where available. Beginning in the 2014–15 school year, DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS will be held to the same performance framework as other public charter schools.

High Schools

Public Charter School	2013–14 Grade Levels	Tier	Overall Percentage
WARD 2			
Washington Hospitality Foundation (formerly Hospitality PCS)	9–12	3	26.5%
WARD 4			
Capital City PCS – High School	9–12	1	69.9%
E.L. Haynes PCS – High School	9–11	2	61.9%
Paul PCS – International High School*	9–10	First Year of School	49.1%
Washington Latin PCS – Upper School	9–12	1	82.2%
WARD 5			
KIPP DC – College Preparatory PCS	9–12	1	83.6%
Perry Street Preparatory PCS (Upper School)	PK3–12	3	32.0%
Washington Mathematics Science Technology PCHS	9–12	2	59.6%
WARD 6			
César Chávez PCS for Public Policy – Capitol Hill	9–12	2	57.2%
Options PCS (High School)**	6–12	Alternative Accountability School	8.3%
Richard Wright PCS for Journalism and Media Arts	8–11	2	48.0%

*DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS are not receiving a PMF tier this year because they first opened in the 2013–14 school year, and a school in its first year of operation does not receive a PMF score. Data have been reported on all measures, where available. Beginning in the 2014–15 school year, DC Prep PCS – Benning Middle, Paul PCS – International High School, and Somerset Preparatory Academy PCS will be held to the same performance framework as other public charter schools.

**Options PCS and Maya Angelou PCS – Evans High School are not receiving a PMF tier this year because these schools serve a significantly different population from other K–12 schools.

School Lists

High Schools

Public Charter School	2013–14 Grade Levels	Tier	Overall Percentage
WARD 7			
César Chávez PCS for Public Policy – Parkside High School	9–12	1	65.2%
Friendship PCS – Collegiate Academy	9–12	2	60.4%
IDEA PCS	9–12	2	54.4%
Maya Angelou PCS – Evans High School***	9–12	Alternative Accountability School	13.7%
SEED PCS of Washington, DC (High School)	6–12	1	65.7%
WARD 8			
Friendship PCS – Technology Preparatory Academy (High School)	6–11	2	55.9%
National Collegiate Preparatory PCHS	9–12	2	41.6%
Thurgood Marshall Academy PCS	9–12	1	79.6%

There are no public charter high schools in Wards 1 or 3.

***Options PCS and Maya Angelou PCS – Evans High School are not receiving a PMF tier this year because these schools serve a significantly different population from other K–12 schools.

Adult Education*

Public Charter School

2013–14
Ages Served

WARD 1

Briya PCS	16 and older
Carlos Rosario International PCS	16 and older
The Next Step/El Próximo Paso PCS	16–24
LAYC Career Academy PCS	16–24
YouthBuild PCS	16–24

WARD 7

Maya Angelou PCS – Young Adult Learning Center	17–24
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WARD 8

Community College Preparatory Academy PCS	18 and older
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*PCSB will fully implement the Adult Education Performance Management Framework (AE PMF) in 2014–15. The AE PMF will not include a score or tier for 2013–14.

How to read the Performance Reports

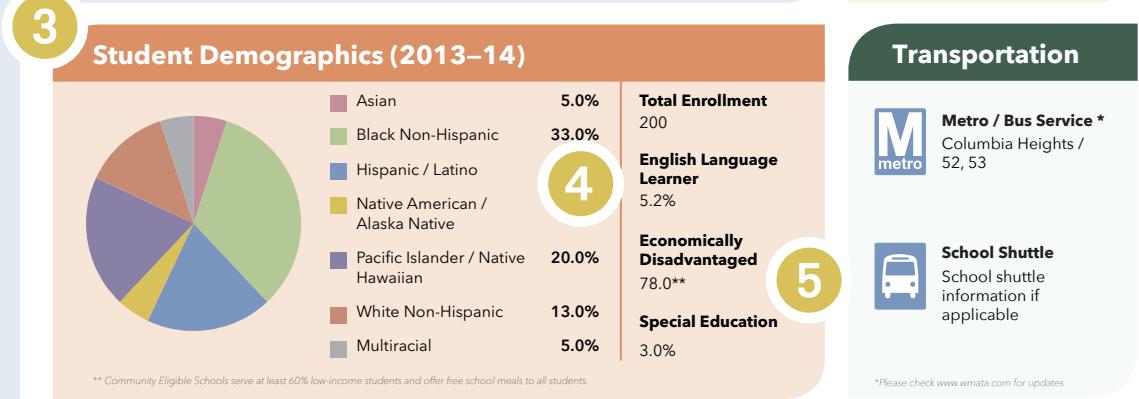
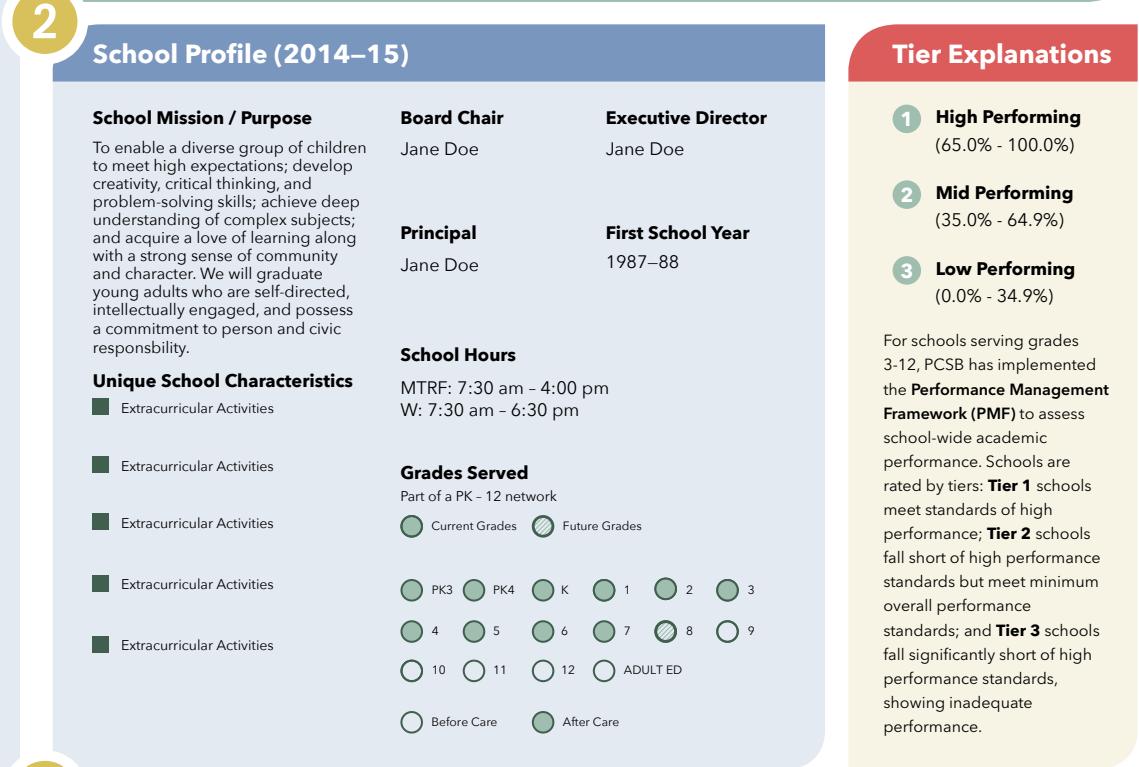
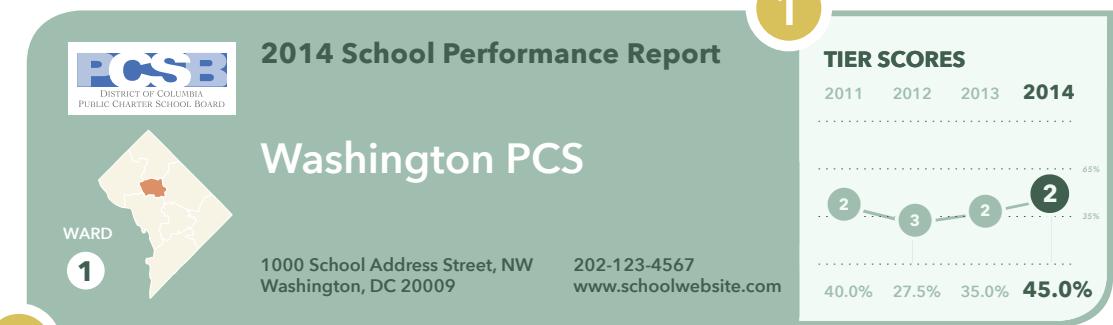
What information is included?

The performance report lists a school's (1) overall percent score and 2013–14 tier. For schools that have PMF scores from previous years, the scores and tiers are included.

It also has (2) basic information about the school's leadership, grades, mission, unique school characteristics, and (3) student demographics.

(4) English Language Learners are students whose families speak a language at home other than English.

(5) Economically Disadvantaged is a classification based on family income.

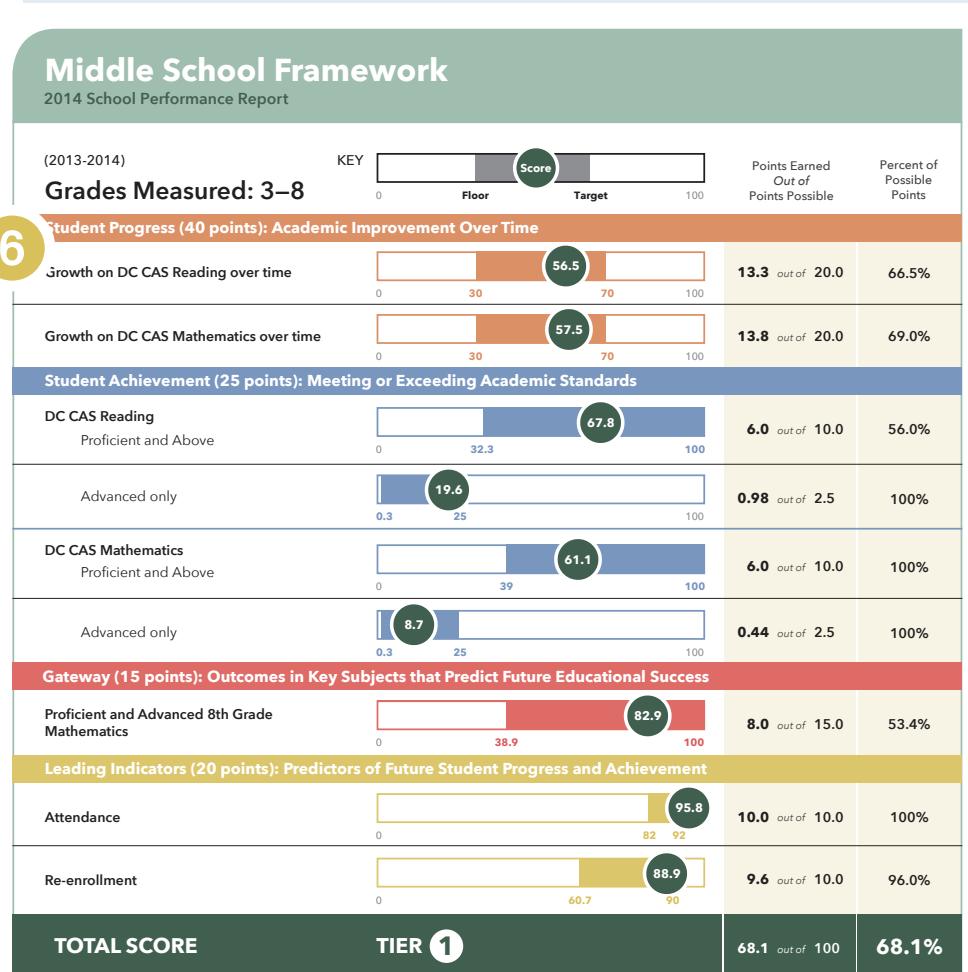


How to read the Performance Reports

Points Earned Out of Points Possible	Percent of Possible Points
13.3 out of 20.0	66.5%

What are the points?

PCSB uses various metrics to assign points to each common measure. For each metric, a school earns between zero and a maximum number of points, with the maximum number being the weight assigned to that metric. The number of points a school earns for that metric is determined by how it performs in comparison to the floor and the target, which are set by PCSB. Most schools can earn a total of 100 possible points; for these schools, their point total equates to their PMF score. For schools in which some metrics are not applicable, the total possible points may be less than 100 points; in these cases, the PMF scores are determined by dividing the points earned by their total possible points.



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

What are the academic measures?

(6) Growth over time

The growth over time measure allows PCSB to compare schools in which students enter at different levels of performance. This measure combines each student's progress on the DC Comprehensive Assessment System (DC CAS) 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 the students in that school showed greater overall improvement than 62 percent of similar students in schools across the city.

For more information on how the metrics are calculated, as well as updates made to the floors and targets, please see the PMF Technical Guide in the PMF section of the PCSB website, www.dcpcsb.org.

What are the new Performance Management Frameworks?

What is the Early Childhood Performance Management Framework?

Since 2011, PCSB has collaborated with an Early Childhood task force to develop the Early Childhood Performance Management Framework (EC PMF). The EC PMF was approved by the Public Charter School Board September 2013.

Since there is no state-wide assessment for the youngest grades served in charter schools, schools have a choice in the age-appropriate assessments they administer. The task force determined specific criteria that the assessments must meet to be approved on the EC PMF Assessment List. Currently, 41 assessments for PK3 through second grade are on the approved list for either progress or achievement.

The assessments must meet the following criteria:

1. Norm or criterion referenced
2. Publisher prescribed growth and/or achievement targets and benchmarks
3. Research based (studies of documented validity and reliability)

For the EC PMF, pre-kindergarten assessments measure progress and K-2 assessments measure achievement or progress in reading and mathematics. Schools also have the option to include progress on social-emotional learning.

In addition to assessments, all pre-kindergarten teachers are also observed using the Classroom Assessment Scoring System (CLASS), which scores teacher-child interactions in the areas of Emotional Support, Classroom Organization, and Instructional Support.

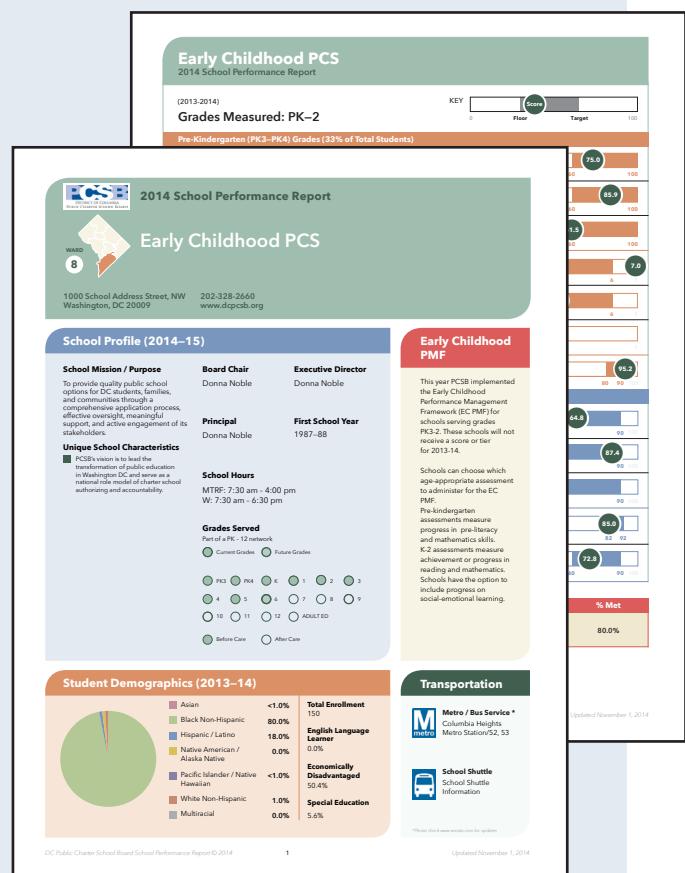
What is the Adult Education Performance Management Framework?

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

The AE PMF measures program effectiveness by tracking student progress, student achievement, career/college readiness, progress on mission-specific measures, and leading indicators. Student progress includes learning gains as measured by tests that are valid and reliable for the population of adults that participate in the program. Student achievement includes those common goals that adults have for returning to school – to improve their educational skills to obtain a GED, high school equivalency, or academic skills to prepare them for college, and to improve their educational skills to prepare them for a postsecondary certification program, job skills, entry to employment, and improved employment options. Public charter schools must report the required measures on all students who receive 12 hours or more of service.

Adult Education public charter schools in DC will be required to use an assessment for educational gain that has been aligned with the common educational functioning levels currently used in the National Reporting System for adult education.

For additional information on the AE PMF, please visit <https://pcsb-pmf.wikispaces.com/Adult+Education+PMF>.



For additional information on the EC PMF, please visit <https://pcsb-pmf.wikispaces.com/Early+Childhood+PMF>.

2013 - 14

Individual Public Charter School Performance Reports



2014 School Performance Report

Achievement Prep PCS - Mississippi Avenue Elementary

1500 Mississippi Avenue SE
Washington, DC 20032

202-562-1214
www.achievementprep.org

School Profile (2014–15)

School Mission / Purpose

To prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond.

Unique School Characteristics

- College preparatory curriculum
- Extended school day and school year

Board Chair

John Green

Chief Executive Officer

Shantelle Wright

Co-Directors

Michael Rabin
Erica Franklin

First School Year

2013-14

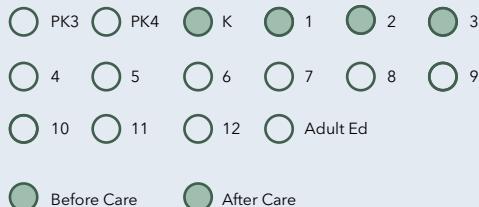
School Hours

MTRF: 7:30 a.m. - 4:00 p.m.
W: 7:30 a.m. - 1:30 p.m.

Grades Served

Is part of a K-8 network.

Current Grades Future Grades

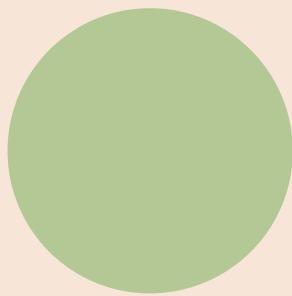


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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%

Total Enrollment
233

English Language Learner
0.0%

Economically Disadvantaged
26.4%

Special Education
8.4%

Transportation



Metro / Bus Service *
A6, A7, A46; M8, M9;
W2

*Please check www.wmata.com for updates

Achievement Prep PCS - Mississippi Avenue Elementary

2014 School Performance Report

(2013–14)



Grades Measured: K-3

K-3 (100% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Strategic Teaching and Evaluation of Progress (STEP)



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Leading Indicators

Attendance



Re-enrollment





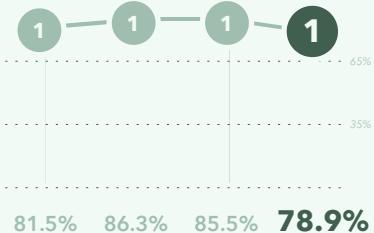
908 Wahler Place SE
Washington, DC 20032

202-562-1214
www.achievementprep.org

Achievement Prep PCS - Wahler Place Middle

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

To prepare students to excel as high-achieving scholars and leaders in high school, college, and beyond.

Unique School Characteristics

- Recipient of 2011 EPIC Award - Silver Gain Status
- College preparatory curriculum
- Extended school day and school year

Board Chair

John Green

Chief Executive Officer

Shantelle Wright

Director of Academic Achievement

Janice Lewis

First School Year

2008-09

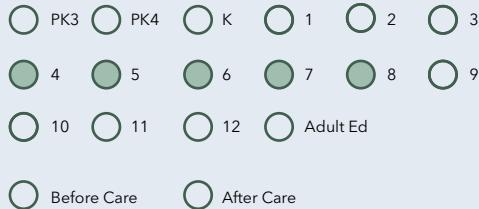
School Hours

MTRF: 7:30 a.m. - 4:00 p.m.
W: 7:30 a.m. - 1:30 p.m.

Grades Served

Takes applications through 6th. Is part of a K-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
382

English Language Learner
0.0%

Economically Disadvantaged
81.3%

Special Education
17.2%

Transportation



Metro / Bus Service *
A6, A7, A46; M8, M9;
W2

*Please check www.wmata.com for updates

Achievement Prep PCS - Wahler Place Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		11.7 out of 20.0	58.5%
Growth on DC CAS Mathematics over time		18.6 out of 20.0	93.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		1.6 out of 5.0	32.0%
Advanced Only		0.16 out of 1.25	12.8%
Elementary Grades DC CAS Mathematics Proficient and Above		3.3 out of 5.0	66.0%
Advanced Only		1.25 out of 1.25	100.0%
Middle Grades DC CAS Reading Proficient and Above		2.9 out of 5.0	58.0%
Advanced Only		0.45 out of 1.25	36.0%
Middle Grades DC CAS Mathematics Proficient and Above		4.3 out of 5.0	86.0%
Advanced Only		1.25 out of 1.25	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		14.2 out of 15.0	94.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.2 out of 10.0	92.0%
TOTAL SCORE	TIER 1	78.9 out of 100	78.9%

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

School Profile (2014–15)

School Mission / Purpose

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree implements a research-based instructional program that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics

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

Board Chair

Jack McCarthy

President and CEO

Jack McCarthy

Principal

Ryan Tauriainen

First School Year

2007-08

School Hours

8:45 a.m. – 3:15 p.m.

Grades Served

Is part of a PK network.

Current Grades Future Grades



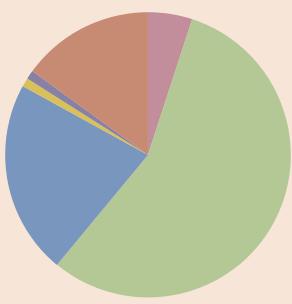
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

161

English Language Learner

24.1%

Economically Disadvantaged

>60%**

Special Education

6.3%

Transportation



Metro / Bus Service *
Columbia Heights; 52, 53, 54

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

*Please check www.wmata.com for updates

AppleTree Early Learning PCS - Columbia Heights

2014 School Performance Report

(2013–14)

Grades Measured: PK3-PK4



Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Social-Emotional Learning - *Positive Behavior Rating Scale*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance





AppleTree Early Learning PCS - Lincoln Park

138 12th Street NE
Washington, DC 20002

202-621-6581
www.appletreeinstitute.org

School Profile (2014–15)

School Mission / Purpose

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree implements a research-based instructional program that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics

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

Board Chair

Jack McCarthy

President and CEO

Jack McCarthy

Principal

Karen Lamonth

First School Year

2011-12

School Hours

8:45 a.m. – 3:15 p.m.

Grades Served

Is part of a PK network.

Current Grades Future Grades



Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
63

English Language Learner
6.3%

Economically Disadvantaged
>60%**

Special Education
4.8%

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

Transportation



Metro / Bus Service *
Eastern Market; 90,
92, 93

*Please check www.wmata.com for updates

AppleTree Early Learning PCS - Lincoln Park

2014 School Performance Report

(2013–14)

Grades Measured: PK3-PK4



Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Social-Emotional Learning - *Positive Behavior Rating Scale*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance





AppleTree Early Learning PCS - Oklahoma Avenue

330 21st Street NE
Washington, DC 20002

202-525-7807
www.appletreeinstitute.org

School Profile (2014–15)

School Mission / Purpose

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree implements a research-based instructional program that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics

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

Board Chair

Jack McCarthy

President and CEO

Jack McCarthy

Principal

Ntaka Wellington

First School Year

2010-11

School Hours

8:45 a.m. – 3:15 p.m.

Grades Served

Is part of a PK network.

Current Grades Future Grades



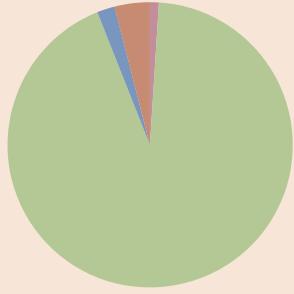
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

172

English Language Learner

1.2%

Economically Disadvantaged

>60%**

Special Education

1.8%

Transportation



Metro / Bus Service *
Stadium-Armory; D6

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

*Please check www.wmata.com for updates

AppleTree Early Learning PCS - Oklahoma Avenue

2014 School Performance Report

(2013–14)



Grades Measured: PK3-PK4

Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Social-Emotional Learning - *Positive Behavior Rating Scale*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance





AppleTree Early Learning PCS - Southeast

2011 Savannah Street SE
2017 Savannah Terrace SE
Washington, DC 20020

202-506-1890
202-629-2545
www.appletreeinstitute.org

School Profile (2014–15)

School Mission / Purpose

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree implements a research-based instructional program that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics

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

Board Chair

Jack McCarthy

President and CEO

Jack McCarthy

Principal

Shelton Lee

First School Year

2011-12

School Hours

8:45 a.m. – 3:15 p.m.

Grades Served

Is part of a PK network.

Current Grades Future Grades

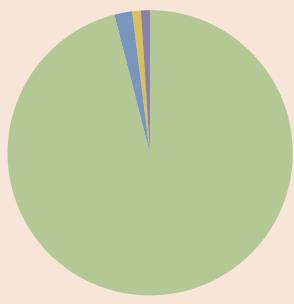


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	95.9%
Hispanic / Latino	2.3%
Native American / Alaska Native	1.2%
Pacific Islander / Native Hawaiian	0.6%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
172

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
2.9%

Transportation



Metro / Bus Service *
Congress Heights; 32, 94; W2, W3

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

*Please check www.wmata.com for updates

AppleTree Early Learning PCS - Southeast

2014 School Performance Report

(2013–14)

Grades Measured: PK3-PK4



Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Social-Emotional Learning - *Positive Behavior Rating Scale*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance





AppleTree Early Learning PCS - Southwest

801 7th Street SW
Washington, DC 20024

202-572-4466
202-646-0500
www.appletreeinstitute.org

School Profile (2014–15)

School Mission / Purpose

The mission of AppleTree Early Learning Public Charter School is to provide young children with the social, emotional, and cognitive foundations that will enable them to succeed in school. AppleTree implements a research-based instructional program that supports the development of young children's language, literacy, and behavioral skills as well as their understanding of the world around them.

Unique School Characteristics

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

Board Chair

Jack McCarthy

President and CEO

Jack McCarthy

Principal

Aja Mills

First School Year

2007-08

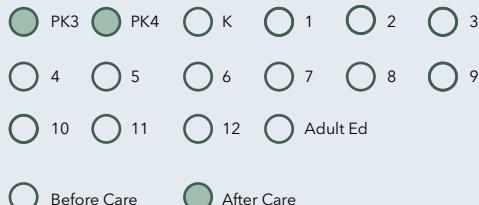
School Hours

8:45 a.m. – 3:15 p.m.

Grades Served

Is part of a PK network.

Current Grades Future Grades

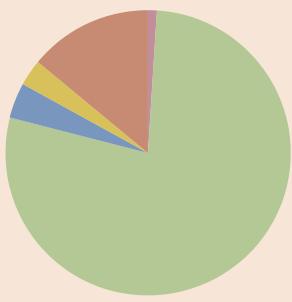


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	1.4%	Total Enrollment	79
Black Non-Hispanic	78.4%	English Language Learner	6.8%
Hispanic / Latino	4.1%	Economically Disadvantaged	>60%**
Native American / Alaska Native	2.7%	Special Education	5.4%
Pacific Islander / Native Hawaiian	0.0%		
White Non-Hispanic	13.5%		
Multiracial	0.0%		

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

Transportation



Metro / Bus Service *
Waterfront; P6; V7,
V8, V9

*Please check www.wmata.com for updates

AppleTree Early Learning PCS - Southwest

2014 School Performance Report

(2013–14)

Grades Measured: PK3-PK4



Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Social-Emotional Learning - *Positive Behavior Rating Scale*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance





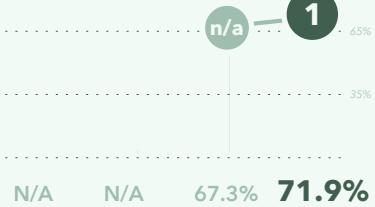
BASIS DC PCS

410 8th Street NW
Washington, DC 20004

202-393-5437
www.basisdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

BASIS DC will provide an academically excellent and rigorous liberal arts college preparatory education available to all middle and high school students of the District of Columbia.

Board Chair

Craig Barrett, Ph.D.

Head of School

Cameron Louis

Unique School Characteristics

Rigorous liberal arts curriculum

Emphasis on student responsibility

Combination of European emphasis on content and American tradition of inquiry

College preparatory curriculum starting in 5th grade

School Hours

8:45 a.m. – 4:00 p.m.

Grades Served

Takes applications through 6th.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

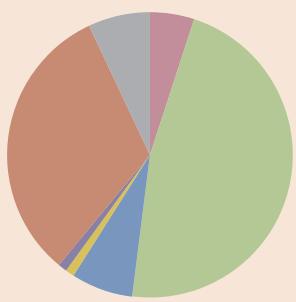
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

510

English Language Learner

0.4%

Economically Disadvantaged

27.1%

Special Education

5.9%

Transportation



Metro / Bus Service *

Archives – Navy Memorial, Gallery Place – Chinatown

BASIS DC PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 5–9

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time



10.7 out of 20.0

53.5%

Growth on DC CAS Mathematics over time



9.9 out of 20.0

49.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading

Proficient and Above



7.7 out of 10.0

77.0%

Advanced only



2.3 out of 2.5

92.0%

DC CAS Mathematics

Proficient and Above



6.9 out of 10.0

69.0%

Advanced only



2.5 out of 2.5

100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 8th Grade Mathematics



13.3 out of 15.0

88.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance



10.0 out of 10.0

100.0%

Re-enrollment



8.6 out of 10.0

86.0%

TOTAL SCORE

TIER 1

71.9 out of 100

71.9%

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

School Profile (2014–15)

School Mission / Purpose

Our mission is to provide an exemplary educational program that includes students with special needs. Our developmentally appropriate, student- and family-centered educational approach will nurture students to expand their developmental skills, in order to build a foundation for lifelong learning.

Unique School Characteristics

- Elementary school expansion approved in 2012. Will serve grades PK3-5 by the 2017-18 school year
- Awarded accreditation from Middle States Association of Colleges and Schools in December 2012
- Selected "Best Preschool" in the Washington City Paper Reader's Choice poll for 2013
- The school's approach to instruction is hands-on and student-centered

Board Chair

Debra Graham

Principal / Director

Olivia Smith

First School Year

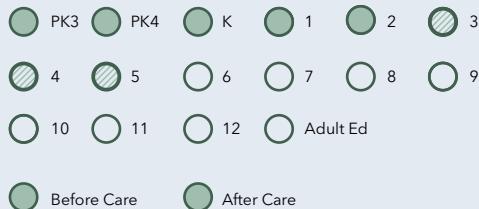
2005-06

School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

● Current Grades ● Future Grades

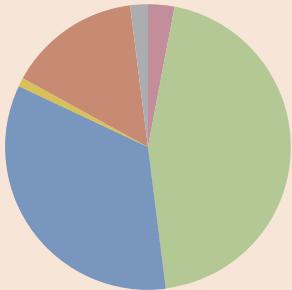


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
211

English Language Learner
37.0%

Economically Disadvantaged
63.0%

Special Education
28.4%

Transportation



Metro / Bus Service *
Georgia Avenue-Petworth; 52, 53, 54, 70; S1, S2, S4

*Please check www.wmata.com for updates

Bridges PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-1



Pre-Kindergarten (PK3-PK4) Grades (61% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Learning Accomplishment Profile-3 (LAP-3)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-1 (39% of Students)

Student Achievement / Progress

Literacy - Peabody Picture Vocabulary Test



Mathematics - Test of Early Math Ability



Leading Indicators

Attendance



Re-enrollment



WARD

1



Briya PCS

2333 Ontario Road NW
3912 Georgia Avenue NW
Washington, DC

202-797-7337
202-545-2020
www.briya.org

School Profile (2014–15)

School Mission / Purpose

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. The school offers six levels of family literacy classes including adult and early childhood education and Child Development Associate classes. Required components of adult family literacy classes include ESL, computer, parenting classes, and Parent and Child Together Time.

Unique School Characteristics

- Integrated adult and early childhood education using a family literacy model
- Dynamic, student-centered classes designed for parents and children learning English
- Adult high school diploma program for Advanced ESL/Family Literacy students
- Child Development Associate and Medical Assistant preparation
- Won Washington Area Women's Foundation Leadership Award; accredited by Middle States Assoc.

Board Chair

Daniela Carozza

Executive Director

Christie McKay

First School Year

2006-07

School Hours

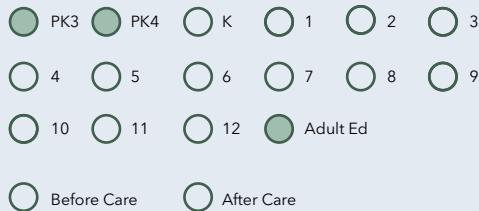
Family Literacy Classes: 9:00 a.m. – 11:30 a.m.

12:30 p.m. – 3:00 p.m.

Evening: MTWR: 6:00 p.m. – 9:00 p.m.

Grades Served

Current Grades Future Grades

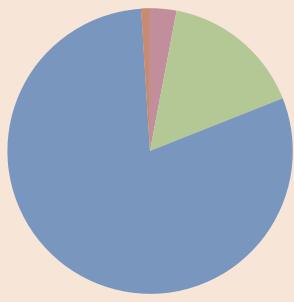


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

478

English Language Learner

92.7%

Economically Disadvantaged

>60%**

Special Education

0.6%

Transportation



Metro / Bus Service *
S1, S2, S4

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

*Please check www.wmata.com for updates

(2013–14)

Grades Measured: PK3-PK4



Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



Mission Specific Goals

Goals Met

% Met

70% of pre-kindergarten families will score 5 or above on the Family Reading Journal rubric.



100.0%



Briya PCS

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

202-797-7337
202-545-2020
www.briya.org

School Profile (2014–15)

School Mission / Purpose

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. The school offers six levels of family literacy classes including adult and early childhood education and Child Development Associate classes. Required components of adult family literacy classes include ESL, computer, parenting classes, and Parent and Child Together Time.

Unique School Characteristics

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- Dynamic, student-centered classes designed for parents and children learning English
- Adult high school diploma program for Advanced ESL/Family Literacy students
- Child Development Associate and Medical Assistant preparation
- Won Washington Area Women's Foundation Leadership Award; accredited by Middle States Assoc.

Board Chair

Daniela Carozza

Executive Director

Christie McKay

First School Year

2006-07

School Hours

Family Literacy Classes: 9:00 a.m. – 11:30 a.m.

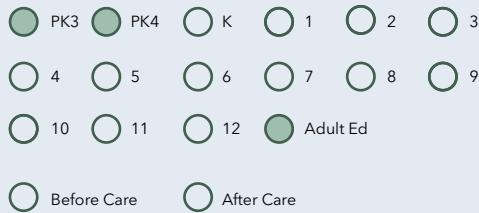
12:30 p.m. – 3:00 p.m.

Evening: MTWR: 6:00 p.m. – 9:00 p.m.

Grades Served

Serves ages 16 and older.

Current Grades Future Grades

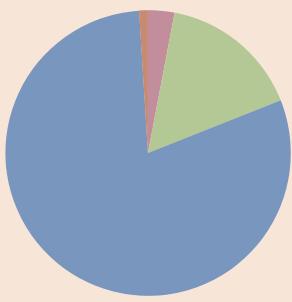


Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Total Enrollment
478

English Language Learner
92.7%

Economically Disadvantaged
>60%**

Special Education
0.6%

Transportation



Metro / Bus Service *
S1, S2, S4

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

*Please check www.wmata.com for updates

(2013–14)



Grades Measured: Adult Ed

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

English as a Second Language (ESL) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 84.7%**



Retained Employment or Entered Postsecondary

Survey Response Rate: 68.5%**



Entered Postsecondary

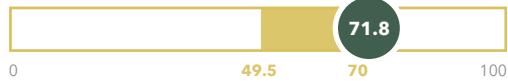
(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

Certification

70% of Child Development Associate students taking the Early Childhood Studies Review certification exam will pass it.



Family Reading Journal Rubric

70% of parents enrolled for at least six months will score 5 or above on the Family Reading Journal rubric.



*This measure has multiple floors and targets based on students' starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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



Capital City PCS – Lower School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpcs.org

School Profile (2014–15)

School Mission / Purpose

The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Unique School Characteristics

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

Board Chair

Anne Wallstad

Head of School

Karen Dresden

Principal

Amy Wendel

First School Year

2000-01

School Hours

MTRF: 8:30 a.m. – 3:30 p.m.

W: 8:30 a.m. – 1:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

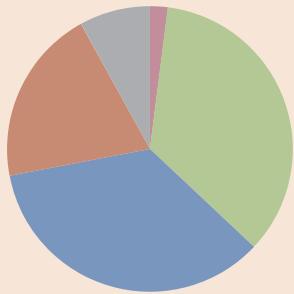
Before Care After Care

Early Childhood PMF

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Student Demographics (2013–14)



Total Enrollment

321

English Language Learner

28.8%

Economically Disadvantaged

57.8%

Special Education

6.6%

Transportation



Metro / Bus Service *

Fort Totten, Takoma; 62, 63; K2

*Please check www.wmata.com for updates

Capital City PCS - Lower School

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (33% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (67% of Students)

Student Achievement / Progress

Literacy - PALS (K), Developmental Reading Assessment (DRA) (1-2)



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





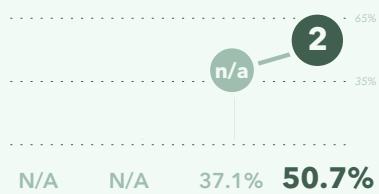
Capital City PCS – Lower School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Unique School Characteristics

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

Board Chair

Anne Wallstad

Head of School

Karen Dresden

Principal

Amy Wendel

First School Year

2000-01

School Hours

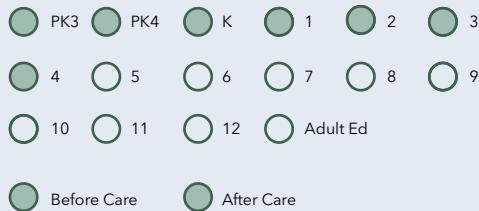
MTRF: 8:30 a.m. – 3:30 p.m.

W: 8:30 a.m. – 1:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

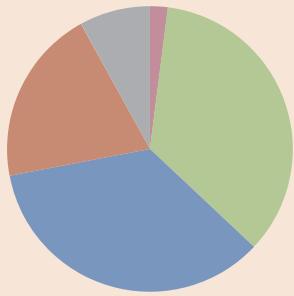
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	1.6%
Black Non-Hispanic	35.0%
Hispanic / Latino	35.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	20.3%
Multiracial	7.8%

Total Enrollment
321

English Language Learner
28.8%

Economically Disadvantaged
57.8%

Special Education
6.6%

Transportation



Metro / Bus Service *
Fort Totten, Takoma;
62, 63; K2

*Please check www.wmata.com for updates

Capital City PCS - Lower School

2014 School Performance Report

(2013–14)

Grades Measured: 3-4



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		9.2 out of 20.0	46.0%
Growth on DC CAS Mathematics over time		7.5 out of 20.0	37.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.2 out of 10.0	32.0%
Proficient and Above			
Advanced only		0.8 out of 2.5	32.0%
DC CAS Mathematics		3.8 out of 10.0	38.0%
Proficient and Above			
Advanced only		1.3 out of 2.5	52.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		5.7 out of 15.0	38.0%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.2 out of 10.0	92.0%

TOTAL SCORE

TIER **2**

50.7 out of 100

50.7%

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



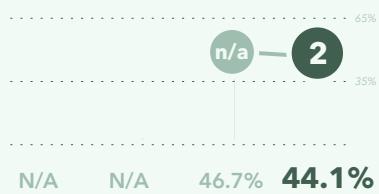
Capital City PCS - Middle School

100 Peabody Street NW
Washington, DC 20011

202-808-9800
www.ccpcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Unique School Characteristics

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

Board Chair

Anne Wallstad

Head of School

Karen Dresden

Principal

Laina Cox

First School Year

2012-13

School Hours

MTRF: 8:30 a.m. – 3:30 p.m.

W: 8:30 a.m. – 1:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

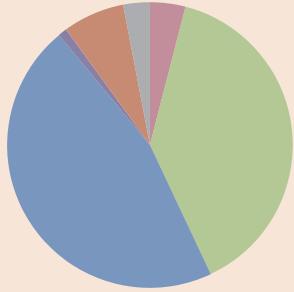
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

326

English Language Learner

18.8%

Economically Disadvantaged

76.2%

Special Education

19.4%

Transportation



Metro / Bus Service *

Fort Totten, Takoma;
62, 63; K2

*Please check www.wmata.com for updates

Capital City PCS - Middle School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 5–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		9.0 out of 20.0	45.0%
Growth on DC CAS Mathematics over time		4.2 out of 20.0	21.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.0 out of 10.0	30.0%
Proficient and Above			
Advanced only		0.8 out of 2.5	32.0%
DC CAS Mathematics		1.8 out of 10.0	18.0%
Proficient and Above			
Advanced only		1.0 out of 2.5	40.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 8th Grade Mathematics		4.3 out of 15.0	28.7%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 2

44.1 out of 100

44.1%

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

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Capital City Public Charter School is to graduate a diverse group of young adults who are self-directed, intellectually engaged, and possess a strong sense of personal and civic responsibility. Our students will complete a rigorous academic program that emphasizes both independent and collaborative learning within an inclusive, democratic community.

Unique School Characteristics

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- Social curriculum creates strong, independent thinkers
- Project-based learning around compelling topics with fieldwork and service
- Wide range of extracurricular activities including sports teams

Board Chair

Anne Wallstad

Head of School

Karen Dresden

Principal

Belicia Reaves

First School Year

2008-09

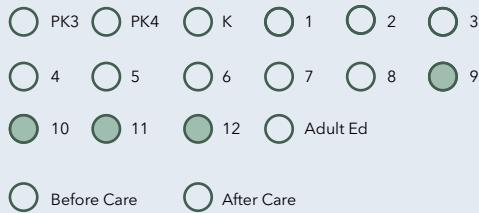
School Hours

MTRF: 8:30 a.m. – 3:30 p.m.
W: 8:30 a.m. – 1:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

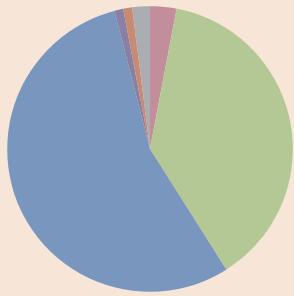
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	3.0%
Black Non-Hispanic	37.8%
Hispanic / Latino	56.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.3%
White Non-Hispanic	0.9%
Multiracial	1.8%

Total Enrollment
337

English Language Learner
14.0%

Economically Disadvantaged
78.6%

Special Education
18.8%

Transportation



Metro / Bus Service *
Fort Totten, Takoma;
62, 63; K2

*Please check www.wmata.com for updates

Capital City PCS - High School

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		64.1	7.3 out of 7.5	97.3%
Growth on DC CAS Mathematics over time		51.6	4.6 out of 7.5	61.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		17.6	52.8	4.3 out of 10	43.0%
Advanced only		0.3	15.3	1.5 out of 2.5	60.0%
High Grades DC CAS Mathematics Proficient and Above		20.3	54.9	4.3 out of 10.0	43.0%
Advanced only		25	8.5	0.9 out of 2.5	36.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		57	75.0	3.1 out of 7.5	41.3%
PSAT Performance (11th)		2.3	37.5	5.5 out of 7.5	73.3%
SAT/ACT Performance (12th)		6.7	47.8	4.5 out of 7.5	60.0%
College Acceptance Rate		66.1	98.5	7.2 out of 7.5	96.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		15	13.4	4.5 out of 5.0	90.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		82	90.2	8.2 out of 10.0	82.0%
Re-enrollment		64.6	90.5	10.0 out of 10.0	100.0%
9th Grade Credits (on track to graduate)		50.5	89.8	4.0 out of 5.0	80.0%

TOTAL SCORE

TIER 1

69.9 out of 100

69.9%

Capital City PCS - High School

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

89.5%

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

29.9%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



WARD
1

Carlos Rosario International PCS

1100 Harvard Street NW
514 V Street NE
Washington, DC

202-797-4700
202-734-4900
www.carlosrosario.org

School Profile (2014–15)

School Mission / Purpose

The mission of Carlos Rosario 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.

Unique School Characteristics

- Hosts visits from more than 150 international businesses and other dignitaries annually
- Partners with CompTIA, Microsoft IT Academy, Marriott, The Culinary Institute of America, and Red Cross
- Designated examination testing site for DC National Nurse Aide Assessment Program
- Recognized by the U.S. Department of Education as a national model in adult education

Board Chair

Alberto Gomez

Executive Director/ CEO

Allison R. Kokkoros

Principals

Holly-Ann Freso
Jorge Delgado, Ph.D.

First School Year

1998-99

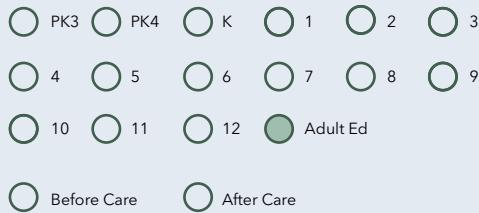
School Hours

8:45 a.m. – 9:00 p.m.

Grades Served

Serves ages 16 and older.

Current Grades Future Grades

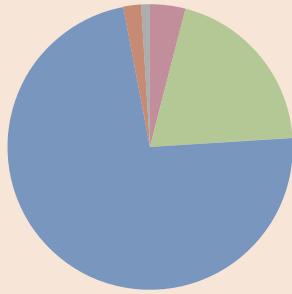


Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Asian	4.4%
Black Non-Hispanic	19.5%
Hispanic / Latino	74.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.6%
Multiracial	0.1%

Total Enrollment
1983

**English Language
Learner**
91.2%

**Economically
Disadvantaged**
83.7%

Special Education
0.0%

Transportation



Metro / Bus Service *
Harvard Street: Columbia Heights; 52, 53, 54, 64; H1, H2, H3, H4, H8

*Please check www.wmata.com for updates

Carlos Rosario International PCS

2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed



Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 50.0%**



Retained Employment or Entered Postsecondary

Survey Response Rate: 50.9%**



Entered Postsecondary

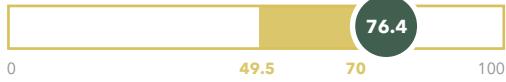
(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

GED Students

64% of GED 100 and 200 students enrolled in fall will advance one grade level in language by the end of the year.



ESL Students

75% of ESL students will pass the CR Technology Test.



Culinary Arts Program

90% of students in the Culinary Arts Program will earn the ServSafe Certification by the end of the school year.



*This measure has multiple floors and targets based on students' starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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

WARD
8



Cedar Tree Academy PCS

701 Howard Road SE
Washington, DC 20020

202-610-4193
www.cedartree-dc.org

School Profile (2014–15)

School Mission / Purpose

The academy is committed to academic excellence for all students. We will build the foundation for all students in a safe learning environment designed to enhance social and emotional growth, cognitive and creative development while preparing students to become active independent learners. No exceptions, no excuses!

Unique School Characteristics

■ Summer school enrichment

■ After School Program

■ After-school tutoring and athletics

■ Washington Tennis & Education Foundation: Tennis Program; American University Jumpstart Program partner

Board Chair

Carla Bailey, Ph.D.

Executive Director

LaTonya Henderson,
Ed.D.

First School Year

2001-02

School Hours

7:40 a.m. – 3:30 p.m.

Grades Served

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ○ 1 ○ 2 ○ 3

○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

● Before Care ● After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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%

Total Enrollment
322

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
2.8%

Transportation



Metro / Bus Service *
Anacostia; B2

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

*Please check www.wmata.com for updates

Cedar Tree Academy PCS

2014 School Performance Report

(2013-14)



Grades Measured: PK3-K

Pre-Kindergarten (PK3-PK4) Grades (79% of Students)

Student Progress

Literacy / Language - *Individual Growth and Development Indicators (myIGDI)*



Mathematics - *Individual Growth and Development Indicators (myIGDI)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

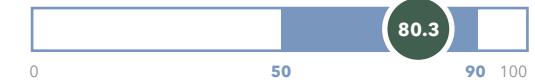
Attendance



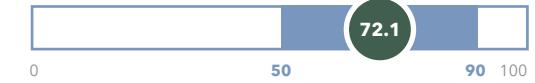
K-K (21% of Students)

Student Achievement / Progress

Literacy - *Scantron Performance Series*



Mathematics - *Scantron Performance Series*



Leading Indicators

Attendance



Re-enrollment





Center City PCS - Brightwood

6008 Georgia Avenue NW
Washington, DC 20011

202-723-3322
www.centercitypcs.org

School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics

- Yearlong curricular and thematic capstone project focused on core values
- Extended learning program daily with academic support and enrichment activities
- Saturday sports program in flag football, basketball, volleyball, and soccer
- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Shavonne Gibson

First School Year

2008-09

School Hours

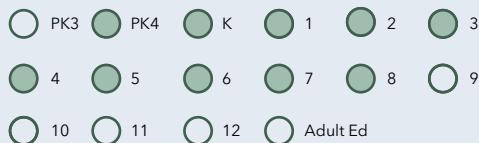
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



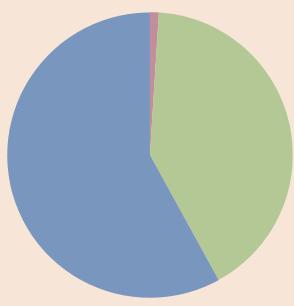
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.8%
Black Non-Hispanic	41.4%
Hispanic / Latino	57.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
251

English Language Learner
30.7%

Economically Disadvantaged
>60%**

Special Education
9.2%

Transportation



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

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

*Please check www.wmata.com for updates

Center City PCS - Brightwood

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (20% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (80% of Students)

Student Achievement / Progress

Literacy - *mCLASS:TRC (K-1), NWEA MAP (2)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





Center City PCS - Brightwood

6008 Georgia Avenue NW
Washington, DC 20011

202-723-3322
www.centercitypcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Shavonne Gibson

First School Year

2008-09

School Hours

MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

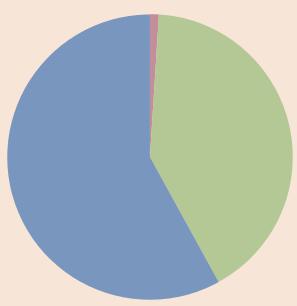
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

251

English Language Learner

30.7%

Economically Disadvantaged

>60%**

Special Education

9.2%

Transportation



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

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

*Please check www.wmata.com for updates

Center City PCS - Brightwood

2014 School Performance Report

(2013–14)



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		16.5 out of 20.0	82.5%
Growth on DC CAS Mathematics over time		16.6 out of 20.0	83.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		2.9 out of 5.0	58.0%
Advanced Only		0.25 out of 1.25	20.0%
Elementary Grades DC CAS Mathematics Proficient and Above		2.6 out of 5.0	52.0%
Advanced Only		0.93 out of 1.25	74.4%
Middle Grades DC CAS Reading Proficient and Above		1.9 out of 5.0	38.0%
Advanced Only		0.62 out of 1.25	49.6%
Middle Grades DC CAS Mathematics Proficient and Above		2.4 out of 5.0	48.0%
Advanced Only		1.25 out of 1.25	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		4.2 out of 7.5	56.0%
Proficient and Advanced 8th Grade Mathematics		4.3 out of 7.5	57.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		10.0 out of 10.0	100.0%
TOTAL SCORE	TIER 1	74.5 out of 100	74.5%

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

School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

O'Kiyyah Lyons-Lucas

First School Year

2008-09

School Hours

MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.2%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.4%
Multiracial	0.4%

Total Enrollment
237

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
10.5%

Transportation



Metro / Bus Service *
Stadium-Armory; D6

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

*Please check www.wmata.com for updates

Center City PCS - Capitol Hill

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (20% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



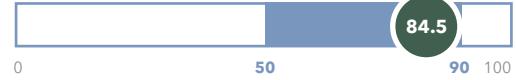
K-2 (80% of Students)

Student Achievement / Progress

Literacy - *mCLASS:TRC (K-1), NWEA MAP (2)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





WARD
6

Center City PCS – Capitol Hill

1503 East Capitol Street SE
Washington, DC 20003

202-547-7556
www.centercitypcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics

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- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

O'Kiyyah Lyons-Lucas

First School Year

2008-09

School Hours

MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

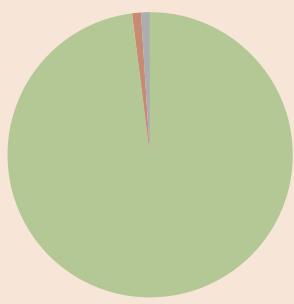
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.2%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.4%
Multiracial	0.4%

Total Enrollment
237

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
10.5%

Transportation



Metro / Bus Service *
Stadium-Armory; D6

*Please check www.wmata.com for updates

Center City PCS - Capitol Hill

2014 School Performance Report

(2013–14)

Grades Measured: 3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		9.0 out of 20.0	45.0%
Growth on DC CAS Mathematics over time		8.9 out of 20.0	44.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.0 out of 5.0	0.0%
Advanced Only		0.06 out of 1.25	4.8%
Elementary Grades DC CAS Mathematics Proficient and Above		0.4 out of 5.0	8.0%
Advanced Only		0.14 out of 1.25	11.2%
Middle Grades DC CAS Reading Proficient and Above		1.7 out of 5.0	34.0%
Advanced Only		0.06 out of 1.25	4.8%
Middle Grades DC CAS Mathematics Proficient and Above		1.0 out of 5.0	20.0%
Advanced Only		0.06 out of 1.25	4.8%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		1.8 out of 7.5	24.0%
Proficient and Advanced 8th Grade Mathematics		5.8 out of 7.5	77.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		9.2 out of 10.0	92.0%
Re-enrollment		5.4 out of 10.0	54.0%
TOTAL SCORE	TIER 2	43.5 out of 100	43.5%

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



Center City PCS – Congress Heights

220 Highview Place SE
Washington, DC 20032

202-562-7070
www.centercitypcs.org

School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Niya White

First School Year

2008-09

School Hours

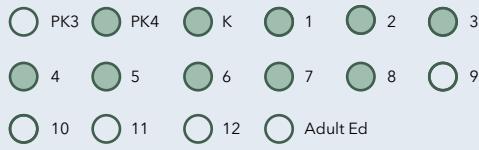
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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

Total Enrollment
227

English Language Learner
0.4%

Economically Disadvantaged
>60%**

Special Education
8.8%

Transportation



Metro / Bus Service *
Congress Heights; A2, A42, A8, A48

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

*Please check www.wmata.com for updates

Center City PCS - Congress Heights

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (25% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

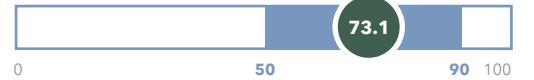
Attendance



K-2 (75% of Students)

Student Achievement / Progress

Literacy - *mCLASS:TRC (K-1), NWEA MAP (2)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





220 Highview Place SE
Washington, DC 20032

202-562-7070
www.centercitypcs.org

Center City PCS - Congress Heights

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

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Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Niya White

First School Year

2008-09

School Hours

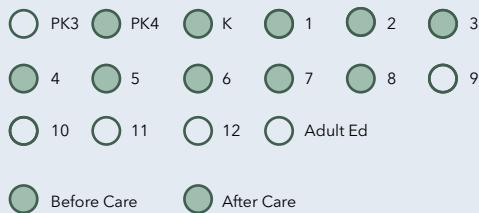
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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

Total Enrollment
227

English Language Learner
0.4%

Economically Disadvantaged
>60%**

Special Education
8.8%

Transportation



Metro / Bus Service *
Congress Heights; A2, A42, A8, A48

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

*Please check www.wmata.com for updates

Center City PCS - Congress Heights

2014 School Performance Report

(2013–14)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 3–8

Student Progress (40 points): Academic Improvement Over Time			
Growth on DC CAS Reading over time	68.2	19.1 out of 20.0	95.5%
Growth on DC CAS Mathematics over time	62.7	16.4 out of 20.0	82.0%
Student Achievement (25 points): Meeting or Exceeding Academic Standards			
Elementary Grades DC CAS Reading Proficient and Above	41.4	0.9 out of 5.0	18.0%
Advanced Only	0.0	0.00 out of 1.25	0.0%
Elementary Grades DC CAS Mathematics Proficient and Above	47.1	1.4 out of 5.0	28.0%
Advanced Only	0.0	0.00 out of 1.25	0.0%
Middle Grades DC CAS Reading Proficient and Above	67.8	2.6 out of 5.0	52.0%
Advanced Only	8.5	0.41 out of 1.25	32.8%
Middle Grades DC CAS Mathematics Proficient and Above	71.2	2.6 out of 5.0	52.0%
Advanced Only	20.3	1.01 out of 1.25	80.8%
Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success			
Proficient and Advanced 3rd Grade Reading	33.3	1.4 out of 7.5	18.7%
Proficient and Advanced 8th Grade Mathematics	93.8	6.7 out of 7.5	89.3%
Leading Indicators (20 points): Predictors of Future Student Progress and Achievement			
Attendance	91.8	9.8 out of 10.0	98.0%
Re-enrollment	70.8	3.4 out of 10.0	34.0%
TOTAL SCORE	TIER 1	65.7 out of 100	65.7%

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

School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics

- Yearlong curricular and thematic capstone project focused on core values
- Extended learning program daily with academic support and enrichment activities
- Saturday sports program in flag football, basketball, volleyball, and soccer
- After-school clubs and homework help; classes in enrichment subjects, such as advanced music theory
- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Nazo Burgy

First School Year

2008-09

School Hours

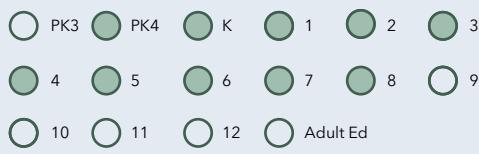
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



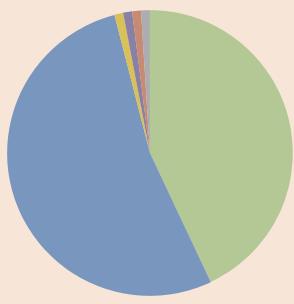
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	42.8%
Hispanic / Latino	53.8%
Native American / Alaska Native	1.3%
Pacific Islander / Native Hawaiian	0.8%
White Non-Hispanic	0.4%
Multiracial	0.8%

Total Enrollment
237

English Language Learner
26.3%

Economically Disadvantaged
>60%**

Special Education
11.0%

Transportation



Metro / Bus Service *
Georgia Avenue-Petworth; 70; H8

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

*Please check www.wmata.com for updates

Center City PCS - Petworth

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (24% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (76% of Students)

Student Achievement / Progress

Literacy - *mCLASS:TRC (K-1), NWEA MAP (2)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





Center City PCS - Petworth

510 Webster Street NW
Washington, DC 20011

202-726-9212
www.centercitypcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Nazo Burgy

First School Year

2008-09

School Hours

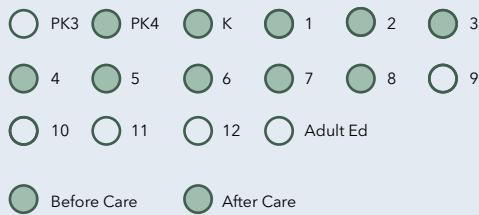
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

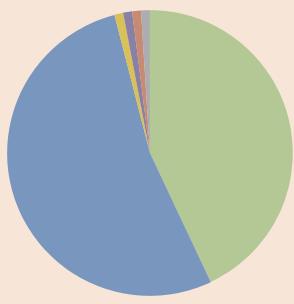
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	42.8%
Hispanic / Latino	53.8%
Native American / Alaska Native	1.3%
Pacific Islander / Native Hawaiian	0.8%
White Non-Hispanic	0.4%
Multiracial	0.8%

Total Enrollment
237

English Language Learner
26.3%

Economically Disadvantaged
>60%**

Special Education
11.0%

Transportation



Metro / Bus Service *
Georgia Avenue-Petworth; 70; H8

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*Please check www.wmata.com for updates

Center City PCS - Petworth

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		58.3	14.2 out of 20.0	71.0%
Growth on DC CAS Mathematics over time		50.3	10.2 out of 20.0	51.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		49.4	1.5 out of 5.0	30.0%
Advanced Only		1.3	0.05 out of 1.25	4.0%
Elementary Grades DC CAS Mathematics Proficient and Above		54.5	1.9 out of 5.0	38.0%
Advanced Only		16.9	0.84 out of 1.25	67.2%
Middle Grades DC CAS Reading Proficient and Above		60.0	2.0 out of 5.0	40.0%
Advanced Only		20.0	1.00 out of 1.25	80.0%
Middle Grades DC CAS Mathematics Proficient and Above		51.6	1.0 out of 5.0	20.0%
Advanced Only		14.5	0.72 out of 1.25	57.6%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		37.5	1.8 out of 7.5	24.0%
Proficient and Advanced 8th Grade Mathematics		62.5	2.9 out of 7.5	38.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		94.4	10.0 out of 10.0	100.0%
Re-enrollment		84.3	8.1 out of 10.0	81.0%

TOTAL SCORE

TIER 2

56.2 out of 100

56.2%

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



Center City PCS - Shaw

711 N Street NW
Washington, DC 20001

202-234-1093
www.centercitypcs.org

School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

Unique School Characteristics

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- Capstone projects include book study, service learning, oral and visual presentation, and writing product

Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Demetria Gartrell

First School Year

2008-09

School Hours

MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

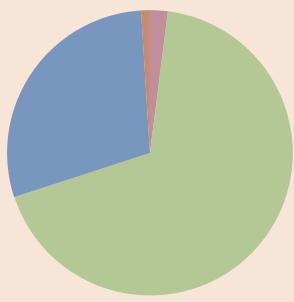
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
239

English Language Learner
16.3%

Economically Disadvantaged
>60%**

Special Education
11.7%

Transportation



Metro / Bus Service *
Mount Vernon Square;
70

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

*Please check www.wmata.com for updates

Center City PCS - Shaw

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (22% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



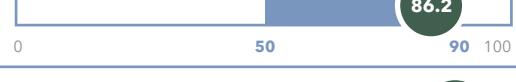
K-2 (78% of Students)

Student Achievement / Progress

Literacy - *mCLASS:TRC (K-1), NWEA MAP (2)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





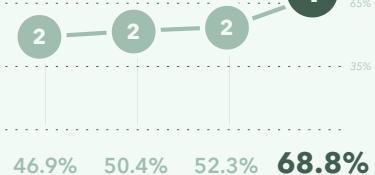
Center City PCS - Shaw

711 N Street NW
Washington, DC 20001

202-234-1093
www.centercitypcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

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Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Demetria Gartrell

First School Year

2008-09

School Hours

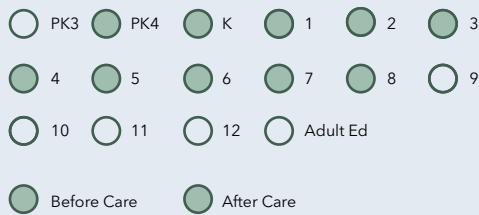
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

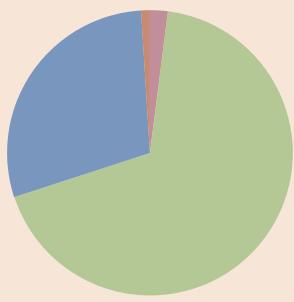
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment
239

English Language Learner
16.3%

Economically Disadvantaged
>60%**

Special Education
11.7%

Transportation



Metro / Bus Service *
Mount Vernon Square;
70

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*Please check www.wmata.com for updates

Center City PCS - Shaw

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		18.5 out of 20.0	92.5%
Growth on DC CAS Mathematics over time		15.6 out of 20.0	78.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		1.6 out of 5.0	32.0%
Advanced Only		0.33 out of 1.25	26.4%
Elementary Grades DC CAS Mathematics Proficient and Above		2.2 out of 5.0	44.0%
Advanced Only		0.47 out of 1.25	37.6%
Middle Grades DC CAS Reading Proficient and Above		1.3 out of 5.0	26.0%
Advanced Only		0.40 out of 1.25	32.0%
Middle Grades DC CAS Mathematics Proficient and Above		1.6 out of 5.0	32.0%
Advanced Only		0.40 out of 1.25	32.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		1.8 out of 7.5	24.0%
Proficient and Advanced 8th Grade Mathematics		4.7 out of 7.5	62.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.9 out of 10.0	99.0%

TOTAL SCORE

TIER 1

68.8 out of 100

68.8%

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

School Profile (2014–15)

School Mission / Purpose

The Center City Public Charter Schools (CCPCS) empower our children for success through a rigorous academic program and strong character education while challenging students to pursue personal excellence in character, conduct, and scholarship in order to develop the skills necessary to both serve and lead others in the 21st century.

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Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Melissa Boyd

First School Year

2008-09

School Hours

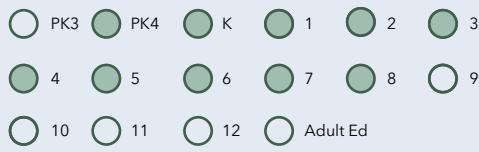
MTRF: 8:30 a.m. – 4:00 p.m.

W: 8:30 a.m. – 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

226

English Language Learner

2.2%

Economically Disadvantaged

>60%**

Special Education

10.7%

Transportation



Metro / Bus Service *
NoMa-Galludet; 90,
92, 93; D3, D4, D8; X3

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*Please check www.wmata.com for updates

Center City PCS - Trinidad

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (21% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (79% of Students)

Student Achievement / Progress

Literacy - *mCLASS:TRC (K-1), NWEA MAP (2)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





Center City PCS - Trinidad

1217 West Virginia Avenue NE
Washington, DC 20002

202-397-1614
www.centercitypcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

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Board Chair

Thomas O'Hara

President and CEO

Russ E. Williams, Jr.

Principal

Melissa Boyd

First School Year

2008-09

School Hours

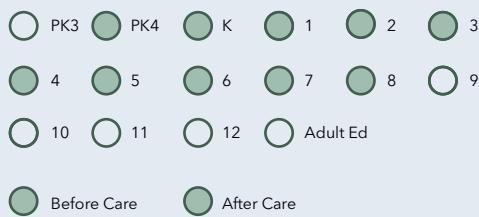
MTRF: 8:30 a.m. - 4:00 p.m.

W: 8:30 a.m. - 2:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	98.2%
Hispanic / Latino	1.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.4%

Total Enrollment

226

English Language Learner

2.2%

Economically Disadvantaged

>60%**

Special Education

10.7%

Transportation



Metro / Bus Service *
NoMa-Galludet; 90,
92, 93; D3, D4, D8; X3

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

*Please check www.wmata.com for updates

Center City PCS - Trinidad

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		5.9 out of 20.0	29.5%
Growth on DC CAS Mathematics over time		6.1 out of 20.0	30.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.0 out of 5.0	0.0%
Advanced Only		0.12 out of 1.25	9.6%
Elementary Grades DC CAS Mathematics Proficient and Above		0.7 out of 5.0	14.0%
Advanced Only		0.53 out of 1.25	42.4%
Middle Grades DC CAS Reading Proficient and Above		1.0 out of 5.0	20.0%
Advanced Only		0.16 out of 1.25	12.8%
Middle Grades DC CAS Mathematics Proficient and Above		0.1 out of 5.0	2.0%
Advanced Only		0.24 out of 1.25	19.2%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		2.1 out of 7.5	28.0%
Proficient and Advanced 8th Grade Mathematics		2.1 out of 7.5	28.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		9.7 out of 10.0	97.0%
Re-enrollment		2.9 out of 10.0	29.0%

TOTAL SCORE

TIER 3

31.7 out of 100

31.7%

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



WARD
6

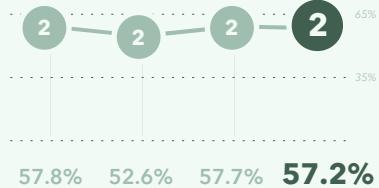
César Chávez PCS for Public Policy - Capitol Hill

709 12th Street SE
Washington, DC 20003

202-547-3424
www.chavezschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The César Chávez schools' mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics

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

Board Chair

Kathy Bihr

Founder

Irasema Salcido

Principal

Zenada Mahon

First School Year

1998-99

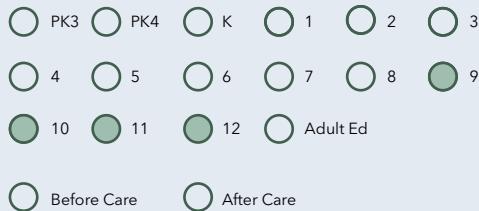
School Hours

8:15 a.m. – 3:21 p.m.

Grades Served

Takes applications through 10th. Is part of a 6-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

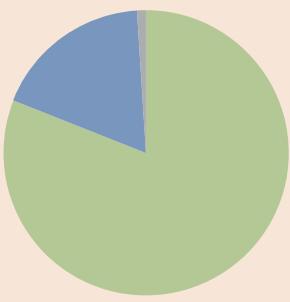
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

389

English Language Learner

4.1%

Economically Disadvantaged

>60%**

Special Education

15.9%

Transportation



Metro / Bus Service *

Eastern Market,
Potomac Avenue; 32,
34, 36

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

*Please check www.wmata.com for updates

César Chávez PCS for Public Policy - Capitol Hill

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time	59.0	6.2 out of 7.5	82.7%
Growth on DC CAS Mathematics over time	61.7	6.8 out of 7.5	90.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above	55.1	4.6 out of 10	46.0%
Advanced only	6.5	0.6 out of 2.5	24.0%
High Grades DC CAS Mathematics Proficient and Above	68.2	6.0 out of 10.0	60.0%
Advanced only	0.9	0.1 out of 2.5	4.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate	66.4	1.6 out of 7.5	21.3%
PSAT Performance (11th)	28.3	4.1 out of 7.5	54.7%
SAT/ACT Performance (12th)	35.2	3.1 out of 7.5	41.3%
College Acceptance Rate	94.5	6.3 out of 7.5	84.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement	12.1	4.0 out of 5.0	80.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance	88.6	6.6 out of 10.0	66.0%
Re-enrollment	78.8	5.6 out of 10.0	56.0%
9th Grade Credits (on track to graduate)	66.0	1.6 out of 5.0	32.0%

TOTAL SCORE

TIER 2

57.2 out of 100

57.2%

César Chávez PCS for Public Policy - Capitol Hill

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

76.6%

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

12.1%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



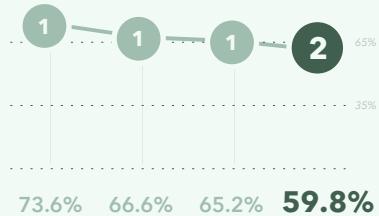
César Chávez PCS for Public Policy - Chávez Prep

770 Kenyon Street NW
Washington, DC 20010

202-723-3975
www.chavezschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The César Chávez schools' mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics

- Public policy integrated into curriculum via advocacy experience and critical reasoning
- College preparation through academics and extracurriculars
- Strong emphasis in interdisciplinary literacy and mathematical reasoning
- Structured culture of mutual respect and academic excellence

Board Chair

Kathy Bihr

Founder

Irasema Salcido

Principal

Robert McCarty

First School Year

2007-08

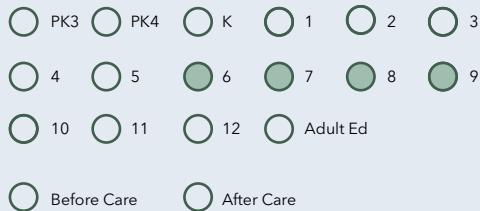
School Hours

MTRF: 8:30 a.m. – 3:30 p.m.
W: 8:30 a.m. – 1:30 p.m.

Grades Served

Is part of a 6-12 network

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

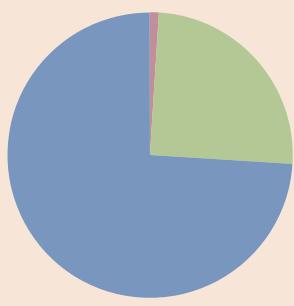
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.9%
Black Non-Hispanic	24.5%
Hispanic / Latino	74.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
322

English Language Learner
27.3%

Economically Disadvantaged
>60%**

Special Education
12.1%

Transportation



Metro / Bus Service *
Columbia Heights; 62, 63, 70

*Please check www.wmata.com for updates

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

César Chávez PCS for Public Policy - Chávez Prep

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 6-9

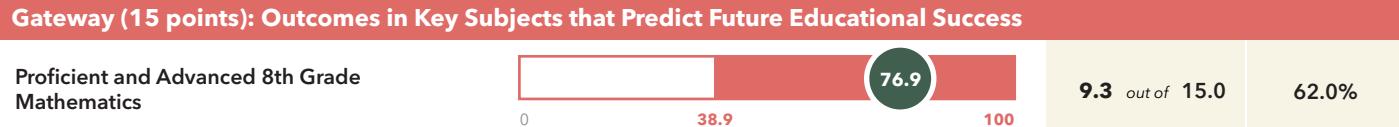
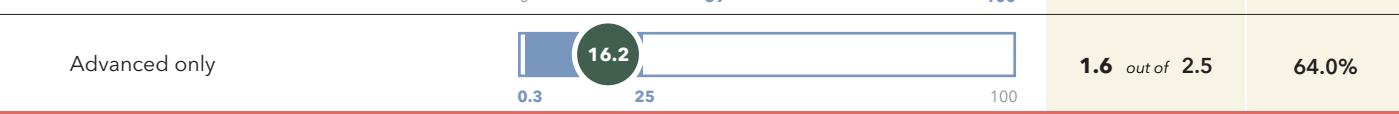
Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 2

59.8 out of 100

59.8%

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



2014 School Performance Report

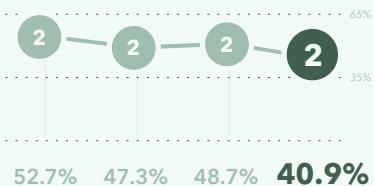
César Chávez PCS for Public Policy - Parkside Middle School

3701 Hayes Street NE
Washington, DC 20019

202-398-2230
www.chavezschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The César Chávez schools' mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics

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

Board Chair

Kathy Bihr

Founder

Irasema Salcido

Principal

Dwan Jordon

First School Year

2003-04

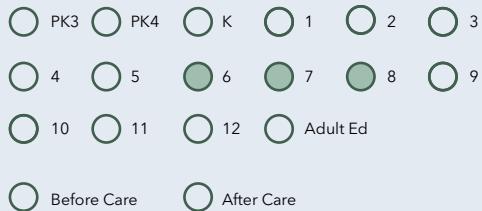
School Hours

8:00 a.m. – 3:30 p.m.

Grades Served

Is part of a 6-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

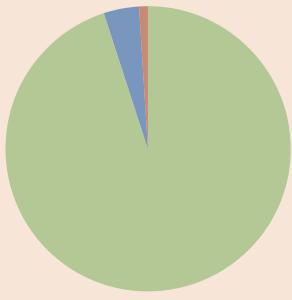
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment
305

English Language Learner
2.3%

Economically Disadvantaged
>60%**

Special Education
14.8%

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

Transportation



Metro / Bus Service *
Minnesota Avenue;
U5, U6

*Please check www.wmata.com for updates

César Chávez PCS for Public Policy - Parkside Middle School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 6–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 2

40.9 out of 100

40.9%

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



2014 School Performance Report

César Chávez PCS for Public Policy - Parkside High School

3701 Hayes Street NE
Washington, DC 20019

202-398-2230
www.chavezschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The César Chávez schools' mission is to prepare scholars to enter and succeed in competitive colleges and empower scholars to use public policy to create a more just, free, and equal world.

Unique School Characteristics

- Collegiate Prep Program includes advisory, AP courses and near 100% college acceptance
- Public policy integrated into curriculum with unique fellowship and thesis opportunities
- After-school engineering and environmental science program
- Extracurricular activities include varsity sports, debate, and many other clubs

Board Chair

Kathy Bihr

Founder

Irasema Salcido

Principal

Dwan Jordon

First School Year

2003-04

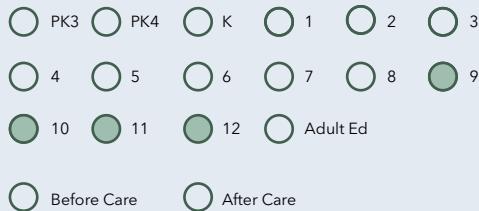
School Hours

8:05 a.m. – 3:45 p.m.

Grades Served

Takes applications through 10th. Is part of a 6-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

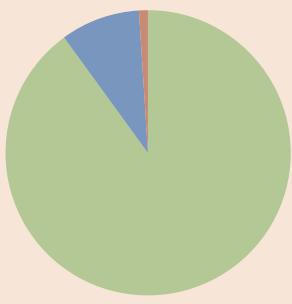
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	90.3%
Hispanic / Latino	9.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.3%
Multiracial	0.0%

Total Enrollment
373

English Language Learner
4.3%

Economically Disadvantaged
>60%**

Special Education
12.1%

Transportation



Metro / Bus Service *
Minnesota Avenue;
U5, U6

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

*Please check www.wmata.com for updates

César Chávez PCS for Public Policy - Parkside High School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		58.9	6.2 out of 7.5	82.7%
Growth on DC CAS Mathematics over time		59.4	6.3 out of 7.5	84.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		17.6	50.0	3.9 out of 10	39.0%	
Advanced only		0.3	6.5	25	0.6 out of 2.5	24.0%
High Grades DC CAS Mathematics Proficient and Above		20.3	72.8	100	6.6 out of 10.0	66.0%
Advanced only		0	1.1	25	0.1 out of 2.5	4.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		57	68.2	2.0 out of 7.5	26.7%	
PSAT Performance (11th)		2.3	38.8	50	5.7 out of 7.5	76.0%
SAT/ACT Performance (12th)		6.7	50.0	75	4.8 out of 7.5	64.0%
College Acceptance Rate		66.1	100.0	100	7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		0	7.5	15	2.5 out of 5.0	50.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		82	90.1	8.1 out of 10.0	81.0%	
Re-enrollment		64.6	84.5	90	7.8 out of 10.0	78.0%
9th Grade Credits (on track to graduate)		50.5	81.0	100	3.1 out of 5.0	62.0%

TOTAL SCORE

TIER 1

65.2 out of 100

65.2%

César Chávez PCS for Public Policy - Parkside High School

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

90.4%

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

7.5%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



WARD
4

Community Academy PCS - Amos 1

1300 Allison Street NW
Washington, DC 20011

202-723-4100
www.capcs.org

School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

Focus on humanities

Classes in music, art, and physical education

After-school clubs include music, leadership, art, and seasonal sports

Interactive whiteboards and laptop computers used with all students in grades 1 to 5

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

Masi Preston

First School Year

1997-98

School Hours

8:30 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-5 (through 8 online) network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

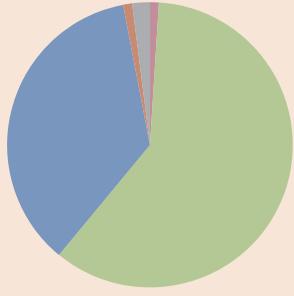
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.3%
Black Non-Hispanic	61.5%
Hispanic / Latino	35.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	2.2%

Total Enrollment
596

English Language Learner
39.0%

Economically Disadvantaged
>60%**

Special Education
8.7%

Transportation



Metro / Bus Service *
Georgia Avenue-Petworth; 70

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

*Please check www.wmata.com for updates

Community Academy PCS - Amos 1

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (39% of Students)

Student Progress

Literacy / Language - Core Knowledge Preschool Assessment Tool (CK PAT)



Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (61% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





WARD
4

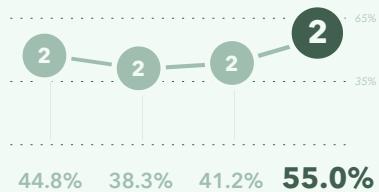
Community Academy PCS - Amos 1

1300 Allison Street NW
Washington, DC 20011

202-723-4100
www.capcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

Focus on humanities

Classes in music, art, and physical education

After-school clubs include music, leadership, art, and seasonal sports

Interactive whiteboards and laptop computers used with all students in grades 1 to 5

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

Masi Preston

First School Year

1997-98

School Hours

8:30 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-5 (through 8 online) network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

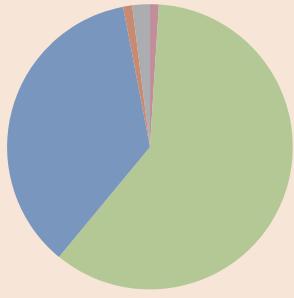
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

596

English Language Learner

39.0%

Economically Disadvantaged

>60%**

Special Education

8.7%

Transportation



Metro / Bus Service *

Georgia Avenue-Petworth; 70

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

*Please check www.wmata.com for updates

Community Academy PCS - Amos 1

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		15.3 out of 20.0	76.5%
Growth on DC CAS Mathematics over time		9.0 out of 20.0	45.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.5 out of 10.0	35.0%
Proficient and Above	27.9	100	
Advanced only		0.3 out of 2.5	12.0%
DC CAS Mathematics		2.3 out of 10.0	23.0%
Proficient and Above	26.4	100	
Advanced only		0.8 out of 2.5	32.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		5.3 out of 15.0	35.3%
0	17.4	100	

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
0	82 92	100	
Re-enrollment		8.5 out of 10.0	85.0%
0	60.7 90	100	

TOTAL SCORE

TIER **2**

55.0 out of 100

55.0%

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



Community Academy PCS - Amos 2

33 Riggs Road NE
Washington, DC 20011

202-723-5136
www.capcs.org

School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

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

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

Tanya Morgan

First School Year

2005-06

School Hours

8:30 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-5 (through 8 online) network.

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ● 1 ● 2 ● 3

● 4 ● 5 ● 6 ● 7 ● 8 ● 9

● 10 ● 11 ● 12 ● Adult Ed

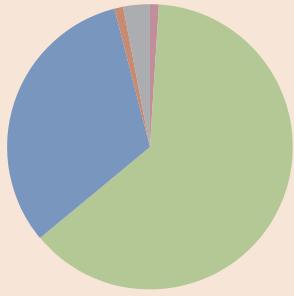
● Before Care ● After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.7%
Black Non-Hispanic	63.4%
Hispanic / Latino	31.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.4%
Multiracial	2.8%

Total Enrollment
288

English Language Learner
31.0%

Economically Disadvantaged
>60%**

Special Education
4.9%

Transportation



Metro / Bus Service *
Fort Totten; E2, E4

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

*Please check www.wmata.com for updates

Community Academy PCS - Amos 2

2014 School Performance Report

(2013–14)



Grades Measured: PK3-K

Pre-Kindergarten (PK3-PK4) Grades (68% of Students)

Student Progress

Literacy / Language - Core Knowledge Preschool Assessment Tool (CK PAT)



Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



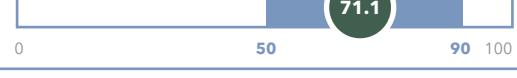
K-K (32% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





2014 School Performance Report

Community Academy PCS - Amos 5 (formerly CAPCS) - Butler Global)

1400 First Street NW
Washington, DC 20001

202-332-6565
www.capcs.org

School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

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

- Global education focus

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

Sharise Whitfield

First School Year

2004-05

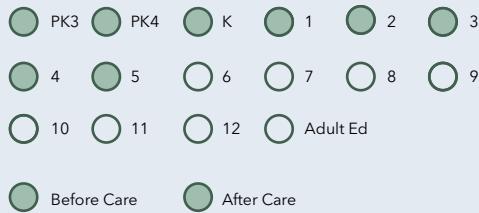
School Hours

8:30 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-5 (through 8 online) network.

Current Grades Future Grades

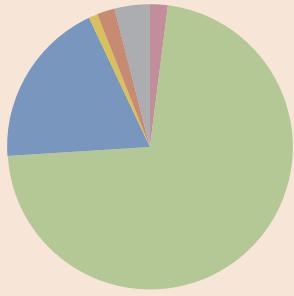


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

264

English Language Learner

22.7%

Economically Disadvantaged

>60%**

Special Education

10.6%

Transportation



Metro / Bus Service *
Mount Vernon Square,
NoMa-Gallaudet

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

*Please check www.wmata.com for updates

Community Academy PCS - Amos 5 (formerly CAPCS - Butler Global)

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

Student Progress

Literacy / Language - Core Knowledge Preschool Assessment Tool (CK PAT)



Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

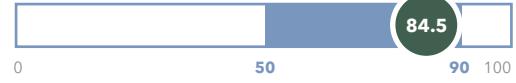
Attendance



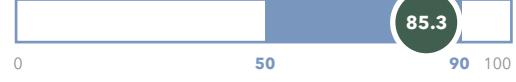
K-2 (57% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





2014 School Performance Report

Community Academy PCS - Amos 5 (formerly CAPCS) - Butler Global)

1400 First Street NW
Washington, DC 20001

202-332-6565
www.capcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

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

- Global education focus

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

Sharise Whitfield

First School Year

2004-05

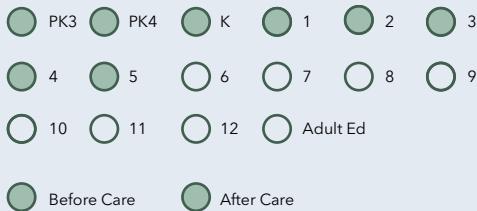
School Hours

8:30 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-5 (through 8 online) network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

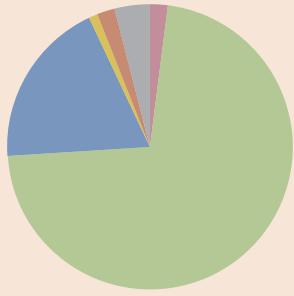
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	2.3%
Black Non-Hispanic	73.1%
Hispanic / Latino	18.6%
Native American / Alaska Native	0.4%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.9%
Multiracial	3.8%

Total Enrollment
264

English Language Learner
22.7%

Economically Disadvantaged
>60%**

Special Education
10.6%

Transportation



Metro / Bus Service *
Mount Vernon Square,
NoMa-Gallaudet

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

*Please check www.wmata.com for updates

Community Academy PCS - Amos 5 (formerly CAPCS - Butler Global)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		12.6 out of 20.0	63.0%
Growth on DC CAS Mathematics over time		4.9 out of 20.0	24.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		4.5 out of 10.0	45.0%
Proficient and Above			
Advanced only		0.0 out of 2.5	0.0%
DC CAS Mathematics		3.3 out of 10.0	33.0%
Proficient and Above			
Advanced only		1.3 out of 2.5	52.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		6.4 out of 15.0	42.7%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		0.0 out of 10.0	0.0%

TOTAL SCORE

TIER **2**

43.0 out of 100

43.0%

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



Community Academy PCS - CAPCS Online

Admin: 1351 Nicholson Street NW
Washington, DC 20011

202-797-4700
866-339-8742
www.k12.com/capcs

School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

- Only virtual K-8 school in DC
- Uses the award-winning, AdvancED Accredited K¹² curriculum
- Each student receives an individualized learning plan

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

John Tracy Sloane

First School Year

2003-04

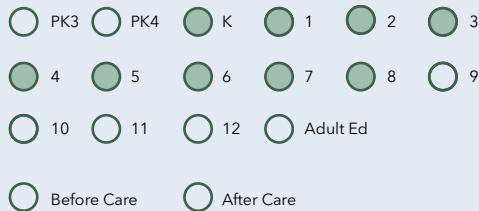
School Hours

Student-scheduled 4+ hours per day

Grades Served

Is part of a PK-5 (through 8 online) network.

Current Grades Future Grades

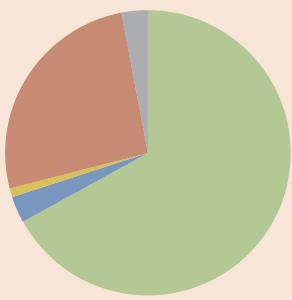


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
147

English Language Learner
0.0%

Economically Disadvantaged
38.6%

Special Education
11.0%

Transportation



Metro / Bus Service *

*Please check www.wmata.com for updates

Community Academy PCS - CAPCS Online

2014 School Performance Report

(2013–14)

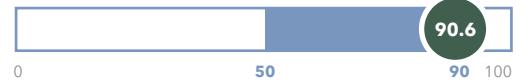


Grades Measured: K-2

K-2 (100% of Students)

Student Achievement / Progress

Literacy - NWEA Measure of Acad. Progress (Progress), K12 Online (Ach.)



Mathematics - NWEA Measure of Acad. Progress (Progress), K12 Online (Ach.)



Leading Indicators

Attendance



Re-enrollment





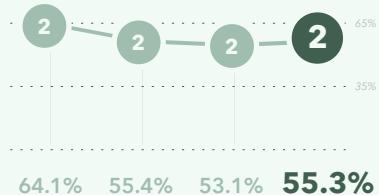
Community Academy PCS - CAPCS Online

Admin: 1351 Nicholson Street NW
Washington, DC 20011

202-797-4700
866-339-8742
www.k12.com/capcs

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of the Dorothy I. Height Community Academy PCS is to create a caring learning community where students acquire the knowledge, skills, and habits of mind to think critically; to read, write, speak, and listen effectively; to reason mathematically; to inquire scientifically; and to develop the social competence that ensures meeting qualifications for acceptance to a competitive high school.

Unique School Characteristics

- Only virtual K-8 school in DC
- Uses the award-winning, AdvancED Accredited K¹² curriculum
- Each student receives an individualized learning plan

Board Chair

Ernest Green, Jr.

Head of Schools

Jennifer Smith, Ed.D.

Academy Leader

John Tracy Sloane

First School Year

2003-04

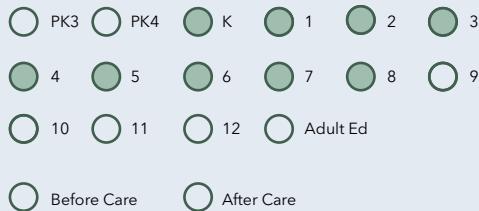
School Hours

Student-scheduled 4+ hours per day

Grades Served

Is part of a PK-5 (through 8 online) network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

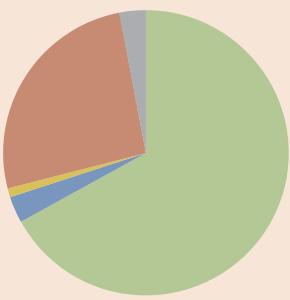
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

147

English Language Learner

0.0%

Economically Disadvantaged

38.6%

Special Education

11.0%

Transportation



Metro / Bus Service *

*Please check www.wmata.com for updates

Community Academy PCS - CAPCS Online

2014 School Performance Report

(2013–14)



Grades Measured: 3-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

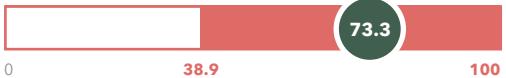
Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		10.9 out of 20.0	54.5%
Growth on DC CAS Mathematics over time		11.6 out of 20.0	58.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		3.0 out of 5.0	60.0%
Advanced Only		0.12 out of 1.25	9.6%
Elementary Grades DC CAS Mathematics Proficient and Above		2.0 out of 5.0	40.0%
Advanced Only		0.12 out of 1.25	9.6%
Middle Grades DC CAS Reading Proficient and Above		3.9 out of 5.0	78.0%
Advanced Only		0.87 out of 1.25	69.6%
Middle Grades DC CAS Mathematics Proficient and Above		3.0 out of 5.0	60.0%
Advanced Only		1.25 out of 1.25	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		4.3 out of 7.5	57.3%
Proficient and Advanced 8th Grade Mathematics		4.2 out of 7.5	56.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		0.0 out of 10.0	0.0%

TOTAL SCORE

TIER 2

55.3 out of 100
55.3%

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



Community College Preparatory Academy PCS

2405 Martin Luther King Jr. Ave SE 202-610-5780
Washington, DC 20020 www.ccprep-academy.org

School Profile (2014–15)

School Mission / Purpose

The mission of the Community College Preparatory Academy PCS is to provide the education and skills development that will empower and prepare under-credited adults for postsecondary education success, viable employment and lifelong learning.

Unique School Characteristics

- Bridge program for adult learners ages 18 and above
- Prepare adult learners for the new GED, postsecondary education, and 21st-century workforce entry

Board Chair

LaRuby May

CEO and Founding Team Member

C. Vanessa (Connie) Spinner

First School Year

2013-14

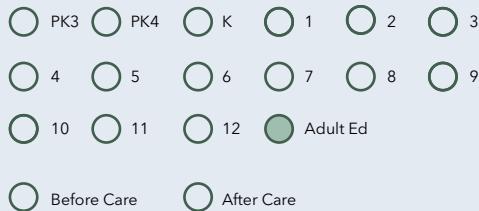
School Hours

9:00 a.m. – 9:00 p.m.
(9:00 a.m. – 12:00 p.m., 1:00 p.m. – 4:00 p.m.,
5:00 p.m. – 8:00 p.m.)

Grades Served

Serves ages 18 and older.

Current Grades Future Grades



Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



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%

Total Enrollment
167

English Language Learner
0.0%

Economically Disadvantaged
0.0%

Special Education
0.0%

Transportation



Metro / Bus Service *
Anacostia

*Please check www.wmata.com for updates

Community College Preparatory Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed



Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 65.7%**



Retained Employment or Entered Postsecondary

Survey Response Rate: 100.0%**



Entered Postsecondary

(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



*This measure has multiple floors and targets based on students' starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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



Creative Minds International PCS

3224 16th Street NW
Washington, DC 20010

202-588-0370
www.creativemindspcs.org

School Profile (2014–15)

School Mission / Purpose

Creative Minds International PCS 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.

Unique School Characteristics

- International Early Years/Primary Curriculum: interactive, project-based learning
- Appropriate education goals that maximize individual learning potential through small-group instruction
- Arts education, arts integration in academic subjects, and foreign language classes

Board Chair

Melanie Bowen

Founder and Head of School

Golnar Abedin, Ph.D.

First School Year

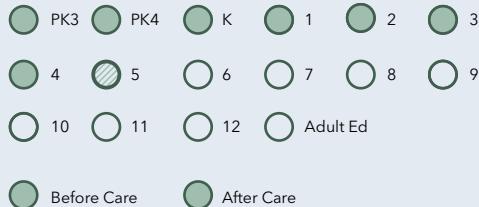
2012-13

School Hours

8:45 a.m. – 3:30 p.m.

Grades Served

● Current Grades ● Future Grades

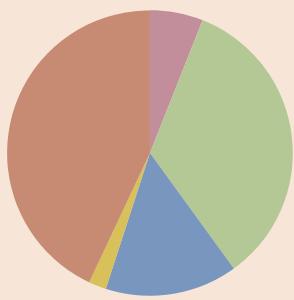


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
137

English Language Learner
3.6%

Economically Disadvantaged
28.5%

Special Education
23.4%

Transportation



Metro / Bus Service *
Columbia Heights

*Please check www.wmata.com for updates

Creative Minds International PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (52% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



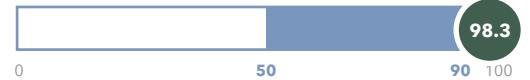
K-3 (48% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Developmental Reading Assessment (DRA)



Mathematics - Group Mathematics Assess. and Diag. Evaluation (GMADE™)



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Creative Minds International PCS

2014 School Performance Report



K-3 (48% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment



WARD

1



DC Bilingual PCS

1420 Columbia Road NW
Washington, DC 20009

202-332-4200
www.dcbilingual.org

School Profile (2014–15)

School Mission / Purpose

DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

Unique School Characteristics

- 50/50 two-way bilingual and biliteracy immersion Spanish/English program
- Won the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in 2011
- Part of the DC nonprofit CentroNía and its umbrella of educational and family services
- 5th grade trip to Puerto Rico
- Flamboyan Parent Engagement Partnership; nationally affiliated Parent Teacher Association (PTA)

Board Chair

Lester Matlock

Principal

Daniela Anello

First School Year

2004-05

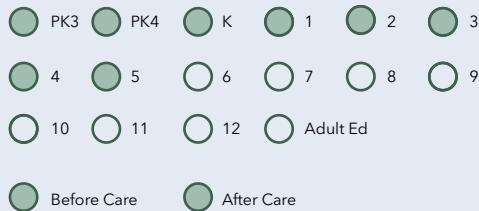
School Hours

8:10 a.m. – 4:00 p.m.

Grades Served

Is part of PK-12 DCI network.

Current Grades Future Grades

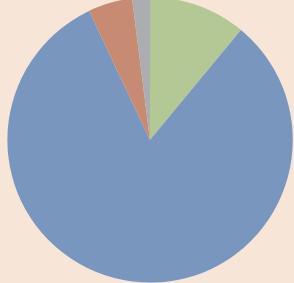


Early Childhood PMF

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Student Demographics (2013–14)



Total Enrollment

385

English Language Learner

54.5%

Economically Disadvantaged

83.6%

Special Education

15.8%

Transportation



Metro / Bus Service *
Columbia Heights; 52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates

DC Bilingual PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (40% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (60% of Students)

Student Achievement / Progress

Literacy - Fountas & Pinnell



Mathematics - Terra Nova



Leading Indicators

Attendance



Re-enrollment





DC Bilingual PCS

1420 Columbia Road NW
Washington, DC 20009

202-332-4200
www.dcbilingual.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

DCBPCS is a learning community that ensures high academic achievement for all students in both Spanish and English, develops leadership, and values all cultures. DCBPCS es una comunidad de aprendizaje que asegura un alto rendimiento académico para todos los estudiantes en español e inglés, desarrolla el liderazgo y valora todas las culturas.

Unique School Characteristics

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- Won the U.S. Department of Agriculture Healthier U.S. School Challenge Gold Award with Distinction in 2011
- Part of the DC nonprofit CentroNía and its umbrella of educational and family services
- 5th grade trip to Puerto Rico
- Flamboyan Parent Engagement Partnership; nationally affiliated Parent Teacher Association (PTA)

Board Chair

Lester Matlock

Principal

Daniela Anello

First School Year

2004-05

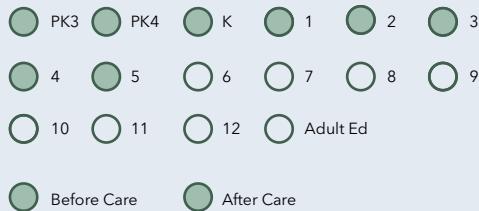
School Hours

8:10 a.m. – 4:00 p.m.

Grades Served

Is part of PK-12 DCI network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

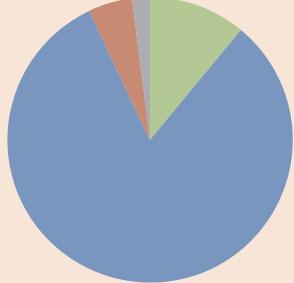
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	10.6%
Hispanic / Latino	82.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	5.2%
Multiracial	1.6%

Total Enrollment
385

English Language Learner
54.5%

Economically Disadvantaged
83.6%

Special Education
15.8%

Transportation



Metro / Bus Service *
Columbia Heights; 52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates

DC Bilingual PCS

2014 School Performance Report

(2013–14)



Grades Measured: 3–6

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		59.4	14.7 out of 20.0	73.5%
Growth on DC CAS Mathematics over time		50.4	10.2 out of 20.0	51.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		60.1	4.5 out of 10.0	45.0%
Proficient and Above		27.9	100	
Advanced only		8.0	0.8 out of 2.5	32.0%
DC CAS Mathematics		63.2	5.0 out of 10.0	50.0%
Proficient and Above		26.4	100	
Advanced only		10.4	1.0 out of 2.5	40.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		50.0	5.9 out of 15.0	39.3%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		95.6	10.0 out of 10.0	100.0%
Re-enrollment		97.6	10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 2

62.1 out of 100

62.1%

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.dcprep.org

School Profile (2014–15)

School Mission / Purpose

Founded in 2003, DC Prep is bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics

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

Board Chair

Le Roy (Terry) Eakin III

Chief Executive Officer

Emily Lawson

Principal

Raymond Weeden

First School Year

2008-09

School Hours

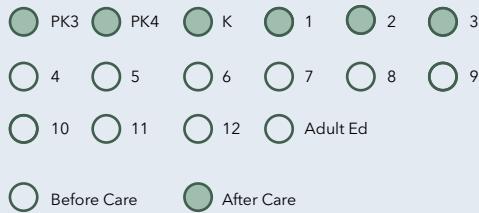
MTWR: 8:00 a.m. – 4:00 p.m.

F: 8:00 a.m. – 3:00 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

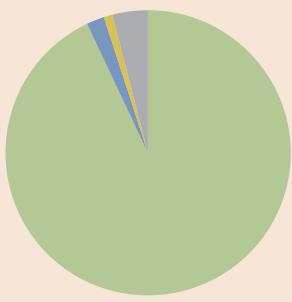


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

429

English Language Learner

1.6%

Economically Disadvantaged

>60%**

Special Education

4.7%

Transportation



Metro / Bus Service *

Benning Road, Minnesota Avenue; 96, 97; U8

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

*Please check www.wmata.com for updates

DC Prep PCS - Benning Elementary

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (35% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-3 (65% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



DC Prep PCS - Benning Elementary

2014 School Performance Report



K-3 (65% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





DC Prep PCS - Benning Middle

100 41st Street NE
Washington, DC 20019

202-396-3780
www.dcprep.org

TOTAL SCORE*

90.8%

*This school is not receiving a PMF tier this year because 2013-14 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2014-15 school year.

School Profile (2014–15)

School Mission / Purpose

Founded in 2003, DC Prep is bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics

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

Board Chair

Le Roy (Terry) Eakin III

Chief Executive Officer

Emily Lawson

Principal

Sally Houston

First School Year

2013-14

School Hours

MTWR: 8:00 a.m. – 4:00 p.m.
F: 8:00 a.m. – 3:00 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

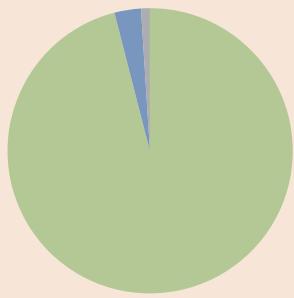
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

77

English Language Learner

2.6%

Economically Disadvantaged

89.6%

Special Education

13.0%

Transportation



Metro / Bus Service *

Benning Road, Minnesota Avenue; 96, 97; U8

*Please check www.wmata.com for updates

DC Prep PCS - Benning Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4

Student Progress (40 points): Academic Improvement Over Time

		Points Earned out of Points Possible	Percent of Possible Points
Growth on DC CAS Reading over time	77.5	20.0 out of 20.0	100.0%
Growth on DC CAS Mathematics over time	79.0	20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading	78.4	7.0 out of 10.0	70.0%
Proficient and Above	27.9		
Advanced only	8.1	0.8 out of 2.5	32.0%
DC CAS Mathematics	83.8	7.8 out of 10.0	78.0%
Proficient and Above	26.4		
Advanced only	45.9	2.5 out of 2.5	100.0%

Gateway (0 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading	17.4	0.0 out of 0.0	N/A
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Leading Indicators (10 points): Predictors of Future Student Progress and Achievement

Attendance	94.5	10.0 out of 10.0	100.0%
Re-enrollment	60.7	0.0 out of 0.0	N/A

TOTAL SCORE

68.1 out of 75

90.8%

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.dcprep.org

School Profile (2014–15)

School Mission / Purpose

Founded in 2003, DC Prep is bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics

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

Board Chair

Le Roy (Terry) Eakin III

Chief Executive Officer

Emily Lawson

Principal

Shaunte Edmonds

First School Year

2007-08

School Hours

MTWR: 8:00 a.m. – 4:00 p.m.

F: 8:00 a.m. – 3:00 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

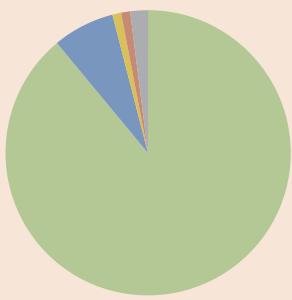
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
426

English Language Learner
3.3%

Economically Disadvantaged
81.0%

Special Education
7.0%

Transportation



Metro / Bus Service *
Rhode Island Avenue-Brentwood, Brookland-CUA; D8; G8

*Please check www.wmata.com for updates

DC Prep PCS - Edgewood Elementary

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (34% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



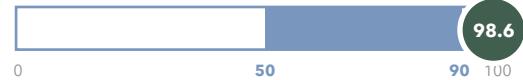
K-3 (66% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



DC Prep PCS - Edgewood Elementary

2014 School Performance Report



K-3 (66% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





DC Prep PCS - Edgewood Middle

701 Edgewood Street NE
Washington, DC 20017

202-832-5700
www.dcprep.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Founded in 2003, DC Prep is bridging the educational divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

Unique School Characteristics

- Twin focus on rigorous academics and character education for success in high school, college, and beyond
- Balances joy in learning with urgency and rigor; fosters a strong home-school partnership
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- DC Prep has a decade-long track record of outstanding academic performance
- 100% of DC Prep graduates entered college preparatory high schools

Board Chair

Le Roy (Terry) Eakin III

Chief Executive Officer

Emily Lawson

Principal

Cassie Pergament

First School Year

2003-04

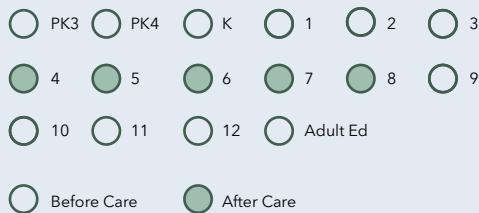
School Hours

MTWR: 8:00 a.m. – 4:00 p.m.
F: 8:00 a.m. – 3:00 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

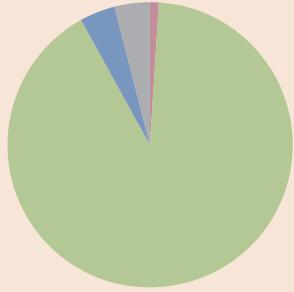
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

288

English Language Learner

0.0%

Economically Disadvantaged

77.8%

Special Education

14.9%

Transportation



Metro / Bus Service *

Rhode Island Avenue-Brentwood, Brookland-CUA; D8; G8

*Please check www.wmata.com for updates

DC Prep PCS - Edgewood Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		17.8 out of 20.0	89.0%
Growth on DC CAS Mathematics over time		20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		3.8 out of 5.0	76.0%
Advanced Only		0.41 out of 1.25	32.8%
Elementary Grades DC CAS Mathematics Proficient and Above		4.3 out of 5.0	86.0%
Advanced Only		1.25 out of 1.25	100.0%
Middle Grades DC CAS Reading Proficient and Above		3.4 out of 5.0	68.0%
Advanced Only		1.25 out of 1.25	100.0%
Middle Grades DC CAS Mathematics Proficient and Above		4.5 out of 5.0	90.0%
Advanced Only		1.25 out of 1.25	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		15.0 out of 15.0	100.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		8.1 out of 10.0	81.0%
TOTAL SCORE	TIER 1	91.1 out of 100	91.1%

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

School Profile (2014–15)

School Mission / Purpose

DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

Unique School Characteristics

- Member of Scholar Academies' network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instructional time, increased parent engagement, and character education drive achievement

Board Chair

Mieka Wick

Principal

Rebecca Crouch

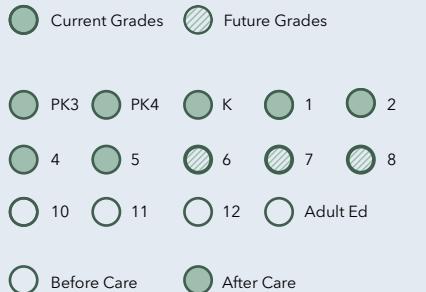
First School Year

2012-13

School Hours

7:45 a.m. – 3:50 p.m.

Grades Served



Early Childhood PMF

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Student Demographics (2013–14)



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	0.0%
Multiracial	0.7%

Total Enrollment
299

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
9.4%

Transportation



Metro / Bus Service *
Capitol Heights; 96, 97

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

*Please check www.wmata.com for updates

DC Scholars PCS

2014 School Performance Report

(2013-14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (48% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (52% of Students)

Student Achievement / Progress

Literacy - *Fountas & Pinnell*



Mathematics - *AIMSweb*



Leading Indicators

Attendance



Re-enrollment





DC Scholars PCS

5601 East Capitol Street SE
Washington, DC 20019

202-559-6138
www.dcscholars.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

DC Scholars PCS prepares students to attend and succeed academically in high school and college, and provides them with a foundation of life skills required to become productive members of their communities.

Unique School Characteristics

- Member of Scholar Academies' network of high-performing schools
- Whole-school approach to academics and culture to close the achievement gap
- More instructional time, increased parent engagement, and character education drive achievement

Board Chair

Mieka Wick

Principal

Rebecca Crouch

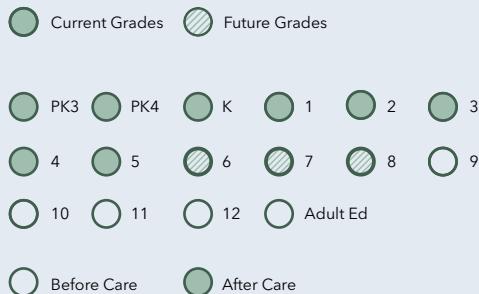
First School Year

2012-13

School Hours

7:45 a.m. – 3:50 p.m.

Grades Served



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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	0.0%
Multiracial	0.7%

Total Enrollment
299

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
9.4%

Transportation



Metro / Bus Service *
Capitol Heights; 96, 97

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

*Please check www.wmata.com for updates

DC Scholars PCS

2014 School Performance Report

(2013–14)



Grades Measured: 3-4

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		53.0	11.5 out of 20.0	57.5%
Growth on DC CAS Mathematics over time		42.5	6.3 out of 20.0	31.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		47.4	2.7 out of 10.0	27.0%
Proficient and Above		27.9		
Advanced only		3.5	0.3 out of 2.5	12.0%
DC CAS Mathematics		70.2	6.0 out of 10.0	60.0%
Proficient and Above		26.4		
Advanced only		12.3	1.2 out of 2.5	48.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		33.3	2.9 out of 15.0	19.3%
		17.4		

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		93.6	10.0 out of 10.0	100.0%
		82 92		
Re-enrollment		100.0	10.0 out of 10.0	100.0%
		60.7 90 100		

TOTAL SCORE

TIER **2**

50.9 out of 100

50.9%

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

202-706-5828
www.elhaynes.org

School Profile (2014–15)

School Mission / Purpose

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics

- Rigorous academics for grades pre-kindergarten through 12 across our three schools
- Optional intersession opportunities annually
- Extended day programming from 7:30 a.m. to 6:00 p.m.
- Electives in Spanish, art, music, and health/fitness

Board Chair

William Rawson

Founder and Head of School

Jennifer C. Niles

Principal

Brittany Wagner-Friel

First School Year

2004-05

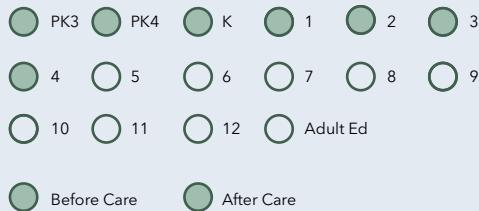
School Hours

MTWR: 8:30 a.m. – 3:45 p.m.
F: 8:30 a.m. – 1:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

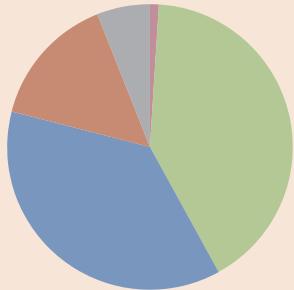


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

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Student Demographics (2013–14)



Total Enrollment

383

English Language Learner

26.6%

Economically Disadvantaged

61.1%

Special Education

11.5%

Transportation



Metro / Bus Service *
Georgia Avenue-Petworth; 62, 63, 70, 79

E.L. Haynes PCS - Elementary School

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

Student Progress

Literacy / Language - *Individual Growth and Development Indicators (myIGDI)*



Mathematics - *Individual Growth and Development Indicators (myIGDI)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (64% of Students)

Student Achievement / Progress

Literacy - *Fountas & Pinnell*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





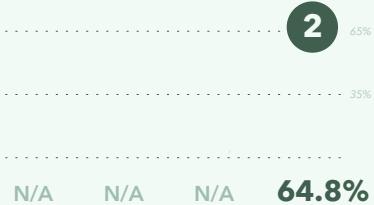
E.L. Haynes PCS - Elementary School

4501 Kansas Avenue NW
Washington, DC 20011

202-706-5828
www.elhaynes.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics

- Rigorous academics for grades pre-kindergarten through 12 across our three schools
- Optional intersession opportunities annually
- Extended day programming from 7:30 a.m. to 6:00 p.m.
- Electives in Spanish, art, music, and health/fitness

Board Chair

William Rawson

Founder and Head of School

Jennifer C. Niles

Principal

Brittany Wagner-Friel

First School Year

2004-05

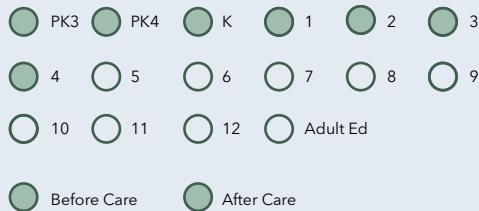
School Hours

MTWR: 8:30 a.m. – 3:45 p.m.
F: 8:30 a.m. – 1:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

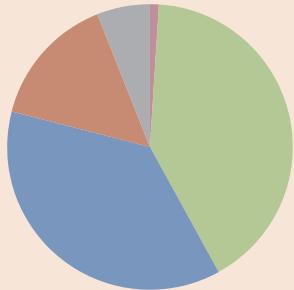
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.8%
Black Non-Hispanic	41.0%
Hispanic / Latino	36.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	15.4%
Multiracial	6.3%

Total Enrollment

383

English Language Learner

26.6%

Economically Disadvantaged

61.1%

Special Education

11.5%

Transportation



Metro / Bus Service *

Georgia Avenue-Petworth; 62, 63, 70, 79

E.L. Haynes PCS - Elementary School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3-4

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		9.5 out of 20.0	47.5%
Growth on DC CAS Mathematics over time		20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.5 out of 10.0	35.0%
Proficient and Above			
Advanced only		0.7 out of 2.5	28.0%
DC CAS Mathematics		4.0 out of 10.0	40.0%
Proficient and Above			
Advanced only		1.8 out of 2.5	72.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		5.3 out of 15.0	35.3%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 2

64.8 out of 100

64.8%

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

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics

- Rigorous academics for grades pre-kindergarten through 12 across our three schools
- Optional intersession opportunities annually
- Extended day programming from 7:30 a.m. to 6:00 p.m.
- Electives in Spanish, Arabic, art, music, health/fitness, drama
- Organized sports including flag football, soccer, baseball, and basketball

Board Chair

William Rawson

Founder and Head of School

Jennifer C. Niles

Principal

Myron Long

First School Year

2004-05

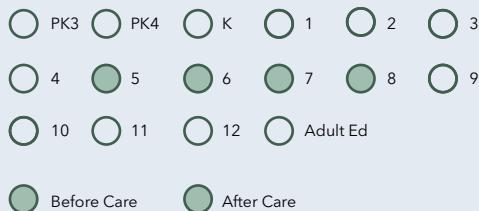
School Hours

MTWR: 8:45 a.m. – 4:15 p.m.
F: 8:45 a.m. – 1:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

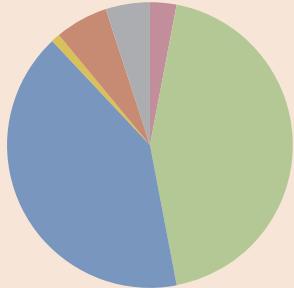
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	2.5%
Black Non-Hispanic	45.6%
Hispanic / Latino	41.1%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	5.7%
Multiracial	4.8%

Total Enrollment

353

English Language Learner

19.0%

Economically Disadvantaged

74.2%

Special Education

20.7%

Transportation



Metro / Bus Service *

Georgia Avenue-Petworth; 62, 63, 70, 79

E.L. Haynes PCS - Middle School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 5–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		56.5	13.3 out of 20.0	66.5%
Growth on DC CAS Mathematics over time		48.6	9.3 out of 20.0	46.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		58.0	3.8 out of 10.0	38.0%
Proficient and Above		32.3		
Advanced only		12.8	1.3 out of 2.5	52.0%
DC CAS Mathematics		66.8	4.6 out of 10.0	46.0%
Proficient and Above		39		
Advanced only		19.2	1.9 out of 2.5	76.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 8th Grade Mathematics		70.4	7.7 out of 15.0	51.3%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		94.6	10.0 out of 10.0	100.0%
Re-enrollment		91.4	10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 2

61.9 out of 100

61.9%

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



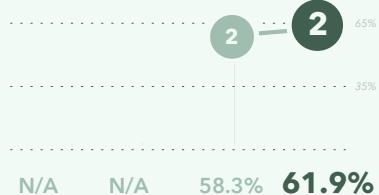
E.L. Haynes - High School

4501 Kansas Avenue NW
Washington, DC 20011

202-706-5838
www.elhaynes.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Every E.L. Haynes student of every race, socioeconomic status, and home language will reach high levels of academic achievement and be prepared to succeed at the college of his or her choice. Every E.L. Haynes student will be adept at mathematical reasoning, will use scientific methods effectively to frame and solve problems, and will develop the lifelong skills needed to be a successful individual, an active community member, and a responsible citizen.

Unique School Characteristics

- Rigorous academics for grades pre-kindergarten through 12 across our three schools
- Extensive citywide field work to museums, landmarks, businesses; national and international trips
- Electives in digital art, music, health/fitness, video game design, digital music, business, and more
- Organized sports including soccer, basketball, volleyball, cheerleading, cross country, and track
- Visits to colleges in and outside of Washington, DC

Board Chair

William Rawson

Founder and Head of School

Jennifer C. Niles

Principal

Caroline Hill

First School Year

2011-12

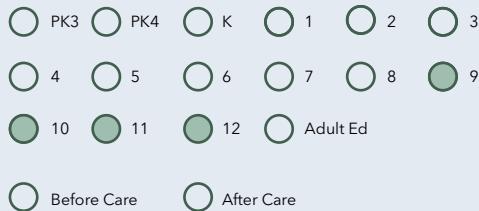
School Hours

9:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

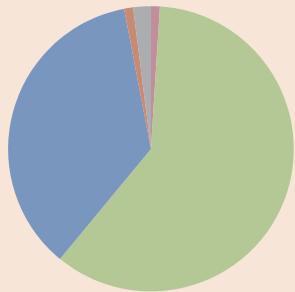
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment	334
English Language Learner	14.4%
Economically Disadvantaged	58.1%
Special Education	20.7%

Transportation



Metro / Bus Service *
Georgia Avenue-Petworth; 62, 63, 70, 79

*Please check www.wmata.com for updates

E.L. Haynes - High School

2014 School Performance Report

(2013–14)



Grades Measured: 9-11

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		47.0	3.6 out of 7.5	48.0%
Growth on DC CAS Mathematics over time		48.0	3.9 out of 7.5	52.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		44.9	3.3 out of 10	33.0%
Advanced only		5.1	0.5 out of 2.5	20.0%
High Grades DC CAS Mathematics Proficient and Above		61.5	5.2 out of 10.0	52.0%
Advanced only		6.4	0.6 out of 2.5	24.0%

Gateway (8 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		57	0.0 out of 0.0	N/A
PSAT Performance (11th)		43.5	6.5 out of 7.5	86.7%
SAT/ACT Performance (12th)		6.7	0.0 out of 0.0	N/A
College Acceptance Rate		66.1	0.0 out of 0.0	N/A
College Readiness: Advanced Placement / International Baccalaureate Achievement		15	0.0 out of 0.0	N/A

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		91.5	9.5 out of 10.0	95.0%
Re-enrollment		89.2	9.7 out of 10.0	97.0%
9th Grade Credits (on track to graduate)		71.2	2.1 out of 5.0	42.0%

TOTAL SCORE

TIER 2

44.9 out of 72.5

61.9%

E.L. Haynes - High School

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

N/A

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

N/A

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



Eagle Academy PCS - New Jersey Avenue

1017 New Jersey Avenue SE
Washington, DC 20003

202-459-6825
www.eagleacademypcs.org

School Profile (2014–15)

School Mission / Purpose

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

Unique School Characteristics

- STEM program
- Before- and after-care program
- Community Partnership with Department of Transportation
- Art, music, PE, and academic enrichment
- Middle States Accreditation

Board Chair

Kerry Lewis, M.D.

Founder and Executive Director

Cassandra S. Pinkney

Principal

Nicole Walker

First School Year

2012-13

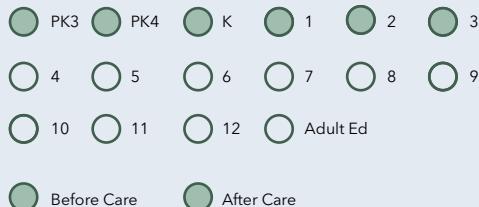
School Hours

8:30 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-3 network.

Current Grades Future Grades

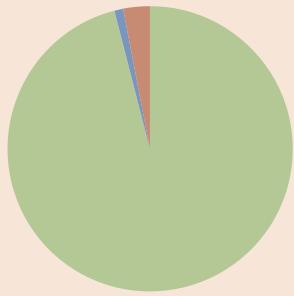


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	95.8%
Hispanic / Latino	1.4%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	2.8%
Multiracial	0.0%

Total Enrollment
143

English Language Learner
0.0%

Economically Disadvantaged
69.2%

Special Education
3.5%

Transportation



Metro / Bus Service *
Navy Yard

*Please check www.wmata.com for updates

Eagle Academy PCS - New Jersey Avenue

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (53% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (47% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Social Emotional Learning - Social Skills Improvement System (SSIS)



Leading Indicators

Attendance



Re-enrollment





3400 Wheeler Road SE
Washington, DC 20032

202-544-2646
www.eagleacademypcs.org

Eagle Academy PCS - The Eagle Center at McGogney

School Profile (2014–15)

School Mission / Purpose

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

Unique School Characteristics

- STEM program; art, music, PE, and academic enrichment
- Before- and after-care program
- Middle States Accreditation
- Expansion of facilities in 2014
- Wide array of technology in every classroom

Board Chair

Kerry Lewis, M.D.

Founder and Executive Director

Cassandra S. Pinkney

Principal

Jeff Cline

First School Year

2003-04

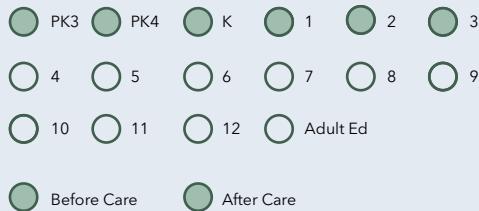
School Hours

8:30 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-3 network.

Current Grades Future Grades

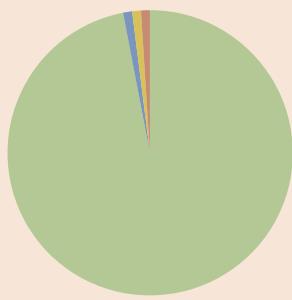


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

749

English Language Learner

0.4%

Economically Disadvantaged

80.7%

Special Education

11.4%

Transportation



Metro / Bus Service *
Congress Heights,
Anacostia

*Please check www.wmata.com for updates

Eagle Academy PCS - The Eagle Center at McGogney

2014 School Performance Report

(2013–14)



Grades Measured: PK3-3

Pre-Kindergarten (PK3-PK4) Grades (39% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

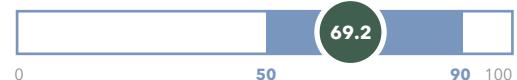
Attendance



K-3 (61% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Social Emotional Learning - Social Skills Improvement System (SSIS)



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Eagle Academy PCS - The Eagle Center at McGogney

2014 School Performance Report



K-3 (61% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





WARD
8

Early Childhood Academy PCS

4025 9th Street SE
Washington, DC 20032

202-373-0035
www.ecapcs.org

School Profile (2014–15)

School Mission / Purpose

It is the mission of Early Childhood Academy PCS to foster the academic, social and emotional growth and development of each student in a safe and holistic learning environment that will equip all students with the knowledge and tools to become high achievers, proficient readers, and critical thinkers who will thrive for a lifetime as productive and caring citizens.

Unique School Characteristics

- Child-centered environment that supports academic and social-emotional development of students
- Teachers use computers, iPads, and smart boards in classrooms
- Before- and after-care programs available
- Comprehensive program includes ELA, math, science, social studies, music, Spanish, and PE
- Quarterly field trips connect student learning with real-world experiences

Board President

Dennis Sawyers

Executive Director

Wendy Edwards

Principal

Thann Ingraham

First School Year

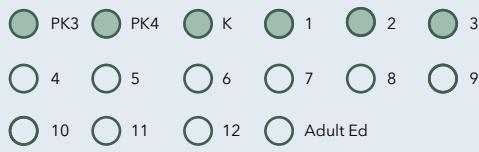
2005-06

School Hours

8:05 a.m. – 3:00 p.m.

Grades Served

● Current Grades ● Future Grades



● Before Care ● After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.2%
Hispanic / Latino	0.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
263

**English Language
Learner**
0.0%

**Economically
Disadvantaged**
>60%**

Special Education
10.3%

Transportation



Metro / Bus Service *
A2; E13; M8, M9; W15

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

*Please check www.wmata.com for updates

Early Childhood Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (37% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Social-Emotional Learning - *Positive Behavior Rating Scale (PBRs)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-3 (63% of Students)

Student Achievement / Progress - Grades K-2

Literacy - *Developmental Reading Assessment (DRA)*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Student Achievement Grade 3: Reading

Proficient and Advanced - *DC CAS*



Advanced Only - *DC CAS*



Student Achievement Grade 3: Mathematics

Proficient and Above - *DC CAS*



Advanced Only - *DC CAS*



Early Childhood Academy PCS

2014 School Performance Report



K-3 (63% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace NE
Washington, DC 20017

202-265-7237
www.ewstokes.org

School Profile (2014–15)

School Mission / Purpose

The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse elementary school students in the District of Columbia to be leaders, scholars, and responsible citizens who are committed to social justice. Stokes teaches children to think, speak, read, write, and learn in two languages: English and French or English and Spanish.

Unique School Characteristics

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

Board Chair

Erica McGrady

Executive Director

Erika Bryant

Director of Teaching and Learning

Maura Varley-Gutierrez,
Ph.D.

First School Year

1998-99

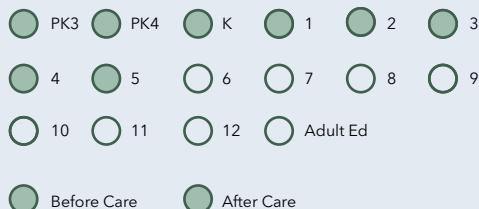
School Hours

8:15 a.m. – 3:30 p.m.

Grades Served

Is part of PK-12 DCI network.

Current Grades Future Grades

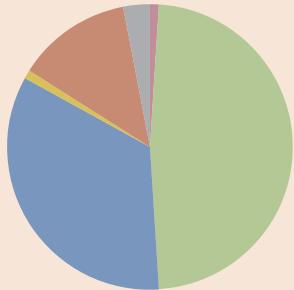


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

348

English Language Learner

21.0%

Economically Disadvantaged

71.6%

Special Education

10.6%

Transportation



Metro / Bus Service *
Brookland-CUA

*Please check www.wmata.com for updates

Elsie Whitlow Stokes Community Freedom PCS

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (24% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

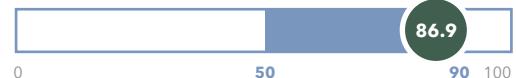
Attendance



K-2 (76% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





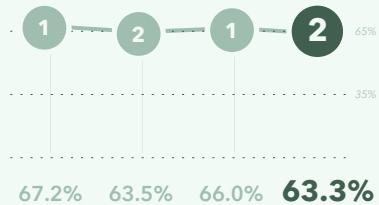
Elsie Whitlow Stokes Community Freedom PCS

3700 Oakview Terrace NE
Washington, DC 20017

202-265-7237
www.ewstokes.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse elementary school students in the District of Columbia to be leaders, scholars, and responsible citizens who are committed to social justice. Stokes teaches children to think, speak, read, write, and learn in two languages: English and French or English and Spanish.

Unique School Characteristics

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

Board Chair

Erica McGrady

Executive Director

Erika Bryant

Director of Teaching and Learning

Maura Varley-Gutierrez,
Ph.D.

First School Year

1998-99

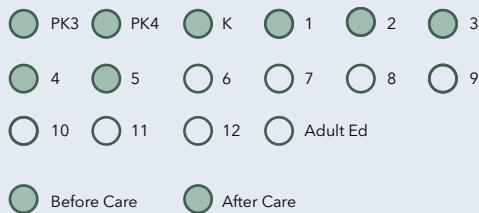
School Hours

8:15 a.m. – 3:30 p.m.

Grades Served

Is part of PK-12 DCI network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

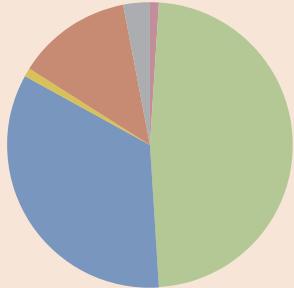
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.3%
Black Non-Hispanic	48.9%
Hispanic / Latino	33.9%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	13.2%
Multiracial	3.4%

Total Enrollment
348

English Language Learner
21.0%

Economically Disadvantaged
71.6%

Special Education
10.6%

Transportation



Metro / Bus Service *
Brookland-CUA

*Please check www.wmata.com for updates

Elsie Whitlow Stokes Community Freedom PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–6

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		9.6 out of 20.0	48.0%
Growth on DC CAS Mathematics over time		11.3 out of 20.0	56.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		5.0 out of 10.0	50.0%
Proficient and Above			
Advanced only		0.6 out of 2.5	24.0%
DC CAS Mathematics		5.6 out of 10.0	56.0%
Proficient and Above			
Advanced only		1.5 out of 2.5	60.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		11.3 out of 15.0	75.3%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		8.4 out of 10.0	84.0%

TOTAL SCORE

TIER 2

63.3 out of 100

63.3%

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



Excel Academy PCS - DREAM

2501 Martin Luther King Jr. Ave SE 202-373-0097
Washington, DC 20020 www.excelpcs.org

School Profile (2014–15)

School Mission / Purpose

Excel Academy Public Charter School provides preschool 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.

Unique School Characteristics

- All-girls single-sex education
- High-performing early childhood program (PK3-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Breakfast, lunch, and supper prepared daily at no cost to students from our on-site kitchen
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy

Board Chair

Deborah Lockhart

COO

Pamela Green

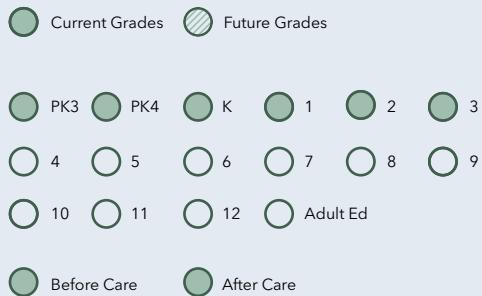
First School Year

2014-15

School Hours

Breakfast for all: 7:30 a.m.
School day: 8:00 a.m. – 3:45 p.m.

Grades Served



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%	Total Enrollment	617
Black Non-Hispanic	99.5%	English Language Learner	0.0%
Hispanic / Latino	0.5%	Economically Disadvantaged	>60%**
Native American / Alaska Native	0.0%	Special Education	7.8%
Pacific Islander / Native Hawaiian	0.0%		
White Non-Hispanic	0.0%		
Multiracial	0.0%		

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

Transportation



Metro / Bus Service *
Anacostia

*Please check www.wmata.com for updates

Excel Academy PCS - DREAM

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (37% of Students)

Student Progress

Literacy / Language - Brigance Developmental Assessment II/III



Mathematics - Brigance Developmental Assessment II/III



Social-Emotional Learning - Brigance Developmental Assessment II/III



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

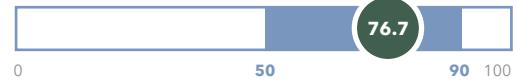
Attendance



K-2 (63% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment



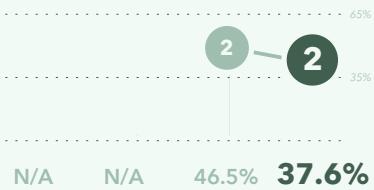


Excel Academy PCS - LEAD

2501 Martin Luther King Jr. Ave SE 202-373-0097
Washington, DC 20020 www.excelpcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Excel Academy Public Charter School provides preschool 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.

Board Chair

Deborah Lockhart

COO

Pamela Green

First School Year

2014-15

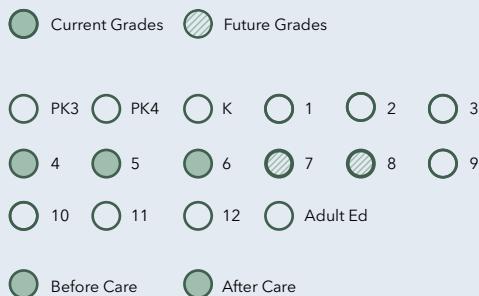
Unique School Characteristics

- All-girls single-sex education
- High-performing early childhood program (PK3-2)
- Academically rigorous curriculum aligned with Common Core State Standards
- Breakfast, lunch, and supper prepared daily at no cost to students from our on-site kitchen
- Enrichment opportunities include PE, health, music, art, technology, Latin, and Saturday Academy

School Hours

Breakfast for all: 7:30 a.m.
School day: 8:00 a.m. – 3:45 p.m.

Grades Served



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
617

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
7.8%

Transportation



Metro / Bus Service *
Anacostia

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

*Please check www.wmata.com for updates

Excel Academy PCS - LEAD

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		53.3	11.7 out of 20.0	58.5%
Growth on DC CAS Mathematics over time		39.3	4.7 out of 20.0	23.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		44.9	2.4 out of 10.0	24.0%
Proficient and Above		27.9		
Advanced only		3.2	0.3 out of 2.5	12.0%
DC CAS Mathematics		35.7	1.3 out of 10.0	13.0%
Proficient and Above		26.4		
Advanced only		6.5	0.6 out of 2.5	24.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		33.3	2.9 out of 15.0	19.3%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		89.1	7.1 out of 10.0	71.0%
Re-enrollment		80.0	6.6 out of 10.0	66.0%

TOTAL SCORE

TIER 2

37.6 out of 100

37.6%

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

School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Smart COOKIES program (Challenging Our Own Kids Intellectually, Educationally, and Socially)
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000

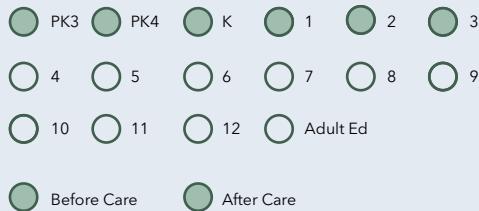
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

386

English Language Learner

1.0%

Economically Disadvantaged

>60%**

Special Education

6.0%

Transportation



Metro / Bus Service *
B2; D6; X1, X2, X3,
X8, X9

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

*Please check www.wmata.com for updates

Friendship PCS - Blow-Pierce Elementary

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



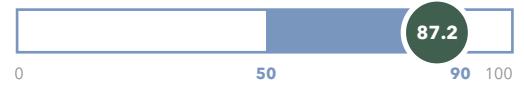
K-3 (64% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Friendship PCS - Blow-Pierce Elementary

2014 School Performance Report



K-3 (64% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





Friendship PCS – Blow-Pierce Middle

725 19th Street NE
Washington, DC 20002

202-572-1070
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Smart COOKIES program (Challenging Our Own Kids Intellectually, Educationally, and Socially)
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Jeffrey Grant, Ed.D.

First School Year

1999-2000

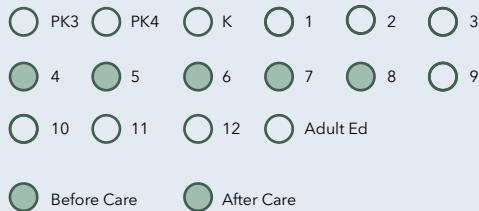
School Hours

7:45 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

266

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

19.9%

Transportation



Metro / Bus Service *
B2; D6; X1, X2, X3,
X8, X9

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

*Please check www.wmata.com for updates

Friendship PCS - Blow-Pierce Middle

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 4–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		14.0 out of 20.0	70.0%
Growth on DC CAS Mathematics over time		14.5 out of 20.0	72.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.7 out of 5.0	14.0%
Advanced Only		0.00 out of 1.25	0.0%
Elementary Grades DC CAS Mathematics Proficient and Above		0.5 out of 5.0	10.0%
Advanced Only		0.52 out of 1.25	41.6%
Middle Grades DC CAS Reading Proficient and Above		0.6 out of 5.0	12.0%
Advanced Only		0.13 out of 1.25	10.4%
Middle Grades DC CAS Mathematics Proficient and Above		1.0 out of 5.0	20.0%
Advanced Only		0.50 out of 1.25	40.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		8.5 out of 15.0	56.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		7.6 out of 10.0	76.0%
Re-enrollment		5.8 out of 10.0	58.0%

TOTAL SCORE

TIER 2

54.4 out of 100

54.4%

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

School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Morrise Harbour

First School Year

1998-99

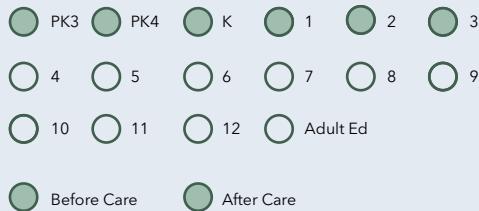
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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%

Total Enrollment
371

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
4.9%

Transportation



Metro / Bus Service *
Potomac Avenue; 32,
34, 36; V7, V8, V9

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

*Please check www.wmata.com for updates

Friendship PCS - Chamberlain Elementary

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (23% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-3 (77% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Friendship PCS - Chamberlain Elementary

2014 School Performance Report



K-3 (77% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





1345 Potomac Avenue SE
Washington, DC 20003

202-547-5800
www.friendshipschools.org

Friendship PCS – Chamberlain Middle

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Morrise Harbour

First School Year

1998-99

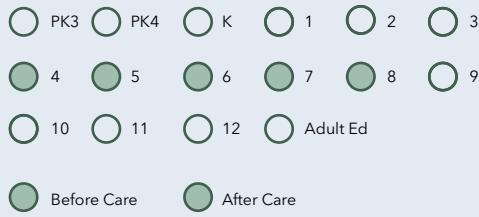
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
351

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
15.7%

Transportation



Metro / Bus Service *
Potomac Avenue; 32,
34, 36; V7, V8, V9

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

*Please check www.wmata.com for updates

Friendship PCS - Chamberlain Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

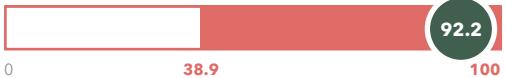
Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		13.5 out of 20.0	67.5%
Growth on DC CAS Mathematics over time		20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		1.1 out of 5.0	22.0%
Advanced Only		0.10 out of 1.25	8.0%
Elementary Grades DC CAS Mathematics Proficient and Above		2.9 out of 5.0	58.0%
Advanced Only		0.92 out of 1.25	73.6%
Middle Grades DC CAS Reading Proficient and Above		1.7 out of 5.0	34.0%
Advanced Only		0.18 out of 1.25	14.4%
Middle Grades DC CAS Mathematics Proficient and Above		2.5 out of 5.0	50.0%
Advanced Only		1.09 out of 1.25	87.2%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		13.1 out of 15.0	87.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 1

77.1 out of 100

77.1%

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

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

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

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Peggy Jones

First School Year

2000-01

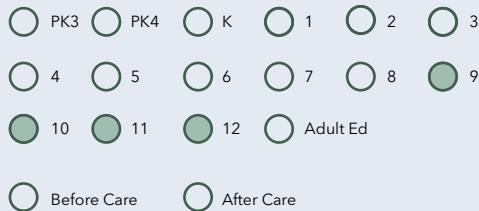
School Hours

7:45 a.m. – 3:30 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.9%
Hispanic / Latino	0.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
914

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
16.6%

Transportation



Metro / Bus Service *
Minnesota Avenue

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

*Please check www.wmata.com for updates

Friendship PCS - Collegiate Academy

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		4.3 out of 7.5	57.3%
Growth on DC CAS Mathematics over time		3.4 out of 7.5	45.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		3.5 out of 10	35.0%
Advanced only		0.4 out of 2.5	16.0%
High Grades DC CAS Mathematics Proficient and Above		3.4 out of 10.0	34.0%
Advanced only		0.3 out of 2.5	12.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		6.1 out of 7.5	81.3%
PSAT Performance (11th)		2.8 out of 7.5	37.3%
SAT/ACT Performance (12th)		2.9 out of 7.5	38.7%
College Acceptance Rate		7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		3.7 out of 5.0	74.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		9.6 out of 10.0	96.0%
Re-enrollment		8.1 out of 10.0	81.0%
9th Grade Credits (on track to graduate)		4.4 out of 5.0	88.0%

TOTAL SCORE

TIER 2

60.4 out of 100

60.4%

Friendship PCS - Collegiate Academy

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

97.6%

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

16.7%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Tawana Carr, Ed.D.

First School Year

2005-06

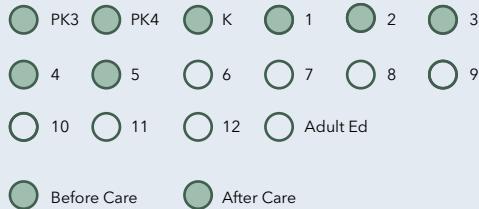
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

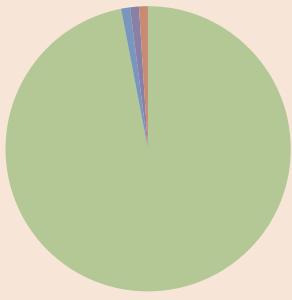


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.5%
Hispanic / Latino	0.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	0.2%
Multiracial	0.0%

Total Enrollment
559

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
10.4%

Transportation



Metro / Bus Service *
Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

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

*Please check www.wmata.com for updates

Friendship PCS - Southeast Elementary Academy

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (34% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (66% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





Friendship PCS – Southeast Elementary Academy

645 Milwaukee Place SE
Washington, DC 20032

202-562-1980
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Saturday Learning Camp for students to provide additional academic support
- Range of extracurricular and co-curricular activities

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Tawana Carr, Ed.D.

First School Year

2005-06

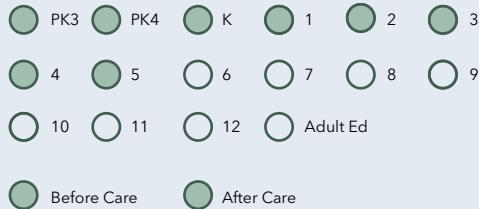
School Hours

7:45 a.m. - 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

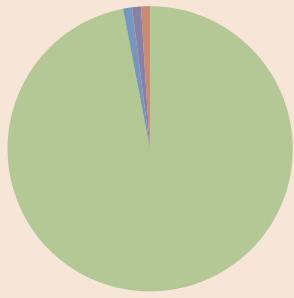
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

559

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

10.4%

Transportation



Metro / Bus Service *

Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

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

*Please check www.wmata.com for updates

Friendship PCS - Southeast Elementary Academy

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		11.8 out of 20.0	59.0%
Growth on DC CAS Mathematics over time		17.5 out of 20.0	87.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.5 out of 10.0	35.0%
Proficient and Above			
Advanced only		0.3 out of 2.5	12.0%
DC CAS Mathematics		4.2 out of 10.0	42.0%
Proficient and Above			
Advanced only		1.2 out of 2.5	48.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		7.0 out of 15.0	46.7%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.7 out of 10.0	97.0%

TOTAL SCORE

TIER 1

65.2 out of 100

65.2%

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



2014 School Performance Report

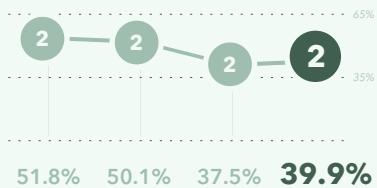
Friendship PCS - Technology Preparatory Academy (Middle)

620 Milwaukee Place SE
Washington, DC 20032

202-562-1681
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

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

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Doranna Tindle

First School Year

2008-09

School Hours

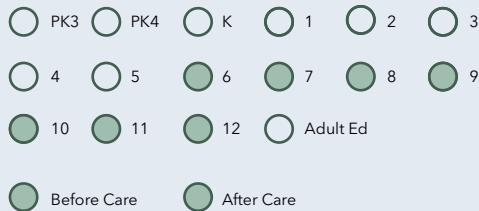
MS: 7:45 a.m. – 3:40 p.m.

HS: 7:45 a.m. – 3:40 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

406

English Language Learner

0.2%

Economically Disadvantaged

>60%**

Special Education

18.5%

Transportation



Metro / Bus Service *

Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

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

*Please check www.wmata.com for updates

Friendship PCS - Technology Preparatory Academy (Middle)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 6–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		42.5	6.3 out of 20.0	31.5%
Growth on DC CAS Mathematics over time		41.1	5.6 out of 20.0	28.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		37.8	0.8 out of 10.0	8.0%
Proficient and Above		32.3		
Advanced only		2.0	0.2 out of 2.5	8.0%
0.3	25	100		
DC CAS Mathematics		48.6	1.6 out of 10.0	16.0%
Proficient and Above		39		
Advanced only		6.8	0.7 out of 2.5	28.0%
0.3	25	100		

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 8th Grade Mathematics		68.8	7.3 out of 15.0	48.7%
0	38.9	100		

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		94.5	10.0 out of 10.0	100.0%
0	82	92		
Re-enrollment		82.4	7.4 out of 10.0	74.0%
0	60.7	90	100	

TOTAL SCORE

TIER 2

39.9 out of 100

39.9%

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



2014 School Performance Report

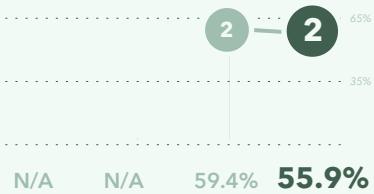
Friendship PCS - Technology Preparatory Academy (High School)

620 Milwaukee Place SE
Washington, DC 20032

202-562-1681
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

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

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Doranna Tindle

First School Year

2008-09

School Hours

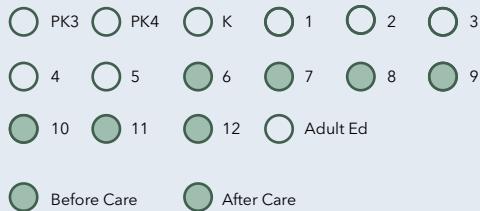
MS: 7:45 a.m. – 3:40 p.m.

HS: 7:45 a.m. – 3:40 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

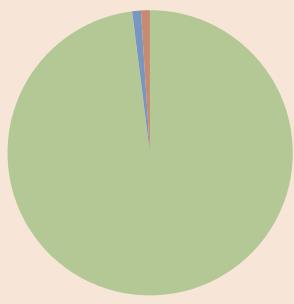
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	98.8%
Hispanic / Latino	0.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.5%
Multiracial	0.0%

Total Enrollment
406

English Language Learner
0.2%

Economically Disadvantaged
>60%**

Special Education
18.5%

Transportation



Metro / Bus Service *
Anacostia, Congress Heights; A2, A4, A6, A7, A8, A42, A46, A48; W2, W3

*Please check www.wmata.com for updates

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

Friendship PCS - Technology Preparatory Academy (High School)

2014 School Performance Report

(2013–14)



Grades Measured: 9-11

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		4.9 out of 7.5	65.3%
Growth on DC CAS Mathematics over time		5.2 out of 7.5	69.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		3.2 out of 10	32.0%
Advanced only		0.7 out of 2.5	28.0%
High Grades DC CAS Mathematics Proficient and Above		3.8 out of 10.0	38.0%
Advanced only		0.2 out of 2.5	8.0%

Gateway (8 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0 out of 0.0	N/A
PSAT Performance (11th)		5.4 out of 7.5	72.0%
SAT/ACT Performance (12th)		0.0 out of 0.0	N/A
College Acceptance Rate		0.0 out of 0.0	N/A
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0 out of 0.0	N/A

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		9.3 out of 10.0	93.0%
Re-enrollment		4.7 out of 10.0	47.0%
9th Grade Credits (on track to graduate)		3.1 out of 5.0	62.0%

TOTAL SCORE

TIER 2

40.5 out of 72.5

55.9%

Friendship PCS - Technology Preparatory Academy (High School)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

N/A

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

N/A

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum with a focus on preparing students for success in high school and college
- Course offerings include algebra, lab sciences, and foreign language as well as art, dance, and music
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Rictor Craig

First School Year

1998-99

School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

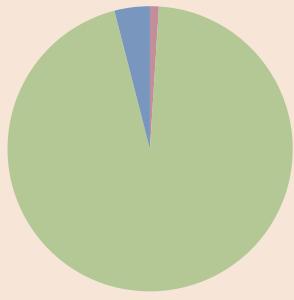
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
290

English Language Learner
3.1%

Economically Disadvantaged
>60%**

Special Education
5.5%

Transportation



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

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

*Please check www.wmata.com for updates

Friendship PCS - Woodridge Elementary

2014 School Performance Report

(2013–14)

Grades Measured: PK3-3



Pre-Kindergarten (PK3-PK4) Grades (35% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



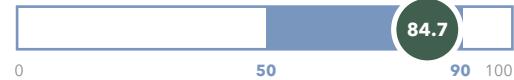
K-3 (65% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Friendship PCS - Woodridge Elementary

2014 School Performance Report



K-3 (65% of Students) - Continued

Leading Indicators

Attendance



Re-enrollment





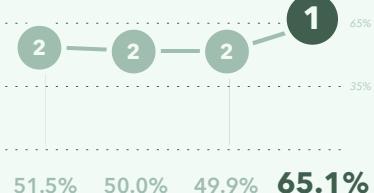
Friendship PCS – Woodridge Middle

2959 Carlton Avenue NE
Washington, DC 20018

202-635-6500
www.friendshipschools.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Friendship Public Charter School is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning, and develop as ethical, literate, well-rounded, and self-sufficient citizens who contribute actively to their communities.

Unique School Characteristics

- Standards-based curriculum focused on global perspectives and success in high school and college
- Rich course offerings including art, music, lab sciences, and foreign language
- Activities including robotics, basketball, volleyball, cheerleading, and gardening

Board Chair

Donald L. Hense

Executive Director

Patricia A. Brantley

Principal

Rictor Craig

First School Year

1998-99

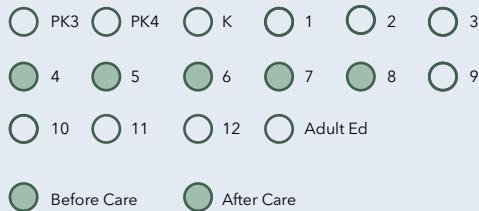
School Hours

7:45 a.m. – 4:00 p.m.

Grades Served

Is part of a PK-12 network.

● Current Grades ● Future Grades



● Before Care ● After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

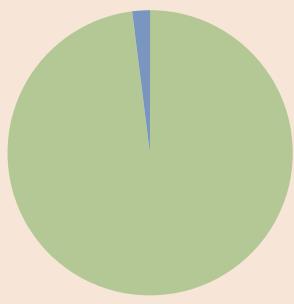
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
216

English Language Learner
0.5%

Economically Disadvantaged
>60%**

Special Education
23.6%

Transportation



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

*Please check www.wmata.com for updates

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

Friendship PCS - Woodridge Middle

2014 School Performance Report

(2013–14)



Grades Measured: 4-8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time	64.0	17.0 out of 20.0	85.0%
Growth on DC CAS Mathematics over time	61.0	15.5 out of 20.0	77.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above	34.2	0.4 out of 5.0	8.0%
Advanced Only	1.3	0.05 out of 1.25	4.0%
Elementary Grades DC CAS Mathematics Proficient and Above	50.6	1.6 out of 5.0	32.0%
Advanced Only	12.7	0.63 out of 1.25	50.4%
Middle Grades DC CAS Reading Proficient and Above	55.9	1.7 out of 5.0	34.0%
Advanced Only	6.3	0.30 out of 1.25	24.0%
Middle Grades DC CAS Mathematics Proficient and Above	63.8	2.0 out of 5.0	40.0%
Advanced Only	12.6	0.62 out of 1.25	49.6%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading	17.4	0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics	65.3	6.5 out of 15.0	43.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance	93.4	10.0 out of 10.0	100.0%
Re-enrollment	86.4	8.8 out of 10.0	88.0%

TOTAL SCORE

TIER 1

65.1 out of 100 **65.1%**

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.imaginehopelamond.com

School Profile (2014–15)

School Mission / Purpose

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- 2014 Imagine Schools National Character Education Award
- In-house academic intervention program; after-school tutoring services
- Uses Common Core State Standards
- Dance, music, art, and physical education elective classes for all students in grades PK-5

Board Chair

James Kemp

Regional Director

Michael DePass

Principal

Diana Tharpe

First School Year

2008-09

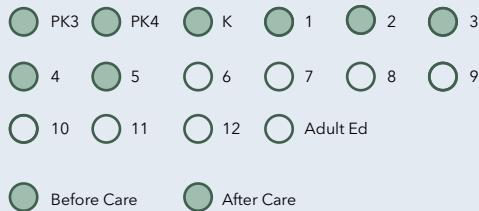
School Hours

7:45 a.m. – 3:50 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

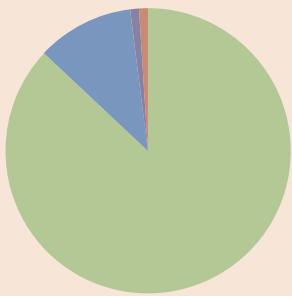


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	88.4%
Hispanic / Latino	11.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.3%
White Non-Hispanic	0.3%
Multiracial	0.0%

Total Enrollment
380

English Language Learner
9.0%

Economically Disadvantaged
79.2%

Special Education
6.6%

Transportation



Metro / Bus Service *
Fort Totten, Takoma;
K6

*Please check www.wmata.com for updates

Hope Community PCS - Lamond

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (47% of Students)

Student Progress

Literacy / Language - *mCLASS®:CIRCLE™*



Mathematics - *mCLASS®:CIRCLE™*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (53% of Students)

Student Achievement / Progress

Literacy - Stanford Achievement Test (SAT 10)



Mathematics - Stanford Achievement Test (SAT 10)



Leading Indicators

Attendance



Re-enrollment





Hope Community PCS - Lamond

6200 Kansas Avenue NE
Washington, DC 20011

202-722-4421
www.imaginehopelamond.com

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- 2014 Imagine Schools National Character Education Award
- In-house academic intervention program; after-school tutoring services
- Uses Common Core State Standards
- Dance, music, art, and physical education elective classes for all students in grades PK-5

Board Chair

James Kemp

Regional Director

Michael DePass

Principal

Diana Tharpe

First School Year

2008-09

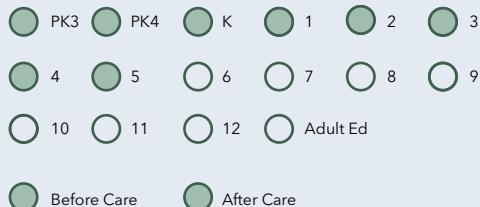
School Hours

7:45 a.m. – 3:50 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

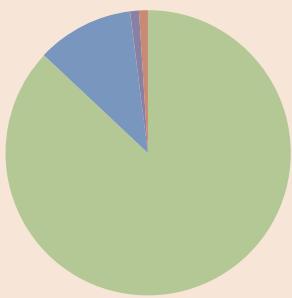
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

380

English Language Learner

9.0%

Economically Disadvantaged

79.2%

Special Education

6.6%

Transportation



Metro / Bus Service *

Fort Totten, Takoma; K6

*Please check www.wmata.com for updates

Hope Community PCS - Lamond

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–6

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		8.3 out of 20.0	41.5%
Growth on DC CAS Mathematics over time		9.4 out of 20.0	47.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		3.8 out of 10.0	38.0%
Proficient and Above			
Advanced only		0.5 out of 2.5	20.0%
DC CAS Mathematics		4.1 out of 10.0	41.0%
Proficient and Above			
Advanced only		1.3 out of 2.5	52.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		5.1 out of 15.0	34.0%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		3.4 out of 10.0	34.0%

TOTAL SCORE

TIER 2

45.9 out of 100

45.9%

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

School Profile (2014–15)

School Mission / Purpose

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- Strong results in shared values, parent choice, academic achievement, and positive character development
- Core Knowledge content focus in ELA, history, science, music and visual arts
- Nurture and promote positive character development
- Project-based learning, Thinking Maps, Novel Studies, and student exhibition expos
- Assessments: Data analysis in spring/fall SAT10, ANet interim assessments and daily formative assessments

Board Chair

James Kemp

Principal

Chloe Marshall, Ed.D.

First School Year

2005-06

School Hours

8:00 a.m. – 3:30 p.m.

Grades Served

Is part of a PK-8 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

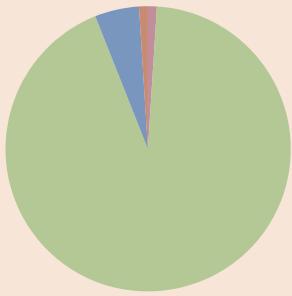
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.2%
Black Non-Hispanic	95.1%
Hispanic / Latino	4.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.2%
Multiracial	0.0%

Total Enrollment
451

**English Language
Learner**
4.9%

**Economically
Disadvantaged**
81.3%

Special Education
9.2%

Transportation



Metro / Bus Service *
Brookland-CUA; 81,
82, 83, 83X, 86; B51

*Please check www.wmata.com for updates

Hope Community PCS - Tolson

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (49% of Students)

Student Progress

Literacy / Language - *mCLASS®:CIRCLE™*



Mathematics - *mCLASS®:CIRCLE™*



Social-Emotional Learning - *Data unavailable*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (51% of Students)

Student Achievement / Progress

Literacy - *Stanford Achievement Test (SAT 10)*



Mathematics - *Stanford Achievement Test (SAT 10)*



Leading Indicators

Attendance



Re-enrollment





Hope Community PCS - Tolson

2917 8th Street NE
Washington, DC 20017

202-832-7370
www.hopecommunitycs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Imagine Hope Community Charter School is to positively shape the hearts and minds of our students, by providing them with an academically rigorous, content-rich curriculum, an environment in which character is modeled and promoted, and a community in which to build trusting relationships with others.

Unique School Characteristics

- Strong results in shared values, parent choice, academic achievement, and positive character development
- Core Knowledge content focus in ELA, history, science, music and visual arts
- Nurture and promote positive character development
- Project-based learning, Thinking Maps, Novel Studies, and student exhibition expos
- Assessments: Data analysis in spring/fall SAT10, ANet interim assessments and daily formative assessments

Board Chair

James Kemp

Principal

Chloe Marshall, Ed.D.

First School Year

2005-06

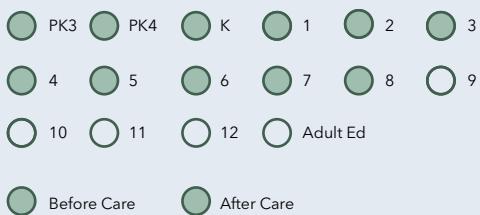
School Hours

8:00 a.m. – 3:30 p.m.

Grades Served

Is part of a PK-8 network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

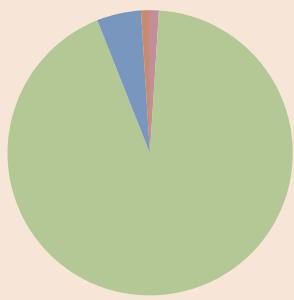
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.2%
Black Non-Hispanic	95.1%
Hispanic / Latino	4.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.2%
Multiracial	0.0%

Total Enrollment
451

English Language Learner
4.9%

Economically Disadvantaged
81.3%

Special Education
9.2%

Transportation



Metro / Bus Service *
Brookland-CUA; 81, 82, 83, 83X, 86; B51

*Please check www.wmata.com for updates

Hope Community PCS - Tolson

2014 School Performance Report

(2013–14)



Grades Measured: 3–8

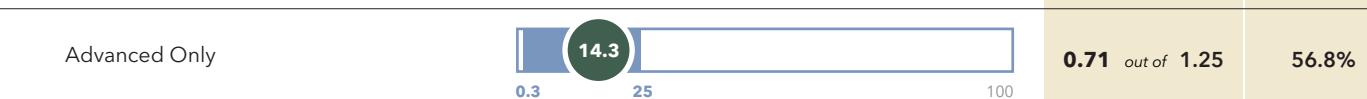
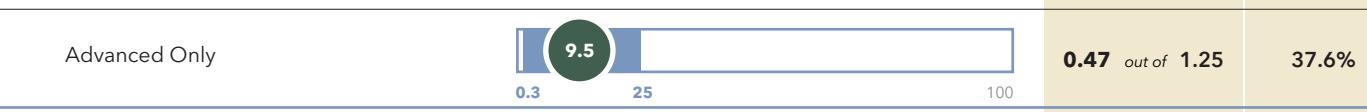
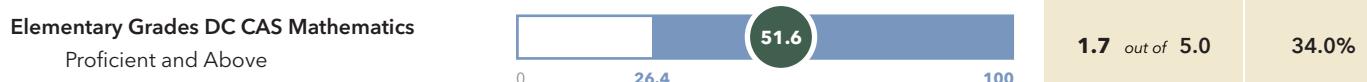
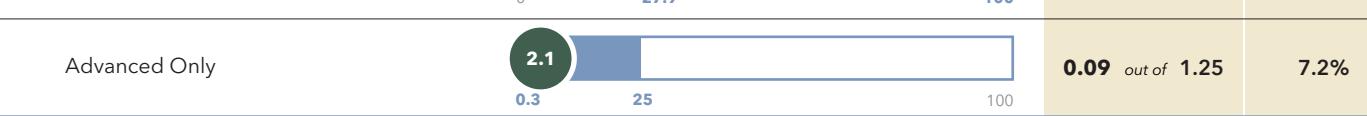
Points Earned
out of
Points Possible

Percent of
Possible
Points

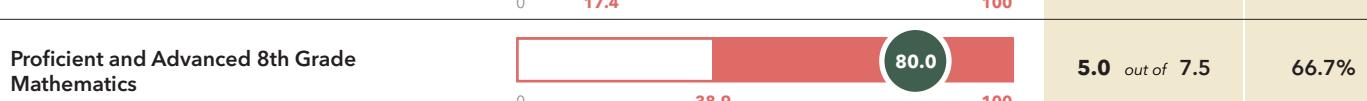
Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 2

50.3 out of 100
50.3%

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



2014 School Performance Report

Howard University Middle School of Mathematics and Science PCS

405 Howard Place NW
Washington, DC 20059

202-806-7725
www.howard.edu/ms2

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

In collaboration with the school community, the mission of the Howard University Middle School of Mathematics and Science is to provide our students with a foundation in all academic subjects, including an emphasis in mathematics and science, and to nurture the social and emotional growth of each. An appreciation for diversity and sensitivity for all is encouraged through an enriched education that prepares students to succeed in high school and beyond.

Unique School Characteristics

- Located on the campus of Howard University
- Strong emphasis on mathematics, science and technology
- Small class sizes
- Numerous public and private partnerships
- Biweekly Saturday Academy; extended enrichment, and STEM connections

Board Chair

Wendell Johns

Executive Director

Yohance Maqubela

Principal

Angelicque Tucker
Blackmon, Ph.D.

First School Year

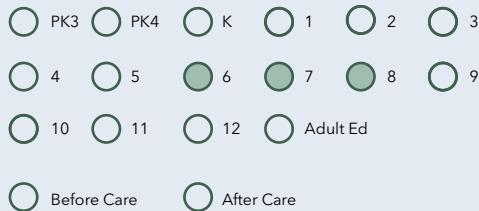
2005-06

School Hours

7:50 a.m. - 4:30 p.m.

Grades Served

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

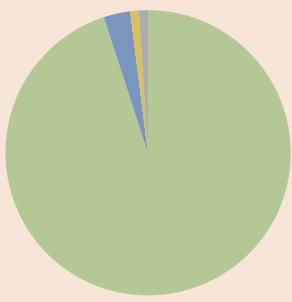
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	95.6%
Hispanic / Latino	3.2%
Native American / Alaska Native	0.3%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.9%

Total Enrollment
318

English Language Learner
4.7%

Economically Disadvantaged
66.2%

Special Education
6.3%

Transportation



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

*Please check www.wmata.com for updates

Howard University Middle School of Mathematics and Science PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 6–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time



7.8 out of 20.0

39.0%

Growth on DC CAS Mathematics over time



10.8 out of 20.0

54.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading

Proficient and Above



5.3 out of 10.0

53.0%

Advanced only



1.2 out of 2.5

48.0%

DC CAS Mathematics

Proficient and Above



6.6 out of 10.0

66.0%

Advanced only



2.5 out of 2.5

100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 8th Grade
Mathematics



12.7 out of 15.0

84.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance



7.8 out of 10.0

78.0%

Re-enrollment



8.2 out of 10.0

82.0%

TOTAL SCORE

TIER 2

62.9 out of 100

62.9%

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

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of IDEA Public Charter School is to prepare students with the academic, social, leadership and occupational skills for postsecondary opportunities and to be responsible citizens who contribute to the community.

Unique School Characteristics

- College preparatory high school
- Dedicated, highly qualified educators
- Individualized instruction and student support
- JROTC teaches leadership, discipline, service
- Tech training (AutoCAD, Microsoft Academy); championship athletics and new gymnasium

Board Chair

David Owens

Head of School

Justin Rydstrom

Principal

S. Lanette Bacchus

First School Year

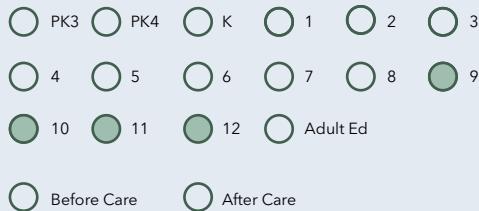
1998-99

School Hours

8:30 a.m. - 4:00 p.m.

Grades Served

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
199

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
21.2%

Transportation



Metro / Bus Service *
Deanwood, Minnesota Avenue; U4; W4

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

*Please check www.wmata.com for updates

IDEA PCS

2014 School Performance Report

(2013–14)



Points Earned
out of
Points Possible

Percent of
Possible
Points

Grades Measured: 9–12

Student Progress (15 points): Test Score Improvement Over Time			
Growth on DC CAS Reading over time		66.3	7.5 out of 7.5 100.0%
Growth on DC CAS Mathematics over time		61.7	6.8 out of 7.5 90.7%
Student Achievement (25 points): Meeting or Exceeding Standards			
High Grades DC CAS Reading Proficient and Above		56.5	4.7 out of 10 47.0%
Advanced only		6.5	0.6 out of 2.5 24.0%
High Grades DC CAS Mathematics Proficient and Above		67.4	5.9 out of 10.0 59.0%
Advanced only		0.0	0.0 out of 2.5 0.0%
Gateway (35 points): Outcomes Aligned to College and Career Readiness			
Four-Year Graduation Rate		32.3	0.0 out of 7.5 0.0%
PSAT Performance (11th)		22.7	3.2 out of 7.5 42.7%
SAT/ACT Performance (12th)		35.0	3.1 out of 7.5 41.3%
College Acceptance Rate		97.5	6.9 out of 7.5 92.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0	0.0 out of 5.0 0.0%
Leading Indicators (25 points): Predictors of Future Student Progress and Achievement			
Attendance		89.1	7.1 out of 10.0 71.0%
Re-enrollment		85.0	8.0 out of 10.0 80.0%
9th Grade Credits (on track to graduate)		56.3	0.6 out of 5.0 12.0%
TOTAL SCORE	TIER 2	54.4 out of 100	54.4%

(2013-14)

School
Performance**Future Metrics****Gateway: Outcomes Aligned to College and Career Readiness****Graduation Rate**

Five-Year Graduation Rate

74.6%**College Readiness: Advanced Placement / International Baccalaureate Achievement and Dual Enrollment Achievement****0.0%****Career Readiness: Career and Technical Education (CTE) Program Achievement**

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

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



Ideal Academy PCS

6130 North Capitol Street NW
Washington, DC 20011

202-729-6660
www.iapcs.com

School Profile (2014–15)

School Mission / Purpose

The mission of the Ideal Academy Public Charter School is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens.

Unique School Characteristics

- Cognitive, social, emotional, physical, and creative growth developed through a balanced academic program
- Math and literacy instruction, assessments, and curriculum aligned to the Common Core State Standards
- Small class sizes at Ideal enhance small-group and individual learning
- Incorporates the "Quiet Time", a stress management program for students and staff

Board Chair

Patricia Cooks

Principal

George H. Rutherford
II, Ph.D.

First School Year

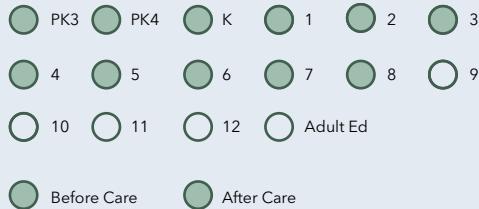
1999-2000

School Hours

8:15 a.m. – 3:45 p.m.

Grades Served

● Current Grades ● Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	96.0%
Hispanic / Latino	4.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Transportation



Metro / Bus Service *
K2, K6

*Please check www.wmata.com for updates

Ideal Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (41% of Students)

Student Progress

Literacy / Language - Phonological Awareness Literacy Screening (PALS)



Mathematics - Core Knowledge Preschool Assessment Tool (CK PAT)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



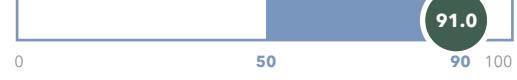
K-2 (59% of Students)

Student Achievement / Progress

Literacy - Discovery Predictive (Progress), Stanford 10 (Achievement)



Mathematics - Discovery Predictive (Progress), Stanford 10 (Achievement)



Leading Indicators

Attendance



Re-enrollment





Ideal Academy PCS

6130 North Capitol Street NW
Washington, DC 20011

202-729-6660
www.iapcs.com

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of the Ideal Academy Public Charter School is to empower all students to excel in academics, body, and character, enabling them to become competent and contributing global citizens.

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- Cognitive, social, emotional, physical, and creative growth developed through a balanced academic program
- Math and literacy instruction, assessments, and curriculum aligned to the Common Core State Standards
- Small class sizes at Ideal enhance small-group and individual learning
- Incorporates the "Quiet Time", a stress management program for students and staff

Board Chair

Patricia Cooks

Principal

George H. Rutherford II, Ph.D.

First School Year

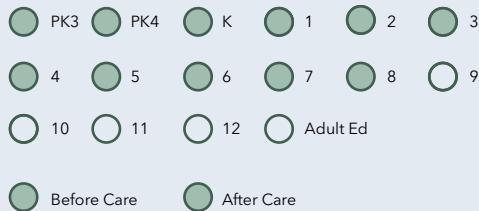
1999-2000

School Hours

8:15 a.m. – 3:45 p.m.

Grades Served

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	96.0%
Hispanic / Latino	4.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
280

English Language Learner
2.9%

Economically Disadvantaged
77.0%

Special Education
10.4%

Transportation



Metro / Bus Service *
K2, K6

*Please check www.wmata.com for updates

Ideal Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: 3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		50.1	10.1 out of 20.0	50.5%
Growth on DC CAS Mathematics over time		47.8	8.9 out of 20.0	44.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		46.8	1.3 out of 5.0	26.0%
Advanced Only		3.2	0.15 out of 1.25	12.0%
Elementary Grades DC CAS Mathematics Proficient and Above		41.3	1.0 out of 5.0	20.0%
Advanced Only		7.9	0.38 out of 1.25	30.4%
Middle Grades DC CAS Reading Proficient and Above		46.2	1.0 out of 5.0	20.0%
Advanced Only		1.9	0.08 out of 1.25	6.4%
Middle Grades DC CAS Mathematics Proficient and Above		31.5	0.0 out of 5.0	0.0%
Advanced Only		5.6	0.27 out of 1.25	21.6%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

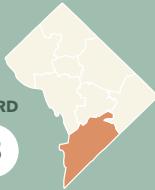
Proficient and Advanced 3rd Grade Reading		38.5	1.9 out of 7.5	25.3%
Proficient and Advanced 8th Grade Mathematics		28.6	0.0 out of 7.5	0.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		94.6	10.0 out of 10.0	100.0%
Re-enrollment		68.1	2.5 out of 10.0	25.0%
TOTAL SCORE	TIER 2		37.6 out of 100	37.6%

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

WARD
8



Ingenuity Prep PCS

4600 Livingston Road SE
Washington, DC 20032

202-562-0391
www.ingenuityprep.org

School Profile (2014–15)

School Mission / Purpose

Ingenuity Prep prepares students to succeed in college and beyond as impactful civic leaders.

Unique School Characteristics

- An innovative model leveraging digital content and 3-4 highly qualified teachers in each classroom
- Frequent small-group instruction personalized to students' individual needs
- A civic leadership program with a focus on developing strong social-emotional literacy skills
- 1 of 8 new schools across the nation recognized in July 2013 as a Next Generation Learning Model
- Recognized nationally in a November 2013 Education Week article as one of 38 elementary schools "worth visiting"

Board Chair

Maura Marino

Head of School

Aaron Cuny

First School Year

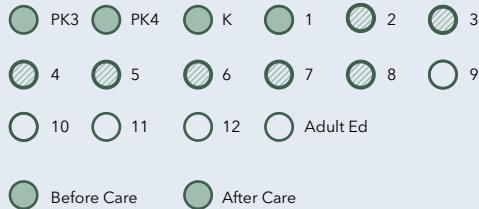
2013-14

School Hours

MTWR: 8:00 a.m. – 4:20 p.m.
F: 8:00 a.m. – 2:40 p.m.

Grades Served

Current Grades Future Grades

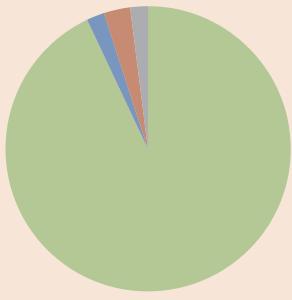


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

108

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

4.6%

Transportation



Metro / Bus Service *
Congress Heights; A6, A8, A9, A46, A48; P17, P18, P19; W13, W14

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

*Please check www.wmata.com for updates

Ingenuity Prep PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-K



Pre-Kindergarten (PK3-PK4) Grades (47% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

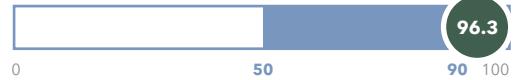
Attendance



K-K (53% of Students)

Student Achievement / Progress

Literacy - *Northwest Evaluation Association Measure of Academic Progress*



Mathematics - *Northwest Evaluation Association Measure of Academic Progress*



Leading Indicators

Attendance



Re-enrollment





Inspired Teaching Demonstration PCS

200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org

School Profile (2014–15)

School Mission / Purpose

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

Unique School Characteristics

- Inquiry-based classrooms in which teachers challenge students to ask, investigate, and answer questions
- Standards-based curriculum and goals centered on the four I's: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

Board Chair

Gary Cohen

Executive Director

Deborah Dantzler Williams

Principal

Zoe Duskin

First School Year

2011-12

School Hours

8:45 a.m. – 3:15 p.m. (PK3-4)

8:30 a.m. – 3:15 p.m. (5-6)

Grades Served

● Current Grades ● Future Grades

● PK3 ● PK4 ● K ● 1 ● 2 ● 3

● 4 ● 5 ● 6 ● 7 ● 8 ● 9

● 10 ● 11 ● 12 ● Adult Ed

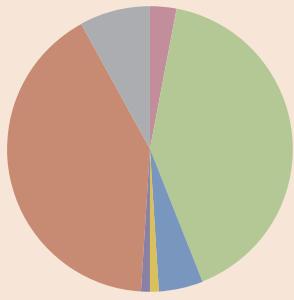
● Before Care ● After Care

Early Childhood PMF

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Student Demographics (2013–14)



Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Transportation



Metro / Bus Service *

*Please check www.wmata.com for updates

Inspired Teaching Demonstration PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



0 60 100

Mathematics - Creative Curriculum - Teaching Strategies GOLD



0 60 100

Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



1 3 6 7

Classroom Organization



1 3 6 7

Instructional Support



1 4 7

Leading Indicator

Attendance



0 80 90 100

K-2 (57% of Students)

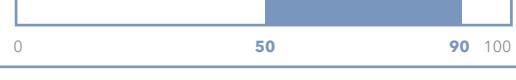
Student Achievement / Progress

Literacy - Developmental Reading Assessment (DRA)



0 50 90 100

Mathematics - Data Unavailable



0 50 90 100

Leading Indicators

Attendance



0 82 92

Re-enrollment



0 60 90 100



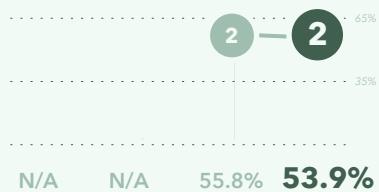
200 Douglas Street NE
Washington, DC 20002

202-248-6825
www.inspiredteachingschool.org

Inspired Teaching Demonstration PCS

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

At the Inspired Teaching Demonstration Public Charter School, a professional learning community of master teachers and teacher residents ensures that a diverse group of students achieve their potential as accomplished learners, thoughtful citizens, and imaginative and inquisitive problem solvers through a demanding, inquiry-based curriculum.

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- Standards-based curriculum and goals centered on the four I's: intellect, inquiry, imagination, and integrity
- Learning is student-directed and differentiated to meet the needs of all children
- Common Core State Standards instruction in math, reading, and writing taught through workshop model

Board Chair

Gary Cohen

Executive Director

Deborah Dantzler Williams

Principal

Zoe Duskin

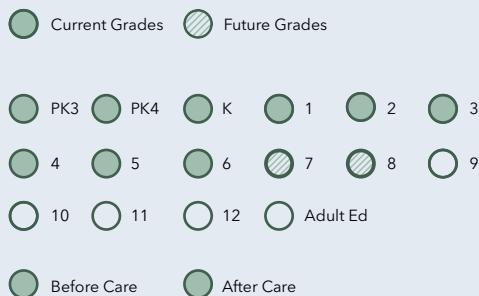
First School Year

2011-12

School Hours

8:45 a.m. – 3:15 p.m. (PK3-4)
8:30 a.m. – 3:15 p.m. (5-6)

Grades Served



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

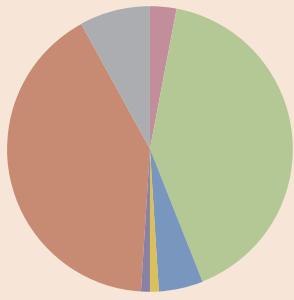
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment
268

English Language Learner
3.4%

Economically Disadvantaged
20.7%

Special Education
10.2%

Transportation



Metro / Bus Service *

*Please check www.wmata.com for updates

Inspired Teaching Demonstration PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		8.9 out of 20.0	44.5%
Growth on DC CAS Mathematics over time		3.0 out of 20.0	15.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading Proficient and Above		5.8 out of 10.0	58.0%
Advanced only		1.5 out of 2.5	60.0%
DC CAS Mathematics Proficient and Above		4.6 out of 10.0	46.0%
Advanced only		1.8 out of 2.5	72.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		11.5 out of 15.0	76.7%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		6.8 out of 10.0	68.0%

TOTAL SCORE

TIER **2**

53.9 out of 100

53.9%

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



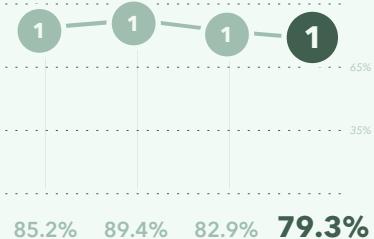
KIPP DC - AIM Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-5477
www.kippdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Kristy Ochs

First School Year

2005-06

School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

338

English Language Learner

0.0%

Economically Disadvantaged

87.0%

Special Education

21.0%

Transportation



Metro / Bus Service *

Anacostia; 93, 94; W2, W3, W6, W8

*Please check www.wmata.com for updates

KIPP DC - AIM Academy PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 5–8

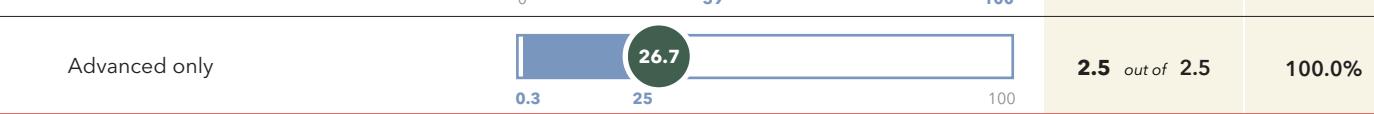
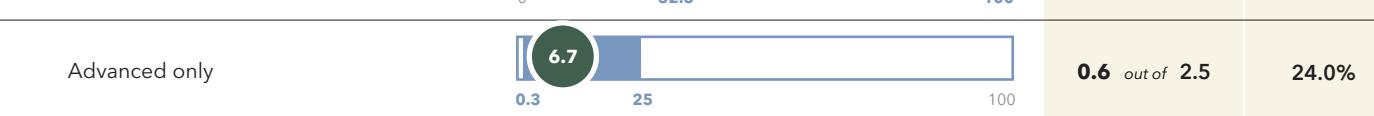
Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



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



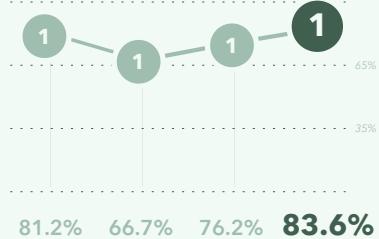
KIPP DC - College Preparatory PCS

1401 Brentwood Parkway NE
Washington, DC 20002

202-678-2527
www.kippdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

- College preparatory curriculum including AP courses
- College transition course aiding with application process and test preparation
- 100% college acceptance rate for graduating seniors
- Access to competitive sports teams and music and arts

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Jessica Cunningham

First School Year

2009-10

School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Student Demographics (2013–14)



Total Enrollment

424

English Language Learner

0.0%

Economically Disadvantaged

69.8%

Special Education

17.9%

Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Transportation



Metro / Bus Service *
NOMA-Gallaudet

*Please check www.wmata.com for updates

KIPP DC - College Preparatory PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		3.9 out of 7.5	52.0%
Growth on DC CAS Mathematics over time		6.5 out of 7.5	86.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		6.5 out of 10	65.0%
Advanced only		1.9 out of 2.5	76.0%
High Grades DC CAS Mathematics Proficient and Above		9.4 out of 10.0	94.0%
Advanced only		2.5 out of 2.5	100.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		4.9 out of 7.5	65.3%
PSAT Performance (11th)		5.2 out of 7.5	69.3%
SAT/ACT Performance (12th)		7.2 out of 7.5	96.0%
College Acceptance Rate		7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		5.0 out of 5.0	100.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.9 out of 10.0	99.0%
9th Grade Credits (on track to graduate)		3.2 out of 5.0	64.0%

TOTAL SCORE

TIER 1

83.6 out of 100

83.6%

KIPP DC - College Preparatory PCS

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

97.6%

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

38.6%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Donny Tiengtum

First School Year

2013-14

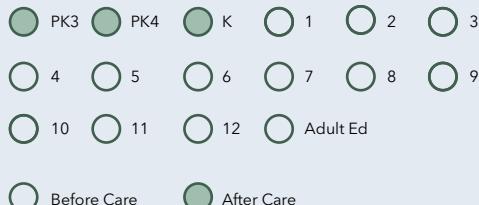
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

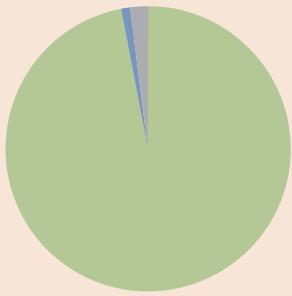


Early Childhood PMF

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Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	97.5%
Hispanic / Latino	1.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	1.5%

Total Enrollment
203

English Language Learner
0.5%

Economically Disadvantaged
88.7%

Special Education
4.9%

Transportation



Metro / Bus Service *
NoMa-Gallaudet; B2;
D3, D4, D8

*Please check www.wmata.com for updates

KIPP DC - Connect Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-PK4



Pre-Kindergarten (PK3-PK4) Grades (100% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

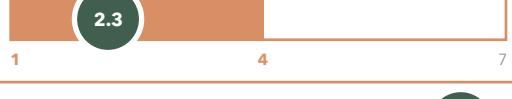
Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



WARD
8



KIPP DC - Discover Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-678-7735
www.kippdc.org

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Philonda Johnson

First School Year

2009-10

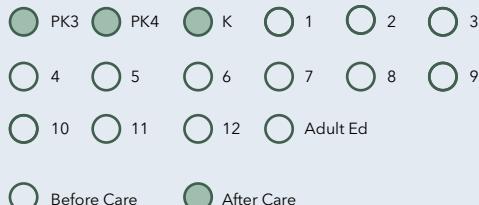
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Early Childhood PMF

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Student Demographics (2013–14)



Total Enrollment

306

English Language Learner

0.0%

Economically Disadvantaged

87.5%

Special Education

7.5%

Transportation



Metro / Bus Service *
Anacostia; 93, 94; W2, W3, W6, W8

KIPP DC - Discover Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-K



Pre-Kindergarten (PK3-PK4) Grades (66% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-K (34% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





KIPP DC - Grow Academy PCS

421 P Street NW
Washington, DC 20001

202-986-4769
www.kippdc.org

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

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Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Stacie Kossoy

First School Year

2010-11

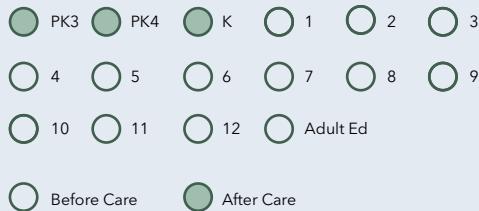
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

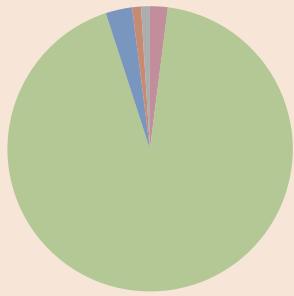


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Student Demographics (2013–14)



Total Enrollment
304

English Language Learner
3.0%

Economically Disadvantaged
75.0%

Special Education
6.3%

Transportation



Metro / Bus Service *
Shaw-Howard; 90, 92, 96; G2, G8; X3

*Please check www.wmata.com for updates

KIPP DC - Grow Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-K



Pre-Kindergarten (PK3-PK4) Grades (66% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



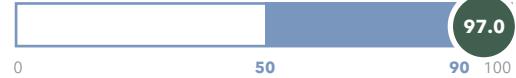
K-K (34% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





WARD
8

KIPP DC - Heights Academy PCS

2600 Douglass Road SE
Washington, DC 20020

202-610-5323
www.kippdc.org

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Gaelan Gallagher

First School Year

2011-12

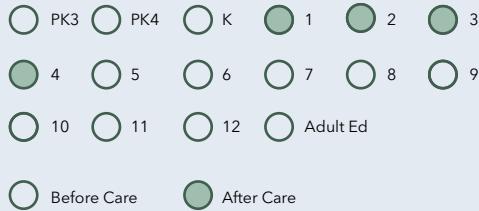
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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%

Total Enrollment
314

English Language Learner
0.0%

Economically Disadvantaged
87.5%

Special Education
11.8%

Transportation



Metro / Bus Service *
Anacostia; 93, 94; W2, W3, W6, W8

*Please check www.wmata.com for updates

KIPP DC - Heights Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: 1-3

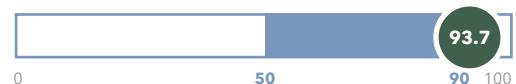
1-3 (100% of Students)

Student Achievement / Progress - Grades K-2

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Student Achievement Grade 3: Reading

Proficient and Advanced - DC CAS



Advanced Only - DC CAS



Student Achievement Grade 3: Mathematics

Proficient and Above - DC CAS



Advanced Only - DC CAS



Leading Indicators

Attendance



Re-enrollment





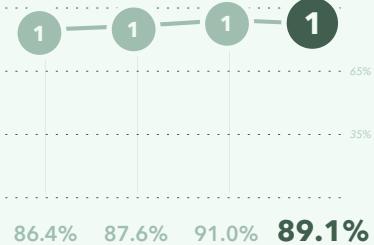
KIPP DC - KEY Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5477
www.kippdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

School Leader

David Ayala

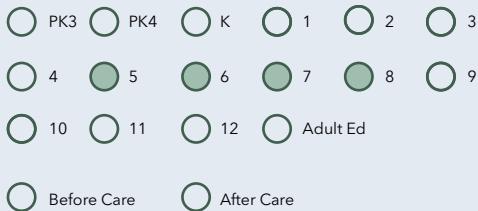
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	98.8%
Hispanic / Latino	1.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
334

English Language Learner
0.0%

Economically Disadvantaged
79.3%

Special Education
11.4%

Transportation



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

*Please check www.wmata.com for updates

KIPP DC - KEY Academy PCS

2014 School Performance Report

(2013–14)

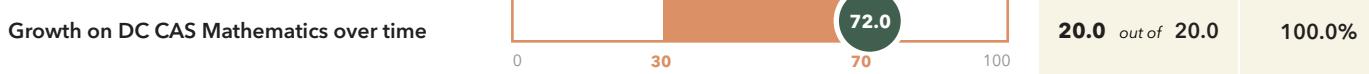


Grades Measured: 5–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 1

89.1 out of 100

89.1%

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

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Mekia Love

First School Year

2012-13

School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades

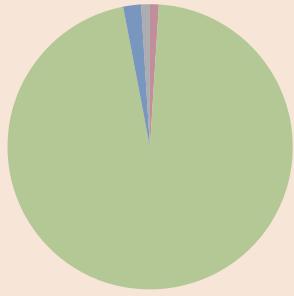


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.9%
Black Non-Hispanic	95.3%
Hispanic / Latino	2.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.9%

Total Enrollment
215

**English Language
Learner**
0.5%

**Economically
Disadvantaged**
71.2%

Special Education
7.9%

Transportation



Metro / Bus Service *
B8; D2; X8

*Please check www.wmata.com for updates

KIPP DC - Lead Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: 1-2

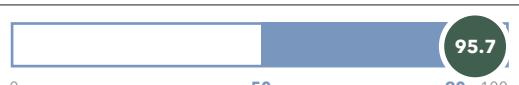
1-2 (100% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





KIPP DC - LEAP Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-5327
www.kippdc.org

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Abraham Clayman

First School Year

2007-08

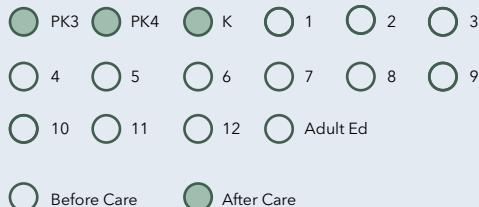
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Early Childhood PMF

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Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	98.3%
Hispanic / Latino	1.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.7%

Total Enrollment
303

English Language Learner
0.7%

Economically Disadvantaged
89.1%

Special Education
7.6%

Transportation



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

*Please check www.wmata.com for updates

KIPP DC - LEAP Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-K



Pre-Kindergarten (PK3-PK4) Grades (67% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

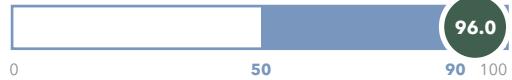
Attendance



K-K (33% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





KIPP DC - Promise Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-1390
www.kippdc.org

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

School Leader

Andhra Lutz

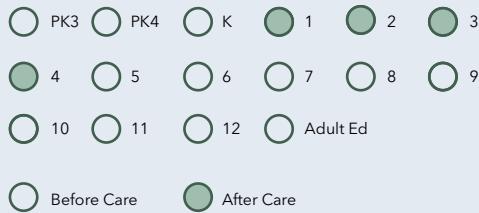
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Founder and CEO

Susan Schaeffler

First School Year

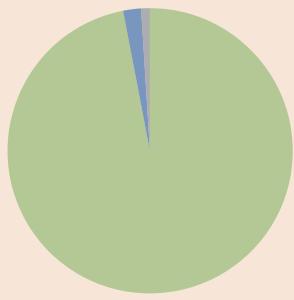
2009-10

Early Childhood PMF

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Student Demographics (2013–14)



Total Enrollment
409

English Language Learner
0.2%

Economically Disadvantaged
86.6%

Special Education
13.7%

Transportation



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

KIPP DC - Promise Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: 1-2

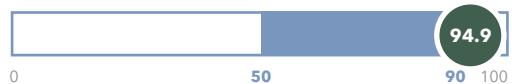
1-2 (100% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





KIPP DC - Promise Academy PCS

4801 Benning Road SE
Washington, DC 20019

202-582-1390
www.kippdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

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Unique School Characteristics

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

Board Chair

Terry Golden

School Leader

Andhra Lutz

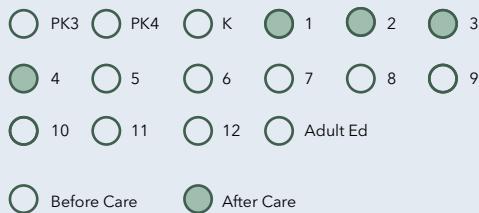
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Founder and CEO

Susan Schaeffler

First School Year

2009-10

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

409

English Language Learner

0.2%

Economically Disadvantaged

86.6%

Special Education

13.7%

Transportation



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

*Please check www.wmata.com for updates

KIPP DC - Promise Academy PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3-4

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time	70.1	20.0 out of 20.0	100.0%
Growth on DC CAS Mathematics over time	75.8	20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading Proficient and Above	52.5	3.4 out of 10.0	34.0%
Advanced only	2.0	0.2 out of 2.5	8.0%
DC CAS Mathematics Proficient and Above	75.8	6.7 out of 10.0	67.0%
Advanced only	28.3	2.5 out of 2.5	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading	40.8	4.2 out of 15.0	28.0%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance	95.2	10.0 out of 10.0	100.0%
Re-enrollment	90.8	10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 1

77.0 out of 100

77.0%

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

School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

School Leader

Lindsey Hoy

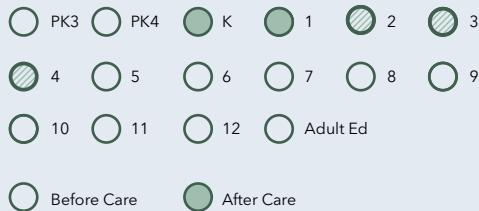
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Founder and CEO

Susan Schaeffler

First School Year

2013-14

Early Childhood PMF

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Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	96.0%
Hispanic / Latino	4.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
101

English Language Learner
0.0%

Economically Disadvantaged
84.2%

Special Education
6.9%

Transportation



Metro / Bus Service *
NoMa-Gallaudet; B2;
D3, D4, D8

*Please check www.wmata.com for updates

KIPP DC - Spring Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: K-K

K-K (100% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





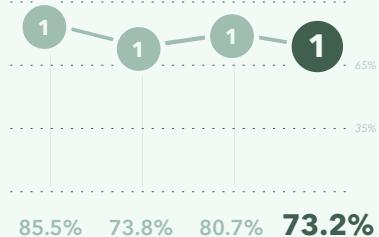
WARD
6
421 P Street NW
Washington, DC 20001

202-328-9455
www.kippdc.org

KIPP DC - WILL Academy PCS

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

KIPP DC's mission is to create and sustain the highest quality school system for the most underserved communities in Washington, DC. KIPP DC students will develop the knowledge, skills, and character necessary to become thoughtful, influential, and successful citizens in the competitive world.

Unique School Characteristics

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

Board Chair

Terry Golden

Founder and CEO

Susan Schaeffler

School Leader

Tiffanie Williams

First School Year

2006-07

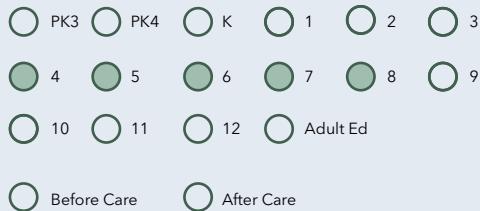
School Hours

8:00 a.m. – 4:15 p.m.

Grades Served

Is part of a PK-12 network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

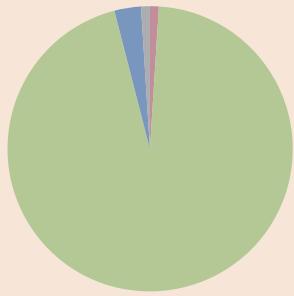
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.8%
Black Non-Hispanic	95.6%
Hispanic / Latino	3.1%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.5%

Total Enrollment

388

English Language Learner

1.0%

Economically Disadvantaged

76.8%

Special Education

19.3%

Transportation



Metro / Bus Service *

Shaw-Howard; 90, 92, 96; G2, G8; X3

*Please check www.wmata.com for updates

KIPP DC - WILL Academy PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 4–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

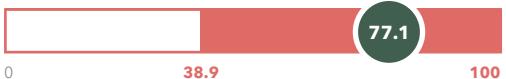
Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		13.0 out of 20.0	65.0%
Growth on DC CAS Mathematics over time		20.0 out of 20.0	100.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		1.7 out of 5.0	34.0%
Advanced Only		0.25 out of 1.25	20.0%
Elementary Grades DC CAS Mathematics Proficient and Above		2.1 out of 5.0	42.0%
Advanced Only		0.79 out of 1.25	63.2%
Middle Grades DC CAS Reading Proficient and Above		1.8 out of 5.0	36.0%
Advanced Only		0.66 out of 1.25	52.8%
Middle Grades DC CAS Mathematics Proficient and Above		3.5 out of 5.0	70.0%
Advanced Only		1.25 out of 1.25	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		9.4 out of 15.0	62.7%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		8.7 out of 10.0	87.0%

TOTAL SCORE

TIER 1

73.2 out of 100

73.2%

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



Latin American Montessori Bilingual PCS

1375 Missouri Avenue NW
1800 Perry Street NE
Washington, DC

202-726-6200
202-525-5105
www.lambpcs.org

School Profile (2014–15)

School Mission / Purpose

The Latin American Montessori Bilingual Public Charter School's mission is to foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

Unique School Characteristics

- Montessori education program for students in grades PK3-5
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Monthly peace ceremony as part of peace curriculum focused on students becoming global citizens
- Primary program recognized by the National Council of La Raza
- Partners with NCLR, Smithsonian Latino Center, Military Road School Preservation Trust & DC International

Board Chair

Barrie Lynn Tapia

Executive Director

Diane Cottman

Principal

Cristina Encinas

First School Year

2003-04

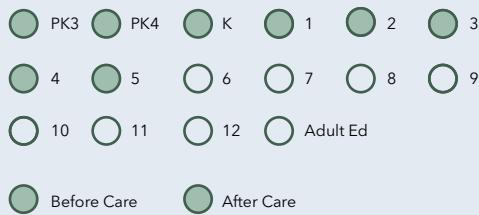
School Hours

PK3-K: 8:30 a.m. – 3:00 p.m.
1-5: 8:15 a.m. – 3:15 p.m.

Grades Served

Takes applications through PK4. Part of PK-12 DCI network.

Current Grades Future Grades

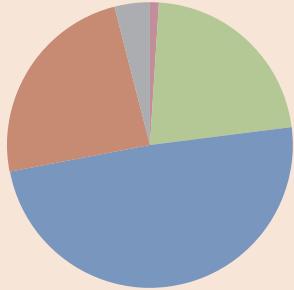


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.6%
Black Non-Hispanic	21.6%
Hispanic / Latino	49.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	23.8%
Multiracial	4.4%

Total Enrollment
320

**English Language
Learner**
35.0%

**Economically
Disadvantaged**
26.9%

Special Education
10.0%

Transportation



Metro / Bus Service *
Missouri Avenue: 52, 53, 54, 70, 79; E2, E3, E4; S1, S2, S4, S9
South Dakota Avenue: E2, E3

*Please check www.wmata.com for updates

Latin American Montessori Bilingual PCS

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (49% of Students)

Student Progress

Literacy / Language - Bracken School Readiness Assessment (BSRA-3)



Mathematics - Bracken School Readiness Assessment (BSRA-3)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

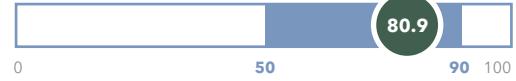
Attendance



K-2 (51% of Students)

Student Achievement / Progress

Literacy - Indicadores Dinámicos del Éxito en la Lectura® (IDEL)



Mathematics - Easy Curriculum-Based Measures (easyCBM™)



Leading Indicators

Attendance



Re-enrollment





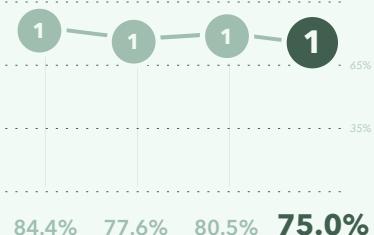
Latin American Montessori Bilingual PCS

1375 Missouri Avenue NW
1800 Perry Street NE
Washington, DC

202-726-6200
202-525-5105
www.lambpcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The Latin American Montessori Bilingual Public Charter School's mission is to foster bilingualism in a self-directed learning environment in which children build a foundation of knowledge essential for a lifetime of learning.

Unique School Characteristics

- Montessori education program for students in grades PK3-5
- Dual language immersion program designed to develop biliteracy in English and Spanish
- Monthly peace ceremony as part of peace curriculum focused on students becoming global citizens
- Primary program recognized by the National Council of La Raza
- Partners with NCLR, Smithsonian Latino Center, Military Road School Preservation Trust & DC International

Board Chair

Barrie Lynn Tapia

Executive Director

Diane Cottman

Principal

Cristina Encinas

First School Year

2003-04

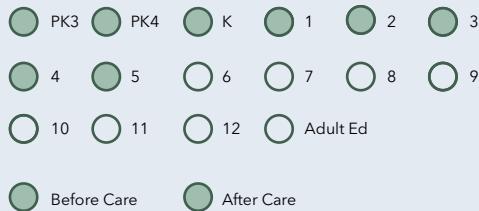
School Hours

PK3-K: 8:30 a.m. – 3:00 p.m.
1-5: 8:15 a.m. – 3:15 p.m.

Grades Served

Takes applications through PK4. Part of PK-12 DCI network.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

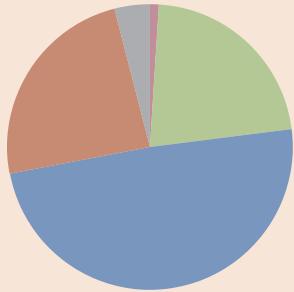
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

320

English Language Learner

35.0%

Economically Disadvantaged

26.9%

Special Education

10.0%

Transportation



Metro / Bus Service *

Missouri Avenue: 52, 53, 54, 70, 79; E2, E3, E4; S1, S2, S4, S9
South Dakota Avenue: E2, E3

*Please check www.wmata.com for updates

Latin American Montessori Bilingual PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–5

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		17.9 out of 20.0	89.5%
Growth on DC CAS Mathematics over time		18.5 out of 20.0	92.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		6.3 out of 10.0	63.0%
Proficient and Above			
Advanced only		1.2 out of 2.5	48.0%
DC CAS Mathematics		5.9 out of 10.0	59.0%
Proficient and Above			
Advanced only		1.8 out of 2.5	72.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		9.3 out of 15.0	62.0%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		4.1 out of 10.0	41.0%

TOTAL SCORE

TIER 1

75.0 out of 100

75.0%

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

School Profile (2014–15)

School Mission / Purpose

Using positive youth development principles that foster self-awareness, self-confidence, problem-solving skills, and resilience critical to future success, LAYC Career Academy will provide young people between the ages of 16 and 24 with skills necessary to attain a GED certificate, career training in high-growth occupations, college-credit classes, and preparation for success in college and careers.

Board Chair

Ken Robinson

Executive Director

Nicole Hanrahan

Principal

Angela Stepcanic

First School Year

2012-13

School Hours

Unique School Characteristics

■ Medical Assistant Training

■ A+ IT Certification

■ Opportunity to earn free college credits

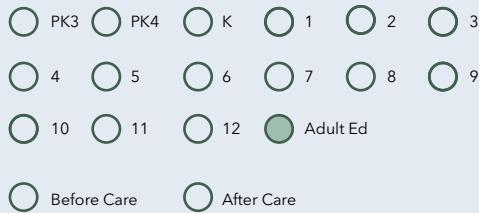
■ GED program; Positive Youth Development model

■ Student Support Services department; assistance in obtaining internships

Grades Served

Serves ages 16 to 24.

Current Grades Future Grades

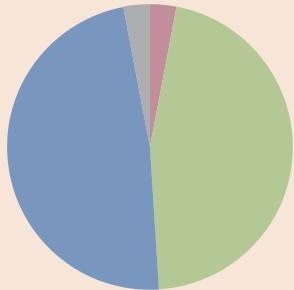


Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Asian	3.4%
Black Non-Hispanic	45.3%
Hispanic / Latino	47.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	3.4%

Total Enrollment
120

English Language Learner
12.8%

Economically Disadvantaged
1.7%

Special Education
3.4%

Transportation



Metro / Bus Service *
Columbia Heights,
Circulator Green Line;
52, 53, 54; H1, H2, H3,
H4, H8; S1, S2, S4

*Please check www.wmata.com for updates

LAYC Career Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: Adult Ed



Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

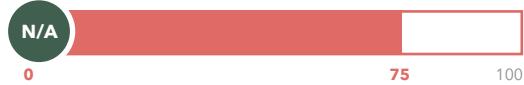
Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 35.3%**



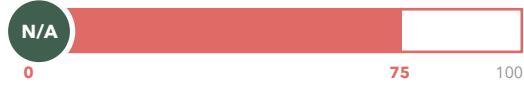
Retained Employment or Entered Postsecondary

Survey Response Rate: 66.7%**



Entered Postsecondary

(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

NWEA MAP

100% of graduates will score 240 or higher on the NWEA MAP Reading exam.



IC3 Certification

100% of our graduates will receive the IC3 certification showing that they are digitally literate and have the computer skills necessary to attain employment.



NWEA Reading Growth

On average, students with a Fall to Spring pre-test and post-test score increased their NWEA Reading score by 7 points.



*This measure has multiple floors and targets based on students' starting levels.
**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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
www.mmbethune.org

School Profile (2014–15)

School Mission / Purpose

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

- Half-day Spanish language immersion program for students in grades PK-2; 10:1 student-to-teacher PK-8
- Special education inclusion
- Free bus transportation stops all over Washington, DC; sports, drama, chess, tutoring, and other clubs
- Problem-based learning; art, music, foreign language (Spanish and Latin), health and PE instruction
- Focus on positive character development and community service

Board Chair

Valerie Smith

Executive Director

Linda McKay, Ed.D.

Principal

Jubria A. Lewis (ES)

First School Year

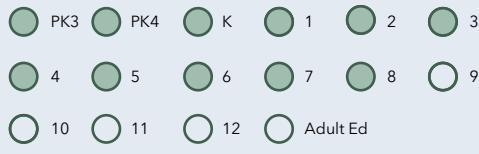
2004-05

C. Maurice Porter (MS)

School Hours

Grades Served

● Current Grades ● Future Grades



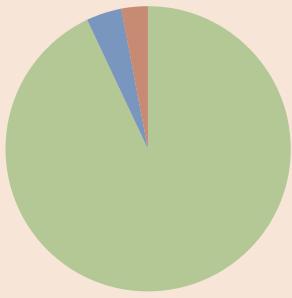
● Before Care ● After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
373

English Language Learner
5.6%

Economically Disadvantaged
>60%**

Special Education
11.3%

Transportation



Metro / Bus Service *
Brookland-CUA; H6



School Shuttle
Free transportation provided. Bus stops throughout the city.

*Please check www.wmata.com for updates

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

Mary McLeod Bethune Day Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (45% of Students)

Student Progress

Literacy / Language - Learning Accomplishment Profile-Diagnostic (LAP-D)



Mathematics - Data Unavailable



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (55% of Students)

Student Achievement / Progress

Literacy - Discovery Education Assessment



Mathematics - Discovery Education Assessment



Leading Indicators

Attendance



Re-enrollment





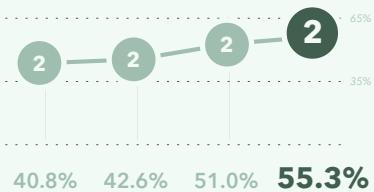
Mary McLeod Bethune Day Academy PCS

1404 Jackson Street NE
Washington, DC 20017

202-459-4710
www.mmbethune.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of the Mary McLeod Bethune Day Academy Public Charter School is to implement a high-performing day school that provides a challenging academic program in a supportive, parentally involved, and diverse learning environment to enable each student to achieve academic success, talent, and positive social development.

Unique School Characteristics

- Half-day Spanish language immersion program for students in grades PK-2; 10:1 student-to-teacher PK-8
- Special education inclusion
- Sports, drama, chess, tutoring, and other clubs
- Problem-based learning; art, music, foreign language (Spanish and Latin), health and PE instruction
- Focus on positive character development and community service

Board Chair

Valerie Smith

Executive Director

Linda McKay, Ed.D.

Principal

Jubria A. Lewis (ES)

First School Year

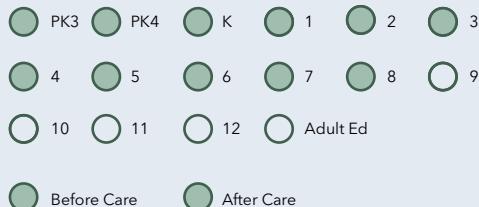
2004-05

C. Maurice Porter (MS)

School Hours

Grades Served

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

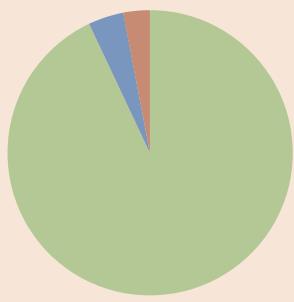
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

373

English Language Learner

5.6%

Economically Disadvantaged

>60%**

Special Education

11.3%

Transportation



Metro / Bus Service *
Brookland-CUA; H6



School Shuttle
Free transportation provided. Bus stops throughout the city.

*Please check www.wmata.com for updates

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

Mary McLeod Bethune Day Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		10.7 out of 20.0	53.5%
Growth on DC CAS Mathematics over time		11.1 out of 20.0	55.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.7 out of 5.0	14.0%
Advanced Only		0.00 out of 1.25	0.0%
Elementary Grades DC CAS Mathematics Proficient and Above		0.4 out of 5.0	8.0%
Advanced Only		0.12 out of 1.25	9.6%
Middle Grades DC CAS Reading Proficient and Above		1.4 out of 5.0	28.0%
Advanced Only		0.43 out of 1.25	34.4%
Middle Grades DC CAS Mathematics Proficient and Above		2.0 out of 5.0	40.0%
Advanced Only		0.30 out of 1.25	24.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.7 out of 7.5	9.3%
Proficient and Advanced 8th Grade Mathematics		7.5 out of 7.5	100.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		9.9 out of 10.0	99.0%

TOTAL SCORE

TIER 2

55.3 out of 100

55.3%

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



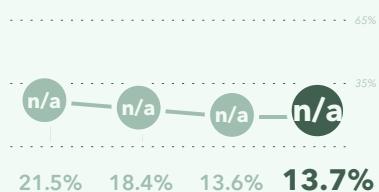
Maya Angelou PCS - Evans High School

5600 East Capitol Street NE
Washington, DC 20019

202-379-4335
www.seeforever.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Our mission is to create learning communities in lower-income urban areas where all students, particularly those who have not succeeded in traditional schools, can reach their potential and prepare for college, career, and a lifetime of success. At Maya Angelou our students develop the academic, social, and employment skills they need to build rewarding lives and promote positive change.

Unique School Characteristics

■ BUILD Metro DC partner

■ Integrated college planning and preparation

■ College scholarship partners including the College Success Foundation's DC Achievers Scholarship program

■ Enrichment programs; extended learning opportunities including Saturday program and credit recovery

■ Competency-based education model

Board Chair

Jane Dimyan-Ehrenfeld

Chief Executive Officer

Heather Wathington,
Ph.D.

Principal

Brian Rahaman

First School Year

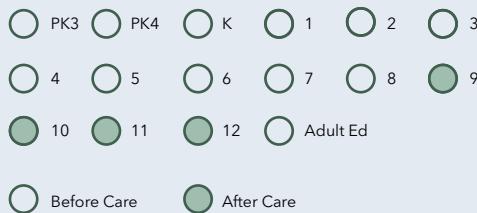
1998-99

School Hours

8:30 a.m. - 4:45 p.m.

Grades Served

■ Current Grades ■ Future Grades



Student Demographics (2013–14)



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%

Total Enrollment
296

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
32.1%

Transportation



Metro / Bus Service *
Capitol Heights; 96, 97

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

*Please check www.wmata.com for updates

Maya Angelou PCS - Evans High School

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		5.2 out of 7.5	69.3%
Growth on DC CAS Mathematics over time		1.3 out of 7.5	17.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		1.5 out of 10	15.0%
Advanced only		0.0 out of 2.5	0.0%
High Grades DC CAS Mathematics Proficient and Above		0.0 out of 10.0	0.0%
Advanced only		0.3 out of 2.5	12.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0 out of 7.5	0.0%
PSAT Performance (11th)		1.8 out of 7.5	24.0%
SAT/ACT Performance (12th)		0.4 out of 7.5	5.3%
College Acceptance Rate		0.0 out of 7.5	0.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0 out of 5.0	0.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		0.0 out of 10.0	0.0%
Re-enrollment		3.2 out of 10.0	32.0%
9th Grade Credits (on track to graduate)		0.0 out of 5.0	0.0%

TOTAL SCORE

13.7 out of 100

13.7%

Maya Angelou PCS - Evans High School

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

56.1%

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

0.0%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

School Profile (2014–15)

School Mission / Purpose

To provide young adults with the academic support, vocational training, and life skills necessary to achieve success and earn the credentials needed to start a successful career.

Unique School Characteristics

■ Academic classes to earn a GED

■ Job training program

■ Life skills coaching

■ Individualized learning environment

■ Summer session available

Board Chair

Jane Dimyan-Ehrenfeld

CEO

Heather Wathington,
Ph.D.

Director

Sarah Navarro

First School Year

2012-13

School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Serves ages 17 to 24.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

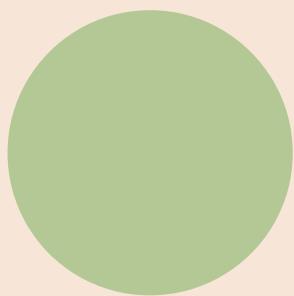
Before Care After Care

Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



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%

Total Enrollment
149

English Language Learner
0.0%

Economically Disadvantaged
99.3%

Special Education
16.8%

Transportation



Metro / Bus Service *
Capitol Heights; 96, 97

*Please check www.wmata.com for updates

Maya Angelou PCS - Young Adult Learning Center

2014 School Performance Report

(2013–14)



Grades Measured: Adult Ed

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 67.5%**



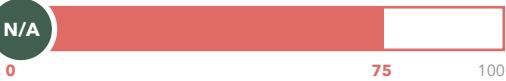
Retained Employment or Entered Postsecondary

Survey Response Rate: 91.7%**



Entered Postsecondary

(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

Workforce

50% of students exiting a workforce program will attain the relevant credential.



*This measure has multiple floors and targets based on students' starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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



Meridian PCS

2120 13th Street NW
Washington, DC 20009

202-387-9830
www.meridian-dc.org

School Profile (2014–15)

School Mission / Purpose

Meridian's mission is to instill within each and every student a lifelong love of learning, the inspiration to dream, the discipline to succeed, and the skills they need to reach for their academic and life goals. Meridian Public Charter School seeks to give each child the foundation of skills they need to succeed in today's global society, while at the same time stimulating all children to learn, explore, and develop their own special talents.

Unique School Characteristics

- Meridian celebrated 15 years of service to the community
- Awarded the 2014 DC Award for Excellence in Historic Preservation (Harrison Building)
- Increased STEM opportunities for students at every grade level
- Utilizes Robert Marzano's Reflective Teacher framework for teacher evaluation
- Awarded seven-year reaccreditation by Middle States Association (expires May 1, 2021)

Board Chair

Christopher Siddall

Head of School

Tamara Cooper

First School Year

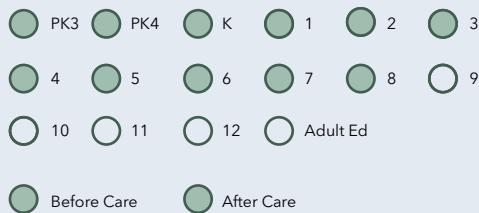
1999-2000

School Hours

8:00 a.m. – 3:00 p.m.

Grades Served

Current Grades Future Grades

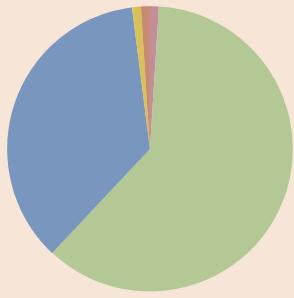


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment

588

English Language Learner

27.4%

Economically Disadvantaged

>60%**

Special Education

14.5%

Transportation



Metro / Bus Service *
U Street; 52, 53, 54,
90, 92, 93, 96

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

*Please check www.wmata.com for updates

Meridian PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (34% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (66% of Students)

Student Achievement / Progress

Literacy - Stanford Achievement Test (SAT 10)



Mathematics - Stanford Achievement Test (SAT 10)



Leading Indicators

Attendance



Re-enrollment





Meridian PCS

2120 13th Street NW
Washington, DC 20009

202-387-9830
www.meridian-dc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Meridian's mission is to instill within each and every student a lifelong love of learning, the inspiration to dream, the discipline to succeed, and the skills they need to reach for their academic and life goals. Meridian Public Charter School seeks to give each child the foundation of skills they need to succeed in today's global society, while at the same time stimulating all children to learn, explore, and develop their own special talents.

Unique School Characteristics

- Meridian celebrated 15 years of service to the community
- Awarded the 2014 DC Award for Excellence in Historic Preservation (Harrison Building)
- Increased STEM opportunities for students at every grade level
- Utilizes Robert Marzano's Reflective Teacher framework for teacher evaluation
- Awarded seven-year reaccreditation by Middle States Association (expires May 1, 2021)

Board Chair

Christopher Siddall

Head of School

Tamara Cooper

First School Year

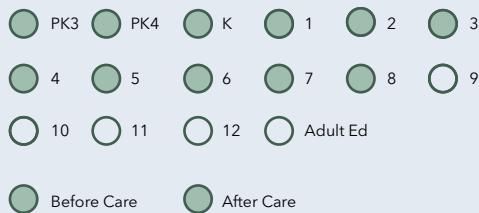
1999-2000

School Hours

8:00 a.m. – 3:00 p.m.

Grades Served

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

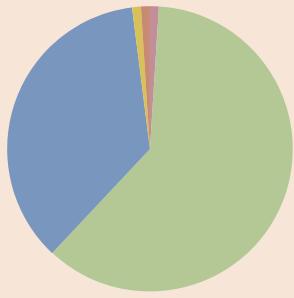
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

588

English Language Learner

27.4%

Economically Disadvantaged

>60%**

Special Education

14.5%

Transportation



Metro / Bus Service *
U Street; 52, 53, 54,
90, 92, 93, 96

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

*Please check www.wmata.com for updates

Meridian PCS

2014 School Performance Report

(2013–14)

Grades Measured: 3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		44.0	7.0 out of 20.0	35.0%
Growth on DC CAS Mathematics over time		40.8	5.4 out of 20.0	27.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		37.5	0.7 out of 5.0	14.0%
Advanced Only		1.3	0.05 out of 1.25	4.0%
Elementary Grades DC CAS Mathematics Proficient and Above		42.4	1.1 out of 5.0	22.0%
Advanced Only		8.6	0.42 out of 1.25	33.6%
Middle Grades DC CAS Reading Proficient and Above		57.7	1.9 out of 5.0	38.0%
Advanced Only		4.8	0.23 out of 1.25	18.4%
Middle Grades DC CAS Mathematics Proficient and Above		62.9	2.0 out of 5.0	40.0%
Advanced Only		9.5	0.47 out of 1.25	37.6%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		34.9	1.6 out of 7.5	21.3%
Proficient and Advanced 8th Grade Mathematics		78.6	4.9 out of 7.5	65.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		94.3	10.0 out of 10.0	100.0%
Re-enrollment		89.3	9.8 out of 10.0	98.0%
TOTAL SCORE	TIER 2		45.6 out of 100	45.6%

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



Mundo Verde Bilingual PCS

30 P Street NW
Washington, DC 20001

202-630-8373
www.mundoverdepcsb.org

School Profile (2014–15)

School Mission / Purpose

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 through an engaging curriculum focused on biliteracy and sustainability.

Unique School Characteristics

- Students engage with communities to learn that natural, social, and economic systems are linked
- Cultural competence and biliteracy proficiency in English/Spanish are achieved through language immersion
- Project-based instructional model fosters critical thinking and social-emotional skill building
- U.S. DoE Green Ribbon School, Ashoka Changemaker School, Mayor's Sustainability Award Winner

Board Chair

Sara Elliott

Executive Director

Kristin Scotchmer

Principal

Dahlia Aguilar

First School Year

2011-12

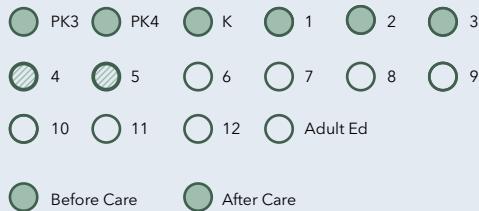
School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Is part of PK-12 DCI network.

Current Grades Future Grades

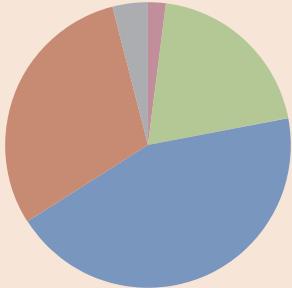


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	1.5%
Black Non-Hispanic	20.1%
Hispanic / Latino	44.9%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	29.6%
Multiracial	4.0%

Total Enrollment
274

**English Language
Learner**
27.7%

**Economically
Disadvantaged**
35.4%

Special Education
6.6%

Transportation



Metro / Bus Service *
NoMa-Gallaudet; 80,
90, 92, 93; P6; X3

*Please check www.wmata.com for updates

Mundo Verde Bilingual PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (23% of Students)

Student Progress

Literacy / Language - Creative Curriculum - Teaching Strategies GOLD



Mathematics - Creative Curriculum - Teaching Strategies GOLD



Social-Emotional Learning - Creative Curriculum - Teaching Strategies GOLD



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (77% of Students)

Student Achievement / Progress

Literacy - Fountas & Pinnell



Mathematics - Group Mathematics Assess. and Diag. Evaluation (GMADE™)



Leading Indicators

Attendance



Re-enrollment



Mission Specific Goals

Goals Met

% Met

The school will attain "achieving" on at least 60% of the 12 domains of the rubric (seven out of 12) on the Education for Sustainability Audit observation tool.



75.0%



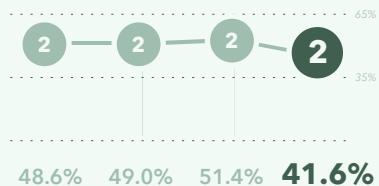
4600 Livingston Road SE
Washington, DC 20032

202-832-7737
www.nationalprepdc.org

National Collegiate Preparatory PCHS

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of our public charter high school is to offer a rigorous standards-based college preparatory curriculum to maximize our students' academic achievement, provide an interdisciplinary curriculum that combines international studies themes leading to an International Baccalaureate (IB) Diploma, and prepare our students to be self-directed, lifelong learners equipped to be engaged citizens of their school, community, country, and world.

Unique School Characteristics

- College preparatory curriculum; offers International Baccalaureate Diploma as an authorized IBO school
- Candidacy Stage for accreditation from Middle States Commission on Secondary Schools
- International studies program with opportunities to travel abroad; travel abroad chances for juniors
- Entire senior class graduated and was accepted to college; Small class size;
- Offers basketball, cheerleading, volleyball, track, football, softball, baseball, band, and step

Board Chair

Alison Mayas

Founder and Executive Director

Jennifer L. Ross, MSW,
LCSW

Chief Academic Officer

Dianne Brown, Ed.D.

First School Year

2009-10

School Hours

8:00 a.m. – 6:00 p.m.

Grades Served

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

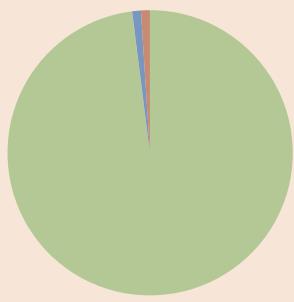
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

330

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

17.0%

Transportation



Metro / Bus Service *
Anacostia; A4, A5, A6

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

*Please check www.wmata.com for updates

National Collegiate Preparatory PCHS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9–12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		62.0	6.9 out of 7.5	92.0%
Growth on DC CAS Mathematics over time		45.5	3.3 out of 7.5	44.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		33.3	1.9 out of 10	19.0%
Advanced only		4.3	0.4 out of 2.5	16.0%
High Grades DC CAS Mathematics Proficient and Above		26.1	0.7 out of 10.0	7.0%
Advanced only		1.4	0.1 out of 2.5	4.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		73.3	2.8 out of 7.5	37.3%
PSAT Performance (11th)		23.3	3.3 out of 7.5	44.0%
SAT/ACT Performance (12th)		38.6	3.5 out of 7.5	46.7%
College Acceptance Rate		100.0	7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		8.6	2.9 out of 5.0	58.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		81.5	0.0 out of 10.0	0.0%
Re-enrollment		75.7	4.4 out of 10.0	44.0%
9th Grade Credits (on track to graduate)		89.0	3.9 out of 5.0	78.0%

TOTAL SCORE

TIER 2

41.6 out of 100

41.6%

National Collegiate Preparatory PCHS

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

83.6%

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

8.6%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

School Profile (2014–15)

School Mission / Purpose

The mission of The Next Step/El Próximo Paso Public Charter School is to provide students who face extraordinary challenges and who are not supported in traditional high schools the opportunity to continue their education.

Unique School Characteristics

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

Board Chair

Rachel Sussman

Executive Director

Julie Meyer

Principal

Susan Evans-Espinoza

First School Year

1998-99

School Hours

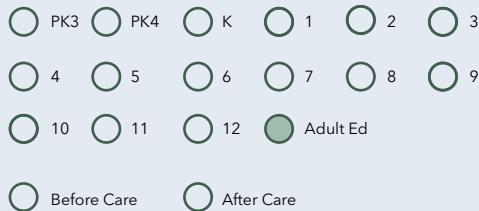
Day School: 9:00 a.m. – 3:00 p.m.

Night School: 6:00 p.m. – 9:00 p.m.

Grades Served

Serves ages 16 to 24.

Current Grades Future Grades

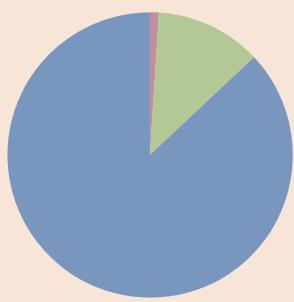


Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Total Enrollment

316

English Language Learner

53.7%

Economically Disadvantaged

88.1%

Special Education

5.2%

Transportation



Metro / Bus Service *
Columbia Heights; 52, 53, 54; S1, S2, S4

*Please check www.wmata.com for updates

The Next Step/El Próximo Paso PCS

2014 School Performance Report

(2013–14)



Grades Measured: Adult Ed

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) or English as a Second Language (ESL) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

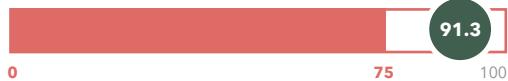
Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 64.0%**



Retained Employment or Entered Postsecondary

Survey Response Rate: 74.3%**



Entered Postsecondary

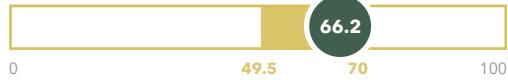
(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

Spanish ABE Classes - Reading

On average, students post-testing in the Spanish ABE classes will advance by one grade equivalent in reading.



Spanish ABE Classes - Math

On average, students post-testing in the Spanish ABE classes will advance by one grade equivalent in math.



*This measure has multiple floors and targets based on students' starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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



WARD
6

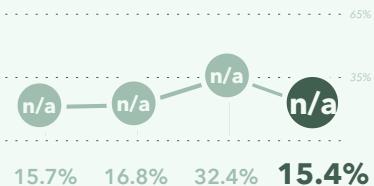
Options PCS (Middle School)

1375 E Street NE
Washington, DC 20002

202-547-1028
www.optionsschool.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Options Public Charter School is to provide a high-quality, unique educational experience for all students, including those students most at risk of dropping out of school because they are underachieving, truant, have experienced behavior problems, or have exceptionalities requiring intensive therapeutic special education services.

Unique School Characteristics

- Individualized instruction and support; continuum of support and services for students with special needs
- Small class sizes and low student-to-teacher ratios
- Comprehensive wrap-around services provided by advisors, mentors, and clinicians
- Innovative co-curricular and extra-curricular programs
- College and career-focused coursework, programs, and transition services

Court Appointed Receiver/Custodian

Josh Kern

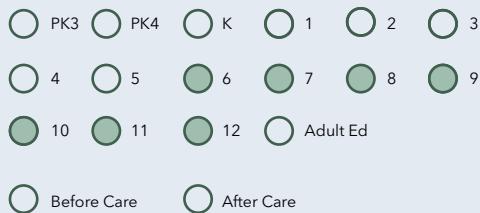
First School Year

1996-97

School Hours

Grades Served

Current Grades Future Grades



Before Care After Care

Alt. 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 (2013–14)



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%

Total Enrollment
376

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
65.3%

Transportation



Metro / Bus Service *
B2; D6; X8

*Please check www.wmata.com for updates

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

Options PCS (Middle School)

2014 School Performance Report

(2013–14)

Grades Measured: 6–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

15.4 out of 100

15.4%

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



WARD
6
1375 E Street NE
Washington, DC 20002

202-547-1028
www.optionsschool.org

Options PCS (High School)

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Options Public Charter School is to provide a high-quality, unique educational experience for all students, including those students most at risk of dropping out of school because they are underachieving, truant, have experienced behavior problems, or have exceptionalities requiring intensive therapeutic special education services.

Unique School Characteristics

- Individualized instruction and support; continuum of support and services for students with special needs
- Small class sizes and low student-to-teacher ratios
- Comprehensive wrap-around services provided by advisors, mentors, and clinicians
- Innovative co-curricular and extracurricular programs
- College and career-focused coursework, programs, and transition services

Court Appointed Receiver/Custodian

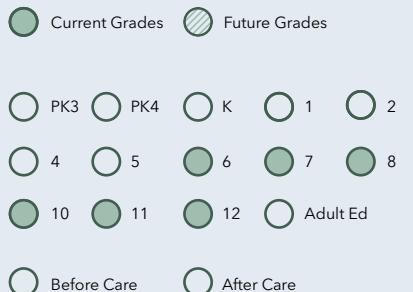
Josh Kern

First School Year

1996-97

School Hours

Grades Served



Alt. 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 (2013–14)



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%

Total Enrollment
376

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
65.3%

Transportation



Metro / Bus Service *
B2; D6; X8

*Please check www.wmata.com for updates

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

Options PCS (High School)

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

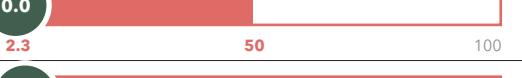
Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		2.8 out of 7.5	37.3%
Growth on DC CAS Mathematics over time		2.9 out of 7.5	38.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		0.0 out of 10	0.0%
Advanced only		0.0 out of 2.5	0.0%
High Grades DC CAS Mathematics Proficient and Above		0.0 out of 10.0	0.0%
Advanced only		0.0 out of 2.5	0.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0 out of 7.5	0.0%
PSAT Performance (11th)		0.0 out of 7.5	0.0%
SAT/ACT Performance (12th)		0.0 out of 7.5	0.0%
College Acceptance Rate		0.0 out of 7.5	0.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0 out of 5.0	0.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		0.0 out of 10.0	0.0%
Re-enrollment		2.2 out of 10.0	22.0%
9th Grade Credits (on track to graduate)		0.4 out of 5.0	8.0%

TOTAL SCORE

8.3 out of 100

8.3%

Options PCS (High School)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

60.4%

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

0.0%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

TOTAL SCORE*

49.1%

*This school is not receiving a PMF tier this year because 2013-14 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2014-15 school year.

School Profile (2014–15)

School Mission / Purpose

The mission of Paul Public Charter School is to educate our students and to develop in them the capacity to be responsible citizens, independent thinkers, and leaders.

Unique School Characteristics

■ College prep

■ International studies program

■ 21st-century technology

■ Character and leadership

■ Junior varsity and varsity athletics

Board Chair

Roberta Colton

Chief Executive Officer

Jami Dunham

Principal

Kenya Wilson

First School Year

2013-14

School Hours

8:40 a.m. – 4:00 p.m.

Grades Served

Is part of a 6-12 network.

● Current Grades ● Future Grades

○ PK3 ○ PK4 ○ K ○ 1 ○ 2 ○ 3

○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9

○ 10 ○ 11 ○ 12 ○ Adult Ed

○ Before Care ○ After Care

Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

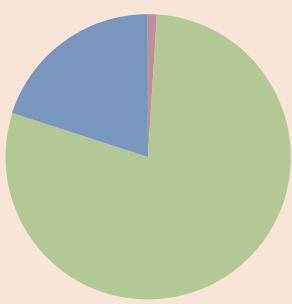
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

253

English Language Learner

9.9%

Economically Disadvantaged

35.2%

Special Education

12.3%

Transportation



Metro / Bus Service *
70,79

*Please check www.wmata.com for updates

Paul PCS - International High School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9-10

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		48.0	3.9 out of 7.5	52.0%
Growth on DC CAS Mathematics over time		34.0	0.9 out of 7.5	12.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		50.5	4.0 out of 10	40.0%
Advanced only		7.5	0.7 out of 2.5	28.0%
High Grades DC CAS Mathematics Proficient and Above		44.1	3.0 out of 10.0	30.0%
Advanced only		3.2	0.3 out of 2.5	12.0%

Gateway (0 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		57	0.0 out of 0.0	N/A
PSAT Performance (11th)		50	0.0 out of 0.0	N/A
SAT/ACT Performance (12th)		6.7	0.0 out of 0.0	N/A
College Acceptance Rate		66.1	0.0 out of 0.0	N/A
College Readiness: Advanced Placement / International Baccalaureate Achievement		15	0.0 out of 0.0	N/A

Leading Indicators (15 points): Predictors of Future Student Progress and Achievement

Attendance		92.7	10.0 out of 10.0	100.0%
Re-enrollment		64.6	0.0 out of 0.0	N/A
9th Grade Credits (on track to graduate)		50.5	4.2 out of 5.0	84.0%

TOTAL SCORE			27.0 out of 55	49.1%
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Paul PCS - International High School

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

N/A

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

N/A

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



Perry Street Preparatory PCS (Lower School)

1800 Perry Street NE
Washington, DC 20018

202-529-4400
www.pspd.org

School Profile (2014–15)

School Mission / Purpose

Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares them for unlimited global opportunities.

Unique School Characteristics

- Offers a college preparatory education to every student, PK-12
- Honors and AP classes, college placement/counseling, sports programs, and clubs
- Safe learning environment that emphasizes respect, responsibility and perseverance
- Builds and nurtures strong relationships with families through parent program

Board President

Cynthia Brown

Executive Director

Shadwick Jenkins

Principal

Tenina Reeves (PK-8)
Cordelia Postell (9-12)

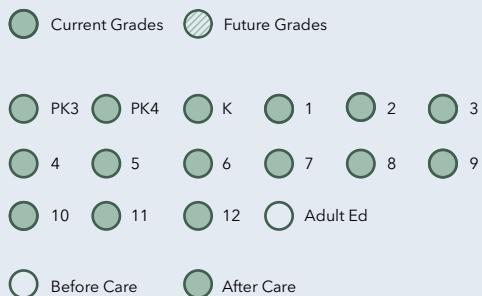
First School Year

1998-99

School Hours

8:00 a.m. – 4:00 p.m.

Grades Served

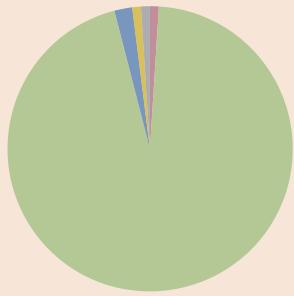


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.1%
Black Non-Hispanic	97.3%
Hispanic / Latino	2.2%
Native American / Alaska Native	0.1%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.2%

Total Enrollment
815

**English Language
Learner**
2.5%

**Economically
Disadvantaged**
53.3%

Special Education
15.3%

Transportation



Metro / Bus Service *
Brookland-CUA, Fort Totten; E2; G8; H6; R4

*Please check www.wmata.com for updates

Perry Street Preparatory PCS (Lower School)

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

Student Progress

Literacy / Language - Brigance Developmental Assessment II/III



Mathematics - Brigance Developmental Assessment II/III



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

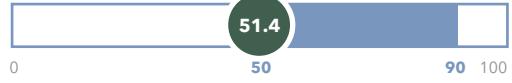
Attendance



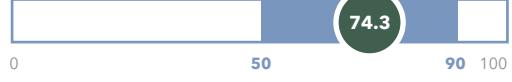
K-2 (64% of Students)

Student Achievement / Progress

Literacy - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



Mathematics - Terra Nova



Leading Indicators

Attendance



Re-enrollment





Perry Street Preparatory PCS (Lower School)

1800 Perry Street NE
Washington, DC 20018

202-529-4400
www.pspdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares them for unlimited global opportunities.

Unique School Characteristics

- Offers a college preparatory education to every student, PK-12
- Honors and AP classes, college placement/counseling, sports programs, and clubs
- Safe learning environment that emphasizes respect, responsibility and perseverance
- Builds and nurtures strong relationships with families through parent program

Board President

Cynthia Brown

Executive Director

Shadwick Jenkins

Principal

Tenina Reeves (PK-8)
Cordelia Postell (9-12)

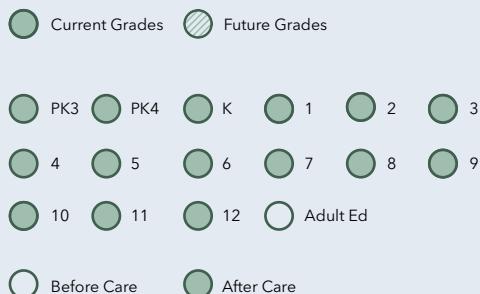
First School Year

1998-99

School Hours

8:00 a.m. - 4:00 p.m.

Grades Served



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

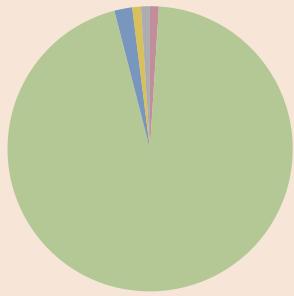
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

815

English Language Learner

2.5%

Economically Disadvantaged

53.3%

Special Education

15.3%

Transportation



Metro / Bus Service *
Brookland-CUA, Fort Totten; E2; G8; H6; R4

*Please check www.wmata.com for updates

Perry Street Preparatory PCS (Lower School)

2014 School Performance Report

(2013–14)

Grades Measured: 3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		6.9 out of 20.0	34.5%
Growth on DC CAS Mathematics over time		10.0 out of 20.0	50.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.6 out of 5.0	12.0%
Advanced Only		0.04 out of 1.25	3.2%
Elementary Grades DC CAS Mathematics Proficient and Above		1.2 out of 5.0	24.0%
Advanced Only		0.10 out of 1.25	8.0%
Middle Grades DC CAS Reading Proficient and Above		1.1 out of 5.0	22.0%
Advanced Only		0.04 out of 1.25	3.2%
Middle Grades DC CAS Mathematics Proficient and Above		1.3 out of 5.0	26.0%
Advanced Only		0.36 out of 1.25	28.8%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		2.0 out of 7.5	26.7%
Proficient and Advanced 8th Grade Mathematics		3.0 out of 7.5	40.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		8.9 out of 10.0	89.0%
Re-enrollment		5.2 out of 10.0	52.0%
TOTAL SCORE	TIER 2	40.7 out of 100	40.7%

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



Perry Street Preparatory PCS (Upper School)

1800 Perry Street NE
Washington, DC 20018

202-529-4400
www.pspdc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Perry Street Prep is a community of diverse learners that builds relationships with families and empowers students to be college-ready and to thrive in a global society. Our philosophy is centered on the belief that every child deserves the right to a high-quality education that prepares them for unlimited global opportunities.

Unique School Characteristics

- Offers a college preparatory education to every student, PK-12
- Honors and AP classes, college placement/counseling, sports programs, and clubs
- Safe learning environment that emphasizes respect, responsibility and perseverance
- Builds and nurtures strong relationships with families through parent program

Board President

Cynthia Brown

Executive Director

Shadwick Jenkins

Principal

Tenina Reeves (PK-8)
Cordelia Postell (9-12)

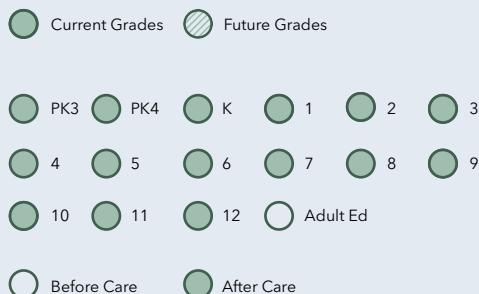
First School Year

1998-99

School Hours

8:00 a.m. - 4:00 p.m.

Grades Served



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

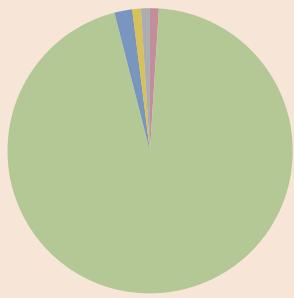
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

815

English Language Learner

2.5%

Economically Disadvantaged

53.3%

Special Education

15.3%

Transportation



Metro / Bus Service *
Brookland-CUA, Fort Totten; E2; G8; H6; R4

*Please check www.wmata.com for updates

Perry Street Preparatory PCS (Upper School)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9–12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		3.5 out of 7.5	46.7%
Growth on DC CAS Mathematics over time		1.4 out of 7.5	18.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		1.9 out of 10	19.0%
Advanced only		0.9 out of 2.5	36.0%
High Grades DC CAS Mathematics Proficient and Above		1.4 out of 10.0	14.0%
Advanced only		0.0 out of 2.5	0.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		2.0 out of 7.5	26.7%
PSAT Performance (11th)		1.9 out of 7.5	25.3%
SAT/ACT Performance (12th)		0.9 out of 7.5	12.0%
College Acceptance Rate		5.5 out of 7.5	73.3%
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0 out of 5.0	0.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		5.3 out of 10.0	53.0%
Re-enrollment		5.1 out of 10.0	51.0%
9th Grade Credits (on track to graduate)		2.2 out of 5.0	44.0%

TOTAL SCORE

TIER 3

32.0 out of 100

32.0%

Perry Street Preparatory PCS (Upper School)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

81.4%

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

8.0%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



2014 School Performance Report

Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)

4401 8th Street NE
Washington, DC 20017

202-526-6003
www.potomacprep.org

School Profile (2014–15)

School Mission / Purpose

Students at the Potomac Preparatory Public Charter School will acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers through a curriculum that infuses fine and performing arts into a rigorous core of content.

Unique School Characteristics

- Creative and performing arts curriculum
- Extended school year services
- Provides Summer Academy for scholars in grades 1 and above
- Warm family atmosphere
- Provides transportation

Board Chair

Nicholette Smith-Bligen

Principal

Marian White-Hood,
Ph.D.

First School Year

2005-06

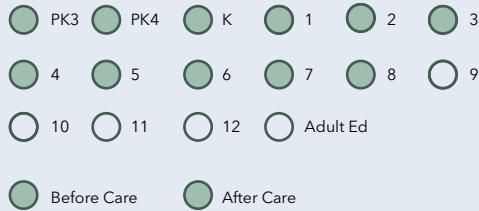
School Hours

8:00 a.m. – 4:00 p.m.

Grades Served

Takes applications through 5th.

Current Grades Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
423

English Language Learner
0.2%

Economically Disadvantaged
>60%**

Special Education
6.4%

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

Transportation



Metro / Bus Service *
80; H8

*Please check www.wmata.com for updates

Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

Student Progress

Literacy / Language - Every Child Ready (ECR)



Mathematics - Every Child Ready (ECR)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (57% of Students)

Student Achievement / Progress

Literacy - Northwest Evaluation Association Measure of Academic Progress



Mathematics - Northwest Evaluation Association Measure of Academic Progress



Leading Indicators

Attendance



Re-enrollment





2014 School Performance Report

Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)

4401 8th Street NE
Washington, DC 20017

202-526-6003
www.potomacprep.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Students at the Potomac Preparatory Public Charter School will acquire the knowledge, skills, values, and attitudes to be responsible citizens and effective workers through a curriculum that infuses fine and performing arts into a rigorous core of content.

Unique School Characteristics

- Creative and performing arts curriculum
- Extended school year services
- Provides Summer Academy for scholars in grades 1 and above
- Warm family atmosphere
- Provides transportation

Board Chair

Nicholette Smith-Bligen

Principal

Marian White-Hood,
Ph.D.

First School Year

2005-06

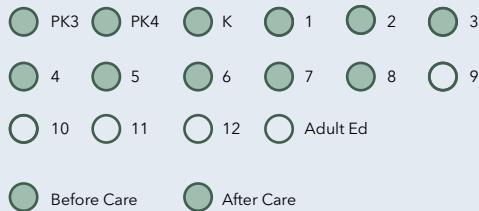
School Hours

8:00 a.m. - 4:00 p.m.

Grades Served

Takes applications through 5th.

Current Grades Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

423

English Language Learner

0.2%

Economically Disadvantaged

>60%**

Special Education

6.4%

Transportation



Metro / Bus Service *
80; H8

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

*Please check www.wmata.com for updates

Potomac Preparatory PCS (formerly Potomac Lighthouse PCS)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		6.8 out of 20.0	34.0%
Growth on DC CAS Mathematics over time		9.7 out of 20.0	48.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.0 out of 5.0	0.0%
Advanced Only		0.05 out of 1.25	4.0%
Elementary Grades DC CAS Mathematics Proficient and Above		0.4 out of 5.0	8.0%
Advanced Only		0.40 out of 1.25	32.0%
Middle Grades DC CAS Reading Proficient and Above		1.6 out of 5.0	32.0%
Advanced Only		0.20 out of 1.25	16.0%
Middle Grades DC CAS Mathematics Proficient and Above		1.6 out of 5.0	32.0%
Advanced Only		0.48 out of 1.25	38.4%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.1 out of 7.5	1.3%
Proficient and Advanced 8th Grade Mathematics		3.9 out of 7.5	52.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		7.3 out of 10.0	73.0%
Re-enrollment		2.8 out of 10.0	28.0%

TOTAL SCORE

TIER 2

35.3 out of 100
35.3%

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



WARD
6

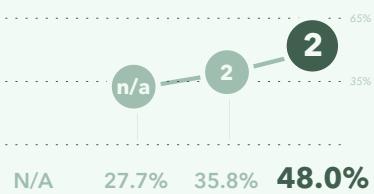
Richard Wright PCS for Journalism and Media Arts

770 M Street SE 2nd Floor
Washington, DC 20003

202-388-1011
www.richardwrightpcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Richard Wright Public Charter School for Journalism and Media Arts is to transform students in grades 8-12 into well-versed media contributors by providing a student-centered environment that connects them to the classics and modern languages and a curriculum focused on strong writing skills and vocabulary.

Unique School Characteristics

- Focused on journalism and media arts
- Latin-based curriculum
- Focused on classical and modern languages
- Forward Focused Media Contributors

Board Chair

Rhonda Wells-Wilbon,
Ph.D.

Chief Executive Officer

Marco Clark, Ed.D.

First School Year

2011-12

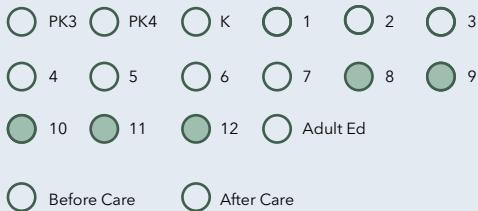
School Hours

7:50 a.m. - 4:30 p.m.

Grades Served

Takes applications through 10th.

● Current Grades ● Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.1%
Hispanic / Latino	0.6%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.3%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
322

English Language Learner
0.6%

Economically Disadvantaged
>60%**

Special Education
20.2%

Transportation



Metro / Bus Service *
Eastern Market, Navy Yard; 90, 92, 93; A42, A46, A48; P6; V7, V8, V9

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

*Please check www.wmata.com for updates

Richard Wright PCS for Journalism and Media Arts

2014 School Performance Report

(2013–14)



Grades Measured: 8-11

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		5.7 out of 7.5	76.0%
Growth on DC CAS Mathematics over time		1.4 out of 7.5	18.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		4.1 out of 10	41.0%
Advanced only		0.7 out of 2.5	28.0%
High Grades DC CAS Mathematics Proficient and Above		2.2 out of 10.0	22.0%
Advanced only		0.3 out of 2.5	12.0%

Gateway (8 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0 out of 0.0	N/A
PSAT Performance (11th)		1.7 out of 7.5	22.7%
SAT/ACT Performance (12th)		0.0 out of 0.0	N/A
College Acceptance Rate		0.0 out of 0.0	N/A
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0 out of 0.0	N/A

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		5.3 out of 10.0	53.0%
Re-enrollment		8.8 out of 10.0	88.0%
9th Grade Credits (on track to graduate)		4.6 out of 5.0	92.0%

TOTAL SCORE

TIER 2

34.8 out of 72.5

48.0%

Richard Wright PCS for Journalism and Media Arts

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

N/A

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

N/A

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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

WARD

4



Roots PCS

15 Kennedy Street NW
Washington, DC 20011

202-882-8073
www.rootspcs.org

School Profile (2014–15)

School Mission / Purpose

Promote and secure the connection of Mother Africa within our children; prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; provide students with a strong African-centered learning environment; guide students toward academic excellence, exemplary character, and social responsibility; encourage success leading to self-reliance and economic, social, and political contributions to society.

Unique School Characteristics

- Afro-centric curriculum, open-space facility design
- Multi-age, family-style grouping of classes (looping)
- Exposure lessons in Spanish, French, and Kiswahili
- Accredited by Middle States Association-Commission on Elementary Schools and the NAEYC

Board Chair

Gilda Sherrod-Ali

Principal

Bernida Thompson,
Ed.D.

First School Year

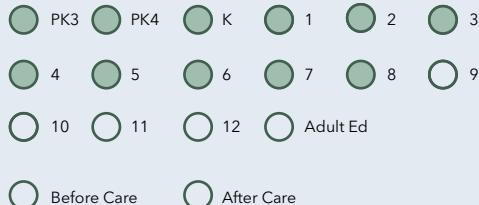
1999-2000

School Hours

PK3-K: 7:00 a.m. – 6:00 p.m.
1-8: 8:30 a.m. – 3:30 p.m.

Grades Served

● Current Grades ● Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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%

Total Enrollment
118

English Language Learner
0.0%

Economically Disadvantaged
89.0%

Special Education
2.5%

Transportation



Metro / Bus Service *
Fort Totten; 64; E2; K6

*Please check www.wmata.com for updates

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (45% of Students)

Student Progress

Literacy / Language - Data Unavailable



Mathematics - Data Unavailable



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



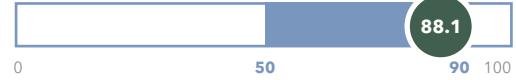
K-2 (55% of Students)

Student Achievement / Progress

Literacy - Scholastic Reading Assessment (SRA Reading Mastery)



Mathematics - McGraw-Hill My Math



Leading Indicators

Attendance



Re-enrollment





Roots PCS

15 Kennedy Street NW
Washington, DC 20011

202-882-8073
www.rootspcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Promote and secure the connection of Mother Africa within our children; prepare students to break the chains of psychological conditioning that attempt to keep them powerless in all phases of society; provide students with a strong African-centered learning environment; guide students toward academic excellence, exemplary character, and social responsibility; encourage success leading to self-reliance and economic, social, and political contributions to society.

Unique School Characteristics

- Afro-centric curriculum, open-space facility design
- Multi-age, family-style grouping of classes (looping)
- Exposure lessons in Spanish, French, and Kiswahili
- Accredited by Middle States Association-Commission on Elementary Schools and the NAEYC

Board Chair

Gilda Sherrod-Ali

Principal

Bernida Thompson,
Ed.D.

First School Year

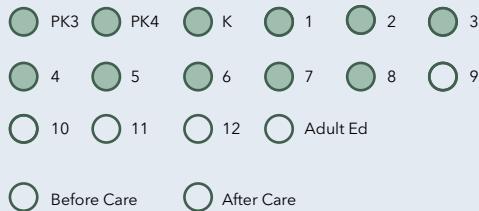
1999-2000

School Hours

PK3-K: 7:00 a.m. – 6:00 p.m.
1-8: 8:30 a.m. – 3:30 p.m.

Grades Served

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
118

English Language Learner
0.0%

Economically Disadvantaged
89.0%

Special Education
2.5%

Transportation



Metro / Bus Service *
Fort Totten; 64; E2; K6

*Please check www.wmata.com for updates

(2013–14)

Grades Measured: 3–8



Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		3.5 out of 20.0	17.5%
Growth on DC CAS Mathematics over time		0.0 out of 20.0	0.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		1.3 out of 5.0	26.0%
Advanced Only		0.57 out of 1.25	45.6%
Elementary Grades DC CAS Mathematics Proficient and Above		0.0 out of 5.0	0.0%
Advanced Only		0.00 out of 1.25	0.0%
Middle Grades DC CAS Reading Proficient and Above		0.0 out of 5.0	0.0%
Advanced Only		0.00 out of 1.25	0.0%
Middle Grades DC CAS Mathematics Proficient and Above		1.7 out of 5.0	34.0%
Advanced Only		0.49 out of 1.25	39.2%

Gateway (0 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.0 out of 0.0	N/A
Proficient and Advanced 8th Grade Mathematics		0.0 out of 0.0	N/A

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		4.6 out of 10.0	46.0%
TOTAL SCORE	TIER 3	22.2 out of 85	26.1%

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



SEED PCS of Washington, DC (Middle School)

4300 C Street SE
Washington, DC 20019

202-248-7773
www.seedsschooldc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

Unique School Characteristics

- College preparatory, boarding-school model

Board Chair

Vasco Fernandez

Executive Director

Adrian Manuel, Ed.D.

First School Year

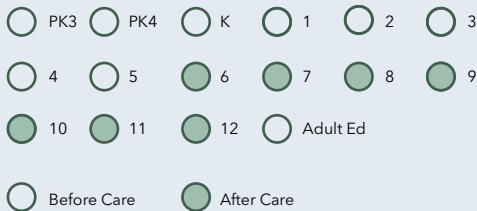
1998-99

School Hours

7:00 a.m. – 9:00 p.m.

Grades Served

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
342

English Language Learner
0.0%

Economically Disadvantaged
81.2%

Special Education
15.0%

Transportation



Metro / Bus Service *
Benning Road; B2; D6

*Please check www.wmata.com for updates

SEED PCS of Washington, DC (Middle School)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 6–8

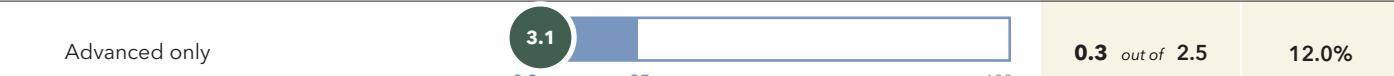
Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 2

42.6 out of 100

42.6%

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



SEED PCS of Washington, DC (High School)

4300 C Street SE
Washington, DC 20019

202-248-7773
www.seedsschooldc.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The SEED Public Charter School is a public, college preparatory boarding school whose primary mission is to provide an outstanding, intensive educational program that prepares children, both academically and socially, for success in college.

Unique School Characteristics

College preparatory, boarding-school model

Board Chair

Vasco Fernandez

Executive Director

Adrian Manuel, Ed.D.

First School Year

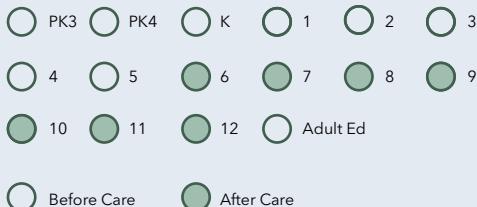
1998-99

School Hours

7:00 a.m. – 9:00 p.m.

Grades Served

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
342

English Language Learner
0.0%

Economically Disadvantaged
81.2%

Special Education
15.0%

Transportation



Metro / Bus Service *
Benning Road; B2; D6

*Please check www.wmata.com for updates

SEED PCS of Washington, DC (High School)

2014 School Performance Report

(2013–14)



Grades Measured: 9–12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		38.7	1.9 out of 7.5	25.3%
Growth on DC CAS Mathematics over time		52.8	4.9 out of 7.5	65.3%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		63.6	5.6 out of 10	56.0%
Advanced only		6.1	0.6 out of 2.5	24.0%
High Grades DC CAS Mathematics Proficient and Above		97.0	9.6 out of 10.0	96.0%
Advanced only		3.0	0.3 out of 2.5	12.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		90.9	5.9 out of 7.5	78.7%
PSAT Performance (11th)		71.4	7.5 out of 7.5	100.0%
SAT/ACT Performance (12th)		57.1	5.5 out of 7.5	73.3%
College Acceptance Rate		81.0	3.3 out of 7.5	44.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		0.0	0.0 out of 5.0	0.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		93.5	10.0 out of 10.0	100.0%
Re-enrollment		80.9	6.4 out of 10.0	64.0%
9th Grade Credits (on track to graduate)		92.0	4.2 out of 5.0	84.0%

TOTAL SCORE

TIER 1

65.7 out of 100

65.7%

SEED PCS of Washington, DC (High School)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

97.2%

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

0.0%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



Sela PCS

6015 Chillum Place NE
Washington, DC 20011

202-670-7352
www.selapcs.org

School Profile (2014–15)

School Mission / Purpose

Sela PCS is the first Hebrew language immersion public charter school in DC. We believe that the combination of foreign language acquisition and 21st-century skills will equip Sela PCS students to begin a lifelong encounter with people and cultures beyond our borders, enriching their lives and preparing them to be truly global citizens.

Unique School Characteristics

- Language immersion: Students learn all subjects in both English and Hebrew

Board Chair

Jessica Lieberman,
Ph.D.

Head of School

Natalie Arthurs, Ph.D.

First School Year

2013-14

School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

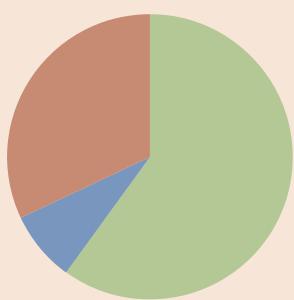
Before Care After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	60.3%
Hispanic / Latino	8.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	31.5%
Multiracial	0.0%

Total Enrollment
73

English Language Learner
5.5%

Economically Disadvantaged
6.8%

Special Education
4.1%

Transportation



Metro / Bus Service *
31, 32, 36

*Please check www.wmata.com for updates

(2013–14)

Grades Measured: PK4-1



Pre-Kindergarten (PK4-PK4) Grades (55% of Students)

Student Progress

Literacy / Language - Brigance Developmental Assessment II/III



Mathematics - Brigance Developmental Assessment II/III



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-1 (45% of Students)

Student Achievement / Progress

Literacy - Fountas & Pinnell



Mathematics - Discovery Education Assessment



Leading Indicators

Attendance



Re-enrollment





Shining Stars Montessori Academy PCS

6017 Chillum Place NE
Washington, DC 20011

202-723-1467
www.ss-montessori.org

School Profile (2014–15)

School Mission / Purpose

Shining Stars Montessori Academy's mission is to offer a quality Montessori education infused with culturally inclusive principles to guide children to develop to their fullest potential.

Unique School Characteristics

- Mixed-aged cohorts work individually or in small groups
- Consciously designed learning experiences cultivate autonomy, respect, peace, and a passion for work
- The international curriculum focuses on promoting inquiry, discovery and the celebration of all people
- Our focus is on children's learning, not teachers' teaching
- Encourages hands-on learning, bringing the abstract to life for a deeper learning experience

Board Chair

Allison Brown, J.D.

Executive Director

Regina Rodriguez

First School Year

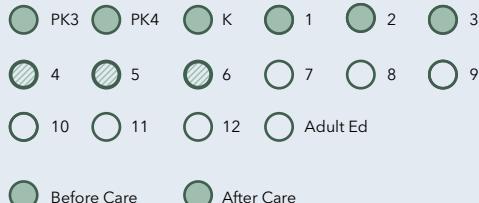
2011-12

School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

● Current Grades ● Future Grades

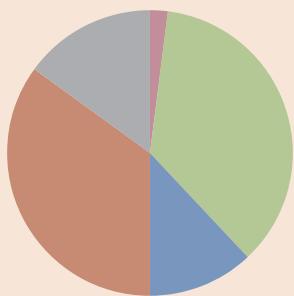


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	2.3%
Black Non-Hispanic	36.8%
Hispanic / Latino	11.5%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	34.5%
Multiracial	14.9%

Total Enrollment
87

English Language Learner
10.3%

Economically Disadvantaged
1.1%

Special Education
1.1%

Transportation



Metro / Bus Service *
31, 32, 36

*Please check www.wmata.com for updates

Shining Stars Montessori Academy PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (86% of Students)

Student Progress

Literacy / Language - Peabody Picture Vocabulary Test (PPVT)



Mathematics - Test of Early Mathematics Ability (TEMA)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



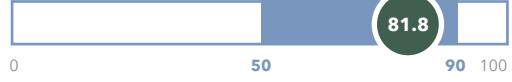
K-2 (14% of Students)

Student Achievement / Progress

Literacy - PPVT (K), DIBELS (1-2)



Mathematics - Test of Early Mathematics Ability (TEMA)



Leading Indicators

Attendance



Re-enrollment





WARD
8

Somerset Preparatory Academy PCS

3301 Wheeler Road SE
Washington, DC 20032

202-562-9170
www.somersetdc.com

TOTAL SCORE*

35.3%

*This school is not receiving a PMF tier this year because 2013-14 was its first school year. Data have been reported on all measures, where available. It will receive a tier beginning in the 2014-15 school year.

School Profile (2014–15)

School Mission / Purpose

The purpose of Somerset Prep 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 students who are self-assured, well-rounded, and prepared for future success.

Unique School Characteristics

- Technology academy that offers an added emphasis in interactive media and communications technology
- College acceleration and/or integration program awarding up to 30 college credits
- Extended day tutorial and enrichment program
- 21st-century classrooms
- Athletic programs

Board Chair

Jud Starr

Principal

James Griffin

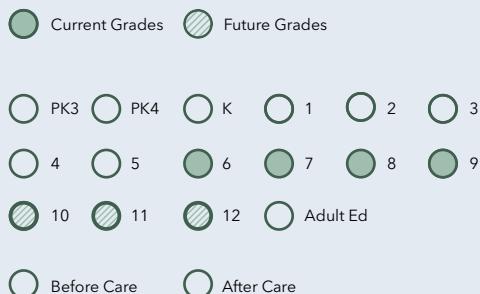
First School Year

2013-14

School Hours

8:00 a.m. – 2:30 p.m.

Grades Served



Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	99.4%
Hispanic / Latino	0.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.6%

Total Enrollment
160

English Language Learner
0.0%

Economically Disadvantaged
>60%**

Special Education
20.1%

Tier Explanation

1 High Performing
(65.0% - 100.0%)

2 Mid Performing
(35.0% - 64.9%)

3 Low Performing
(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Transportation



Metro / Bus Service *
Congress Heights,
Anacostia; M9

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

*Please check www.wmata.com for updates

Somerset Preparatory Academy PCS

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 6–8

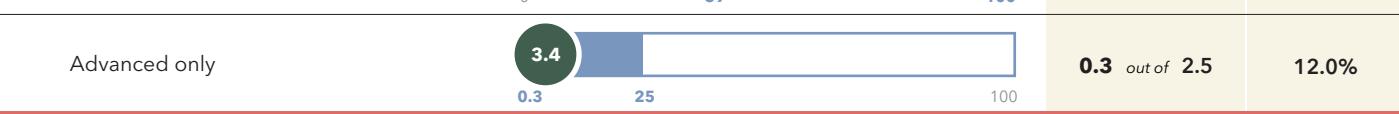
Points Earned
out of
Points Possible

Percent of
Possible
Points

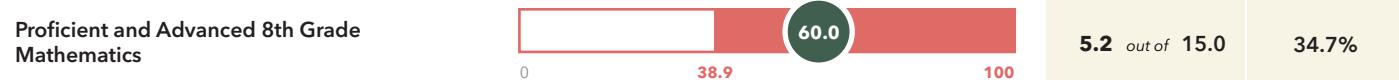
Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (10 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

31.8 out of 90 35.3%

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

School Profile (2014–15)

School Mission / Purpose

The mission of St. Coletta Special Education PCS is to serve students with intellectual disabilities and autism and support their families. At St. Coletta we believe in the immeasurable value of the human spirit and in the right of each person to live as full and independent a life as possible. Our goal is to serve our students in an atmosphere that encourages their talents, celebrates their successes, and builds their self-esteem.

Unique School Characteristics

- Accredited by the National Commission for the Accreditation of Special Education Services
- Designated a National Title I Distinguished School; USDA Forest Service partner
- School garden, horticulture, and cooking programs; ingredients from garden used to prepare healthy meals
- 2013 OSSE "Reward" School
- Hosted educators from Russia, Singapore, and Romania

Board Chair

Peggy O'Brien

Executive Director

Sharon Raimo

Principal

Janice Corazza

First School Year

2006-07

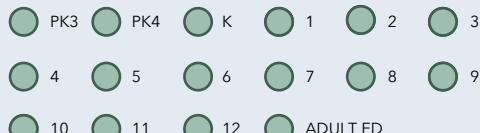
School Hours

M: 8:30 a.m. - 12:30 p.m.
TWRF: 8:30 a.m. - 3:00 p.m.

Grades Served

Serves non-graded students ages 3 to 22.

Current Grades



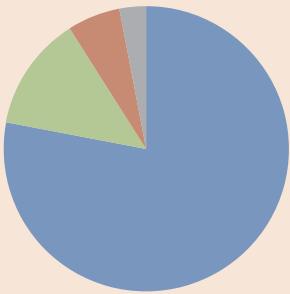
Before Care

After Care

Accountability Plan

For schools who do not receive a Performance Management Framework score, 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 PCSB and are not tiered. St. Coletta is the only school that received an accountability plan for 2013-14.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	77.6%
Hispanic / Latino	13.2%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	6.4%
Multiracial	2.8%

Total Enrollment
250

English Language Learner
0.0%

Economically Disadvantaged
75.6%

Special Education
100.0%

Transportation



Metro / Bus Service *
Stadium-Armory; D6

*Please check www.wmata.com for updates

St. Coletta Special Education PCS

2014 School Performance Report

(2013-14)

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 90.6% .	
■ 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 81.5% .	
■ 80% of students participating in the DC CAS-Alt will score proficient or advanced in math.	For the 2013-14 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in math was 86.3% .	
■ 80% of students participating in the DC CAS-Alt will score proficient or advanced in reading.	For the 2013-14 school year, the percentage of students tested at St. Coletta who scored at the proficient or advanced level in reading was 89.5% .	
Leading Indicators Targets	Leading Indicators Results	Met Target?
■ Students will attend school 88% of the school days	According to ProActive data collected on 7/8/13 (confirmed by PCSB ProActive data), students attend 88.88% of the school days.	
Student Achievement Targets	Achievement Results	Met Target?
■ 90% of students who are eligible will graduate with a High School Certificate (IEP Certificate of Completion).	15 Copies of Certificates of Completion provided for 15 students expected to graduate (100% of eligible students).	
TOTAL TARGETS MET		6 OF 6

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



Thurgood Marshall Academy PCS

2427 Martin Luther King Jr. Ave SE 202-563-6862
Washington, DC 20020 www.thurgoodmarshallacademy.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Our mission is to prepare students to succeed in college and to actively engage in our democratic society.

Unique School Characteristics

- DC's only law-themed high school
- 100% college acceptance for all 10 graduation classes
- Rigorous college preparatory curriculum
- Mentoring and tutoring programs included as wrap-around services
- Competitive athletic program in a state-of-the-art gymnasium

Board Chair

Kannon Shanmugam

Executive Director

Alexandra Pardo, Ed.D.

Academic Director

LaRita Williams

First School Year

2001-02

School Hours

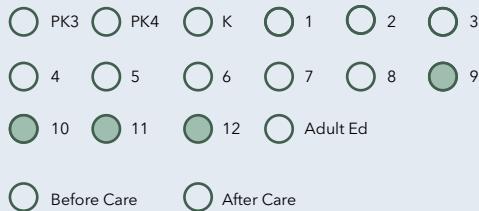
MWRF: 8:00 a.m. – 3:30 p.m.

T: 8:00 a.m. – 4:00 p.m.

Grades Served

Takes applications through 11th.

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

399

English Language Learner

0.0%

Economically Disadvantaged

70.4%

Special Education

11.8%

Transportation



Metro / Bus Service *
Anacostia

*Please check www.wmata.com for updates

Thurgood Marshall Academy PCS

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		66.3	7.5 out of 7.5	100.0%
Growth on DC CAS Mathematics over time		84.8	7.5 out of 7.5	100.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		69.8	6.3 out of 10	63.0%
Advanced only		8.3	0.8 out of 2.5	32.0%
High Grades DC CAS Mathematics Proficient and Above		84.4	8.0 out of 10.0	80.0%
Advanced only		4.2	0.4 out of 2.5	16.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		77.3	3.5 out of 7.5	46.7%
PSAT Performance (11th)		48.8	7.3 out of 7.5	97.3%
SAT/ACT Performance (12th)		59.8	5.8 out of 7.5	77.3%
College Acceptance Rate		100.0	7.5 out of 7.5	100.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		22.0	5.0 out of 5.0	100.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		93.4	10.0 out of 10.0	100.0%
Re-enrollment		84.1	7.7 out of 10.0	77.0%
9th Grade Credits (on track to graduate)		73.0	2.3 out of 5.0	46.0%

TOTAL SCORE

TIER 1

79.6 out of 100

79.6%

Thurgood Marshall Academy PCS

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

92.3%

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

41.5%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



Tree of Life PCS

2315 18th Place NE
Washington, DC 20018

202-832-1108
www.treeoflifepcs.org

School Profile (2014–15)

School Mission / Purpose

The mission of our charter school is to provide a well-rounded education of high expectations, structure and accountability for students in grades PK-8 in a holistic, safe, nurturing, and family-friendly environment in a manner that develops academic and social skills, as well as character-building qualities, in our students that will equip them to succeed in life.

Unique School Characteristics

- State-of-the-art facility and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring; family support, including parenting workshops
- Positive behavior support through incentives
- Technology-rich instruction, including laptops for each student in grades 2-8

Board Chair

Carl J. Hampton, Psy.D.

Executive Director

Patricia L. Williams

Principal

Tenika Holden

First School Year

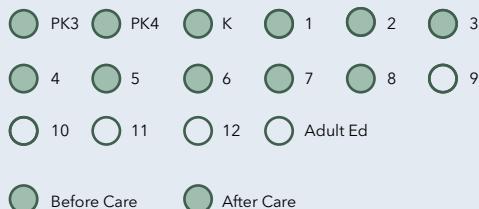
2000-01

School Hours

8:00 a.m. – 3:30 p.m.

Grades Served

■ Current Grades ■ Future Grades



Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK-3. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



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%

Total Enrollment
311

English Language Learner
1.0%

Economically Disadvantaged
>60%**

Special Education
9.8%

Transportation



Metro / Bus Service *
86; D4; E2

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

*Please check www.wmata.com for updates

Tree of Life PCS

2014 School Performance Report

(2013-14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (43% of Students)

Student Progress

Literacy / Language - *Every Child Ready (ECR)*



Mathematics - *Every Child Ready (ECR)*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (57% of Students)

Student Achievement / Progress

Literacy - *STAR Early Literacy*



Mathematics - *AIMSweb (K), STAR Math (1-2)*



Leading Indicators

Attendance



Re-enrollment





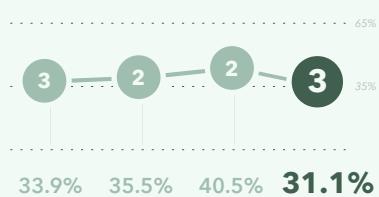
Tree of Life PCS

2315 18th Place NE
Washington, DC 20018

202-832-1108
www.treeoflifepcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of our charter school is to provide a well-rounded education of high expectations, structure and accountability for students in grades PK-8 in a holistic, safe, nurturing, and family-friendly environment in a manner that develops academic and social skills, as well as character-building qualities, in our students that will equip them to succeed in life.

Unique School Characteristics

- State-of-the-art facility and classrooms
- Fresh food daily: three meals plus snacks and vegetarian options
- Interventions, including free tutoring; family support, including parenting workshops
- Positive behavior support through incentives
- Technology-rich instruction, including laptops for each student in grades 2-8

Board Chair

Carl J. Hampton, Psy.D.

Executive Director

Patricia L. Williams

Principal

Tenika Holden

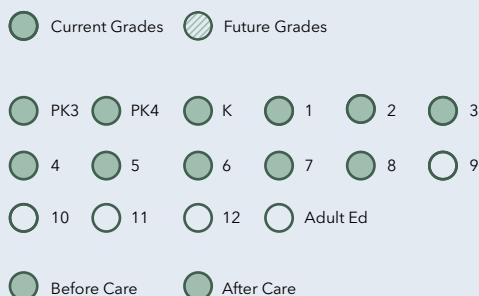
First School Year

2000-01

School Hours

8:00 a.m. – 3:30 p.m.

Grades Served



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



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%

Total Enrollment
311

English Language Learner
1.0%

Economically Disadvantaged
>60%**

Special Education
9.8%

Transportation



Metro / Bus Service *
86; D4; E2

*Please check www.wmata.com for updates

Tree of Life PCS

2014 School Performance Report

(2013–14)



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		7.3 out of 20.0	36.5%
Growth on DC CAS Mathematics over time		5.9 out of 20.0	29.5%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		0.7 out of 5.0	14.0%
Advanced Only		0.06 out of 1.25	4.8%
Elementary Grades DC CAS Mathematics Proficient and Above		0.6 out of 5.0	12.0%
Advanced Only		0.14 out of 1.25	11.2%
Middle Grades DC CAS Reading Proficient and Above		0.0 out of 5.0	0.0%
Advanced Only		0.17 out of 1.25	13.6%
Middle Grades DC CAS Mathematics Proficient and Above		0.5 out of 5.0	10.0%
Advanced Only		0.35 out of 1.25	28.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		0.1 out of 7.5	1.3%
Proficient and Advanced 8th Grade Mathematics		1.8 out of 7.5	24.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		3.5 out of 10.0	35.0%

TOTAL SCORE

TIER 3

31.1 out of 100

31.1%

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



Two Rivers PCS

ES: 1227 4th Street NE
MS: 1234 4th Street NE
Washington, DC 20002

ES: 202-546-4477
MS: 202-543-8477
www.tworiverspcs.org

School Profile (2014–15)

School Mission / Purpose

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

Unique School Characteristics

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

Board President

Ann Gosier

Executive Director

Jessica Wodatch

Principal

Maggie Bello (ES)
Elaine Hou (MS)

First School Year

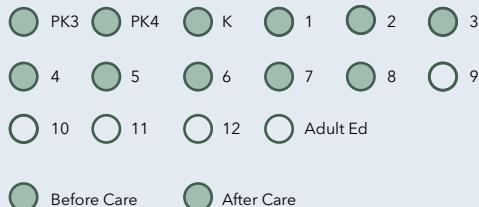
2004-05

School Hours

ES: MTRF: 8:30 a.m. - 3:15 p.m.
ES: W: 8:30 a.m. - 1:15 p.m.
MS: 8:30 a.m. - 4:15 p.m.

Grades Served

● Current Grades ● Future Grades

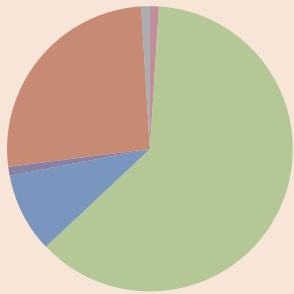


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.8%
Black Non-Hispanic	63.8%
Hispanic / Latino	8.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	25.8%
Multiracial	0.8%

Total Enrollment
516

English Language Learner
5.0%

Economically Disadvantaged
48.8%

Special Education
21.9%

Transportation



Metro / Bus Service *
NoMa-Gallaudet; 90,
92, 93

*Please check www.wmata.com for updates

Two Rivers PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK3-2



Pre-Kindergarten (PK3-PK4) Grades (36% of Students)

Student Progress

Literacy / Language - Brigance Developmental Assessment II/III



Mathematics - Brigance Developmental Assessment II/III



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (64% of Students)

Student Achievement / Progress

Literacy - mCLASS:Reading (K), NWEA Measure of Acad. Progress (1-2)



Mathematics - mCLASS:Math (K), NWEA Measure of Acad. Progress (1-2)



Leading Indicators

Attendance



Re-enrollment





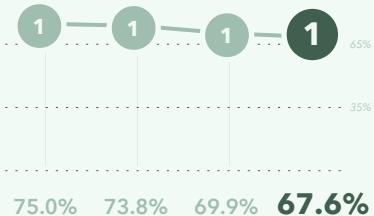
Two Rivers PCS

ES: 1227 4th Street NE
MS: 1234 4th Street NE
Washington, DC 20002

ES: 202-546-4477
MS: 202-543-8477
www.tworiverspcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

Unique School Characteristics

- Expeditionary Learning model, which emphasizes interactive, hands-on, project-based learning

- A supportive community of learners; Responsive Classroom school

- Integrates the arts, Spanish, and physical education

- Highly skilled, dedicated staff

- An engaged and active parent community

Board President

Ann Gosier

Executive Director

Jessica Wodatch

Principal

Maggie Bello (ES)

First School Year

2004-05

Elaine Hou (MS)

School Hours

ES: MTRF: 8:30 a.m. - 3:15 p.m.

ES: W: 8:30 a.m. - 1:15 p.m.

MS: 8:30 a.m. - 4:15 p.m.

Grades Served

■ Current Grades ■ Future Grades

■ PK3 ■ PK4 ■ K ■ 1 ■ 2 ■ 3

■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9

■ 10 ■ 11 ■ 12 ■ Adult Ed

■ Before Care ■ After Care

Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

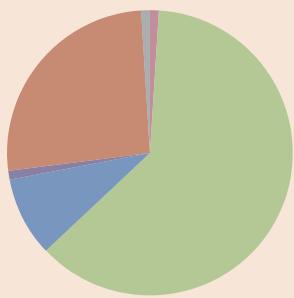
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

516

English Language Learner

5.0%

Economically Disadvantaged

48.8%

Special Education

21.9%

Transportation



Metro / Bus Service *
NoMa-Gallaudet; 90,
92, 93

*Please check www.wmata.com for updates

Two Rivers PCS

2014 School Performance Report

(2013–14)



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time	54.6	12.3 out of 20.0	61.5%
Growth on DC CAS Mathematics over time	51.2	10.6 out of 20.0	53.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above	70.3	2.9 out of 5.0	58.0%
Advanced Only	15.9	0.79 out of 1.25	63.2%
Elementary Grades DC CAS Mathematics Proficient and Above	66.2	2.7 out of 5.0	54.0%
Advanced Only	23.4	1.17 out of 1.25	93.6%
Middle Grades DC CAS Reading Proficient and Above	64.7	2.4 out of 5.0	48.0%
Advanced Only	11.8	0.58 out of 1.25	46.4%
Middle Grades DC CAS Mathematics Proficient and Above	72.8	2.8 out of 5.0	56.0%
Advanced Only	17.6	0.88 out of 1.25	70.4%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading	67.4	4.5 out of 7.5	60.0%
Proficient and Advanced 8th Grade Mathematics	88.1	6.0 out of 7.5	80.0%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance	95.3	10.0 out of 10.0	100.0%
Re-enrollment	91.4	10.0 out of 10.0	100.0%
TOTAL SCORE	TIER 1	67.6 out of 100	67.6%

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



2014 School Performance Report

Washington Hospitality Foundation (formerly Hospitality High PCS)

1851 9th Street NW
Washington, DC 20001

202-737-4150
www.washingtonhospitality.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of Washington Hospitality Foundation is to ensure that students have access to an excellent educational program designed to promote success in college and in the hospitality industry.

Unique School Characteristics

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

Board Chair

Michael Durso

Executive Director

Michael Cucciardo

Principal

Jacque Hayden

First School Year

1999-2000

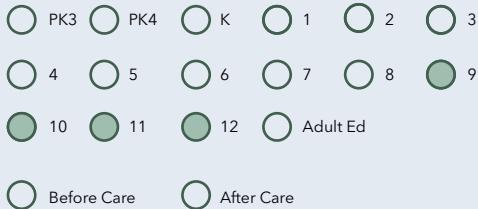
School Hours

MTWR: 8:00 a.m. – 3:56 p.m.
F: 8:00 a.m. – 2:00 p.m.

Grades Served

Will transition to DCPS in 2015-16.

● Current Grades ● Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	94.0%
Hispanic / Latino	6.0%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
182

English Language Learner
6.6%

Economically Disadvantaged
>60%**

Special Education
31.9%

Transportation



Metro / Bus Service *
Shaw-Howard; 70, 79;
G2, G8

*Please check www.wmata.com for updates

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

Washington Hospitality Foundation (formerly Hospitality High PCS)

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 9–12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		1.6 out of 7.5	21.3%
Growth on DC CAS Mathematics over time		4.5 out of 7.5	60.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		0.9 out of 10	9.0%
Advanced only		0.6 out of 2.5	24.0%
High Grades DC CAS Mathematics Proficient and Above		2.2 out of 10.0	22.0%
Advanced only		0.3 out of 2.5	12.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		0.0 out of 7.5	0.0%
PSAT Performance (11th)		1.3 out of 7.5	17.3%
SAT/ACT Performance (12th)		2.6 out of 7.5	34.7%
College Acceptance Rate		6.8 out of 7.5	90.7%
College Readiness: Advanced Placement / International Baccalaureate Achievement		2.0 out of 5.0	40.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		0.0 out of 10.0	0.0%
Re-enrollment		3.7 out of 10.0	37.0%
9th Grade Credits (on track to graduate)		0.0 out of 5.0	0.0%

TOTAL SCORE

TIER 3

26.5 out of 100

26.5%

Washington Hospitality Foundation (formerly Hospitality High PCS)

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

80.4%

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

39.4%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



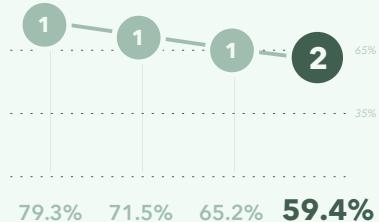
Washington Latin PCS - Middle School

5200 2nd Street NW
Washington, DC 20011

202-223-1111
www.latinpcs.org

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. Challenging, classical, and accessible are key words in the mission of our school. Our classical curriculum provides a strong foundation in reading, writing, mathematics, science, and critical thinking, and it gives each student an understanding of the basis in history for Western democracy.

Unique School Characteristics

- Education grounded in the classical tradition
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin, and Arabic
- Students at Washington Latin PCS come from every ward in Washington, DC
- All students take Latin beginning in 5th grade and may begin Arabic, French, or Mandarin in 8th.

Board Chair

Chinesom Ejiasa

Head of School

Martha Cutts

Principal

Diana Smith

First School Year

2006-07

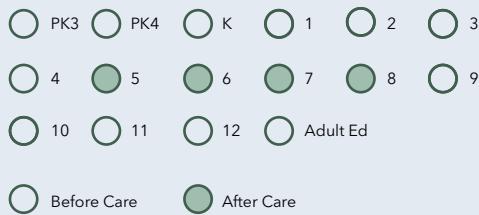
School Hours

8:10 a.m. – 3:15 p.m.

Grades Served

Is part of a 5-12 network.

● Current Grades ● Future Grades



● Before Care ● After Care

Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

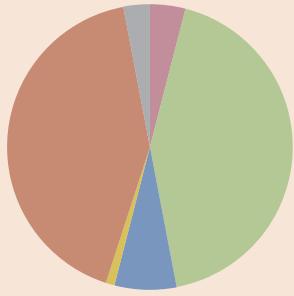
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

366

English Language Learner

0.0%

Economically Disadvantaged

22.4%

Special Education

7.1%

Transportation



Metro / Bus Service *
Fort Totten; 60, 62, 63,
64; E2, E4



School Shuttle
Eastern Market, Ten-
leytown, Union Station

*Please check www.wmata.com for updates

Washington Latin PCS - Middle School

2014 School Performance Report

(2013–14)

KEY



Grades Measured: 5–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

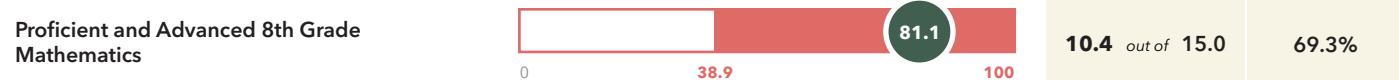
Student Progress (40 points): Academic Improvement Over Time



Student Achievement (25 points): Meeting or Exceeding Academic Standards



Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success



Leading Indicators (20 points): Predictors of Future Student Progress and Achievement



TOTAL SCORE

TIER 2

59.4 out of 100

59.4%

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

TIER SCORES

2011 2012 2013 2014

65%

35%

76.1% 80.8% 87.0% 82.2%

School Profile (2014–15)

School Mission / Purpose

Washington Latin Public Charter School provides a challenging, classical education that is accessible to students throughout the District of Columbia. Challenging, classical, and accessible are key words in the mission of our school. Our classical curriculum provides a strong foundation in reading, writing, mathematics, science, and critical thinking, and it gives each student an understanding of the basis in history for Western democracy.

Unique School Characteristics

- Education grounded in the classical tradition
- Emphasis on language study as its cornerstone of curriculum; options are Latin, French, Mandarin, and Arabic
- Tier 1 school for four straight years
- Students at Washington Latin PCS come from every ward in Washington, DC
- Washington Latin PCS offers a robust music program including choir, honors choir, and jazz band.

Board Chair

Chinesom Ejiasa

Head of School

Martha Cutts

Principal

Diana Smith

First School Year

2006-07

School Hours

8:10 a.m. – 3:15 p.m.

Grades Served

Takes applications through 9th. Is part of a 5-12 network.

Current Grades Future Grades

PK3 PK4 K 1 2 3

4 5 6 7 8 9

10 11 12 Adult Ed

Before Care After Care

Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

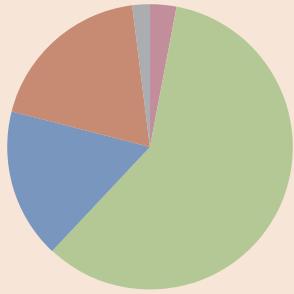
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	2.6%	Total Enrollment	274
Black Non-Hispanic	60.1%	English Language Learner	0.0%
Hispanic / Latino	16.5%	Economically Disadvantaged	23.8%
Native American / Alaska Native	0.0%	Special Education	11.4%
Pacific Islander / Native Hawaiian	0.0%		
White Non-Hispanic	19.0%		
Multiracial	1.8%		

Transportation



Metro / Bus Service *
Fort Totten; 60, 62, 63,
64; E2, E4



School Shuttle
Eastern Market, Ten-
leytown, Union Station

*Please check www.wmata.com for updates

Washington Latin PCS - Upper School

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		45.9	3.4 out of 7.5	45.3%
Growth on DC CAS Mathematics over time		65.1	7.5 out of 7.5	100.0%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		62.7	5.5 out of 10	55.0%
Advanced only		22.4	2.2 out of 2.5	88.0%
High Grades DC CAS Mathematics Proficient and Above		70.1	6.2 out of 10.0	62.0%
Advanced only		11.9	1.2 out of 2.5	48.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		85.2	4.9 out of 7.5	65.3%
PSAT Performance (11th)		53.8	7.5 out of 7.5	100.0%
SAT/ACT Performance (12th)		70.8	7.0 out of 7.5	93.3%
College Acceptance Rate		97.9	7.0 out of 7.5	93.3%
College Readiness: Advanced Placement / International Baccalaureate Achievement		39.6	5.0 out of 5.0	100.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		95.0	10.0 out of 10.0	100.0%
Re-enrollment		95.3	10.0 out of 10.0	100.0%
9th Grade Credits (on track to graduate)		97.8	4.8 out of 5.0	96.0%

TOTAL SCORE

TIER 1

82.2 out of 100

82.2%

Washington Latin PCS - Upper School

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

95.7%

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

39.6%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



1920 Bladensburg Road NE
Washington, DC 20002

202-636-8011
www.wmstpchs.org

Washington Mathematics Science Technology PCHS

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

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.

Unique School Characteristics

- International Baccalaureate program
- Project Lead the Way
- Air Force ROTC
- Full-time health corps initiative coordinator
- Diverse school staff from more than 15 countries

Board President

Jeneen Y. Ramos

Principal

N'Deye Diagne, Ph.D.

First School Year

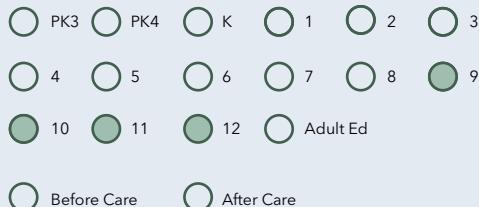
1998-99

School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Current Grades Future Grades



Tier Explanation

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

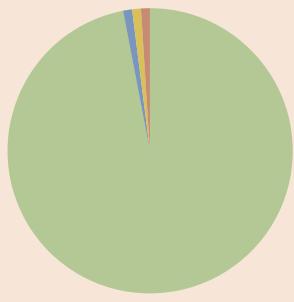
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

333

English Language Learner

0.0%

Economically Disadvantaged

>60%**

Special Education

15.3%

Transportation



Metro / Bus Service *
B2

*Please check www.wmata.com for updates

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

Washington Mathematics Science Technology PCHS

2014 School Performance Report

(2013–14)



Grades Measured: 9-12

Points Earned
out of
Points Possible

Percent of
Possible
Points

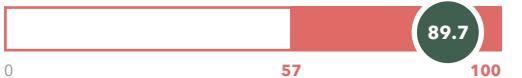
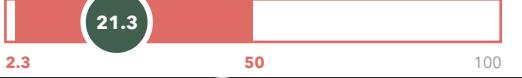
Student Progress (15 points): Test Score Improvement Over Time

Growth on DC CAS Reading over time		5.6 out of 7.5	74.7%
Growth on DC CAS Mathematics over time		3.5 out of 7.5	46.7%

Student Achievement (25 points): Meeting or Exceeding Standards

High Grades DC CAS Reading Proficient and Above		4.0 out of 10	40.0%
Advanced only		1.5 out of 2.5	60.0%
High Grades DC CAS Mathematics Proficient and Above		2.5 out of 10.0	25.0%
Advanced only		0.1 out of 2.5	4.0%

Gateway (35 points): Outcomes Aligned to College and Career Readiness

Four-Year Graduation Rate		5.7 out of 7.5	76.0%
PSAT Performance (11th)		3.0 out of 7.5	40.0%
SAT/ACT Performance (12th)		4.0 out of 7.5	53.3%
College Acceptance Rate		7.2 out of 7.5	96.0%
College Readiness: Advanced Placement / International Baccalaureate Achievement		1.6 out of 5.0	32.0%

Leading Indicators (25 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		6.7 out of 10.0	67.0%
9th Grade Credits (on track to graduate)		4.2 out of 5.0	84.0%

TOTAL SCORE

TIER 2

59.6 out of 100

59.6%

Washington Mathematics Science Technology PCHS

2014 School Performance Report

(2013-14)

School
Performance

Future Metrics

Gateway: Outcomes Aligned to College and Career Readiness

Graduation Rate

Five-Year Graduation Rate

92.3%

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

7.0%

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

CTE Program of Study Completion Rate

N/A

CTE Certification Exam Pass Rate

N/A

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



Washington Yu Ying PCS

220 Taylor Street NE
Washington, DC 20017

202-635-1950
www.washingtonyuying.org

School Profile (2014–15)

School Mission / Purpose

Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.

Unique School Characteristics

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

Board Chair

Maurice Smith

Head of School

Maquita Alexander

First School Year

2008-09

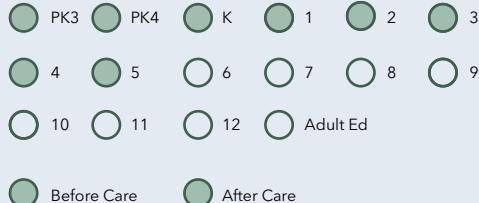
School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Is part of PK-12 DCI network.

● Current Grades ● Future Grades

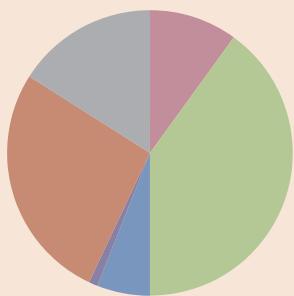


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Total Enrollment
511

English Language Learner
5.5%

Economically Disadvantaged
12.7%

Special Education
7.2%

Transportation



Metro / Bus Service *
60; H8

*Please check www.wmata.com for updates

Washington Yu Ying PCS

2014 School Performance Report

(2013–14)

Grades Measured: PK4-2



Pre-Kindergarten (PK4-PK4) Grades (24% of Students)

Student Progress

Literacy / Language - Bracken School Readiness Assessment (BSRA-3)



Mathematics - Bracken School Readiness Assessment (BSRA-3)



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



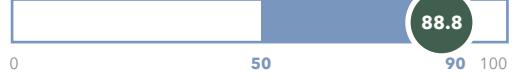
K-2 (76% of Students)

Student Achievement / Progress

Literacy - Dynamic Indicators of Basic Early Literacy Skills (DIBELS)



Mathematics - Discovery Education Assessment



Leading Indicators

Attendance



Re-enrollment





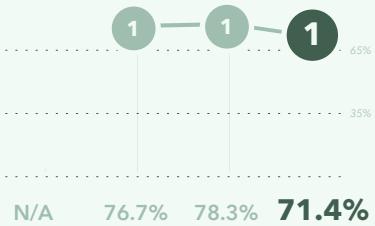
220 Taylor Street NE
Washington, DC 20017

202-635-1950
www.washingtonyuying.org

Washington Yu Ying PCS

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.

Unique School Characteristics

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

Board Chair

Maurice Smith

Head of School

Maquita Alexander

First School Year

2008-09

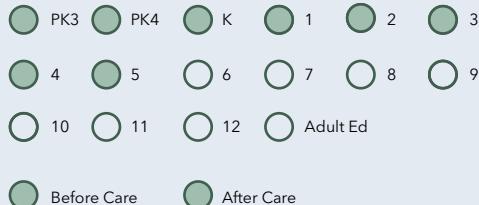
School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Is part of PK-12 DCI network.

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

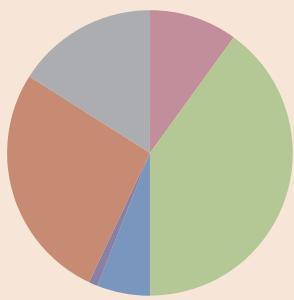
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Asian	9.8%
Black Non-Hispanic	40.7%
Hispanic / Latino	6.3%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.2%
White Non-Hispanic	26.8%
Multiracial	16.2%

Total Enrollment
511

English Language Learner
5.5%

Economically Disadvantaged
12.7%

Special Education
7.2%

Transportation



Metro / Bus Service *
60; H8

*Please check www.wmata.com for updates

Washington Yu Ying PCS

2014 School Performance Report

(2013–14)



Grades Measured: 3–6

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		55.2	12.6 out of 20.0	63.0%
Growth on DC CAS Mathematics over time		59.9	15.0 out of 20.0	75.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

DC CAS Reading		68.9	5.7 out of 10.0	57.0%
Proficient and Above		27.9	100	
Advanced only		8.4	0.8 out of 2.5	32.0%
DC CAS Mathematics		80.8	7.4 out of 10.0	74.0%
Proficient and Above		26.4	100	
Advanced only		35.3	2.5 out of 2.5	100.0%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		57.9	7.4 out of 15.0	49.3%
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Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		97.0	10.0 out of 10.0	100.0%
Re-enrollment		95.7	10.0 out of 10.0	100.0%

TOTAL SCORE

TIER 1

71.4 out of 100

71.4%

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

School Profile (2014–15)

School Mission / Purpose

The mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional, and artistic development. The school provides a world-class arts experience as well as a strong inquiry program that includes robotics, research, and technology for college preparation.

Unique School Characteristics

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

Board Chair

John Goldman

School Leader

Andrew Touchette

First School Year

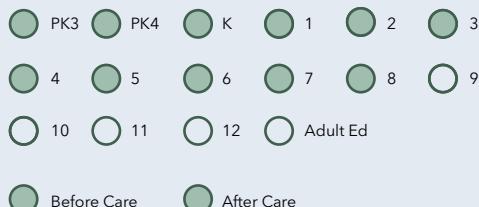
2004-05

School Hours

8:00 a.m. – 4:00 p.m.

Grades Served

● Current Grades ● Future Grades



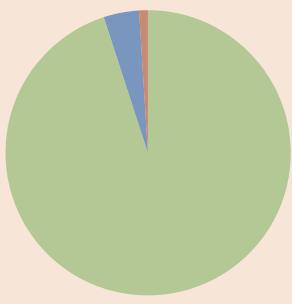
● Before Care ● After Care

Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	94.5%
Hispanic / Latino	3.7%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	1.4%
Multiracial	0.0%

Total Enrollment
435

English Language Learner
5.1%

Economically Disadvantaged
>60%**

Special Education
6.0%

Transportation



Metro / Bus Service *
Rhode Island Avenue;
D8; G8; H1, H2, H8

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

*Please check www.wmata.com for updates

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

2014 School Performance Report

(2013–14)



Grades Measured: PK3-2

Pre-Kindergarten (PK3-PK4) Grades (41% of Students)

Student Progress

Literacy / Language - *mCLASS®:CIRCLE™*



Mathematics - *mCLASS®:CIRCLE™*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K-2 (59% of Students)

Student Achievement / Progress

Literacy - *mCLASS:Reading*



Mathematics - *mCLASS:Math*



Leading Indicators

Attendance



Re-enrollment





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

705 Edgewood Street NE
Washington, DC 20017

202-269-4646
www.wedjschool.us

TIER SCORES

2011 2012 2013 2014



School Profile (2014–15)

School Mission / Purpose

The mission of WEDJ PCS is to provide a rigorous, college-preparatory academic and artistic learning environment that challenges students to reach their maximum intellectual, social, emotional, and artistic development. The school provides a world-class arts experience as well as a strong inquiry program that includes robotics, research, and technology for college preparation.

Unique School Characteristics

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

Board Chair

John Goldman

School Leader

Andrew Touchette

First School Year

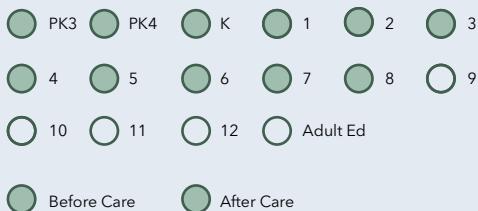
2004-05

School Hours

8:00 a.m. - 4:00 p.m.

Grades Served

● Current Grades ● Future Grades



Tier Explanations

1 High Performing

(65.0% - 100.0%)

2 Mid Performing

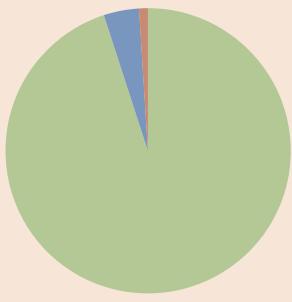
(35.0% - 64.9%)

3 Low Performing

(0.0% - 34.9%)

For schools serving grades 3-12, PCSB has implemented the **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; and **Tier 3** schools fall significantly short of high performance standards, showing inadequate performance.

Student Demographics (2013–14)



Total Enrollment

435

English Language Learner

5.1%

Economically Disadvantaged

>60%**

Special Education

6.0%

Transportation



Metro / Bus Service *
Rhode Island Avenue;
D8; G8; H1, H2, H8

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

*Please check www.wmata.com for updates

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

2014 School Performance Report

(2013–14)



Grades Measured: 3–8

Points Earned
out of
Points Possible

Percent of
Possible
Points

Student Progress (40 points): Academic Improvement Over Time

Growth on DC CAS Reading over time		7.2 out of 20.0	36.0%
Growth on DC CAS Mathematics over time		12.8 out of 20.0	64.0%

Student Achievement (25 points): Meeting or Exceeding Academic Standards

Elementary Grades DC CAS Reading Proficient and Above		1.0 out of 5.0	20.0%
Advanced Only		0.07 out of 1.25	5.6%
Elementary Grades DC CAS Mathematics Proficient and Above		1.8 out of 5.0	36.0%
Advanced Only		0.34 out of 1.25	27.2%
Middle Grades DC CAS Reading Proficient and Above		1.5 out of 5.0	30.0%
Advanced Only		0.13 out of 1.25	10.4%
Middle Grades DC CAS Mathematics Proficient and Above		1.9 out of 5.0	38.0%
Advanced Only		0.72 out of 1.25	57.6%

Gateway (15 points): Outcomes in Key Subjects that Predict Future Educational Success

Proficient and Advanced 3rd Grade Reading		2.1 out of 7.5	28.0%
Proficient and Advanced 8th Grade Mathematics		3.4 out of 7.5	45.3%

Leading Indicators (20 points): Predictors of Future Student Progress and Achievement

Attendance		10.0 out of 10.0	100.0%
Re-enrollment		4.6 out of 10.0	46.0%

TOTAL SCORE

TIER 2

47.6 out of 100

47.6%

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

WARD

1



YouthBuild PCS

3014 14th Street NW
Washington, DC 20009

202-319-0141
www.youthbuildpcs.org

School Profile (2014–15)

School Mission / Purpose

Youthbuild Public Charter School (YBPCS) seeks to prepare young adults, interested in re-engaging in their education, for higher education and career development by offering academic, vocational, and workforce development programs in English and Spanish. YBPCS believes community service is an essential part of the transformative process. Therefore, students serve their community by volunteering and creating houses for low-income residents in Washington, DC.

Unique School Characteristics

- Academic instruction/GED preparation; college dual-enrollment program
- Construction training-NCCER/PACT certification; Americorps; Child Development Associates (CDA)
- Student transportation stipend
- Job-readiness training

Board Chair

Mark Jordan

Executive Director

Arthur Dade

Principal

Andrea Hinson

First School Year

2005-06

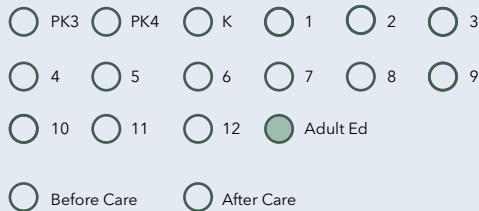
School Hours

8:30 a.m. – 3:30 p.m.

Grades Served

Serves ages 16 to 24.

Current Grades Future Grades

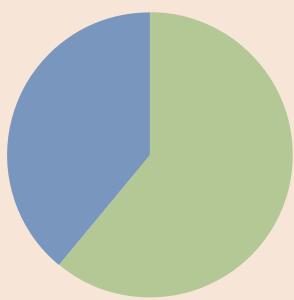


Adult Education PMF

This year, PCSB implemented the Adult Education Performance Management Framework for schools serving adult populations for the first time. These schools will not receive a score or tier for 2013-14.

The intent of the AE public charter schools is to improve the educational skills and/or English proficiency of their students age 16 or over while also enabling students to advance their postsecondary education skills and their employability. The AE PMF measures program effectiveness by tracking student progress, student achievement, and progress on mission-specific measures.

Student Demographics (2013–14)



Asian	0.0%
Black Non-Hispanic	61.2%
Hispanic / Latino	38.8%
Native American / Alaska Native	0.0%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	0.0%
Multiracial	0.0%

Total Enrollment
116

English Language Learner
25.0%

Economically Disadvantaged
100.0%

Special Education
6.9%

Transportation



Metro / Bus Service *
Columbia Heights; 52, 53, 54

*Please check www.wmata.com for updates

YouthBuild PCS

2014 School Performance Report

(2013–14)



Grades Measured: Adult Ed

Student Progress: Educational Gain Using Educational Functioning Levels (EFLs)

Adult Basic Education (ABE) Level Performance*



Student Achievement: General Education Development (GED) or State-Recognized Equivalent Attainment

Obtain Secondary Credential



College/Career Readiness: Employment and Postsecondary Outcomes

Entered Employment or Entered Postsecondary

Survey Response Rate: 71.4%**



Retained Employment or Entered Postsecondary

Survey Response Rate: 0.0%**



Entered Postsecondary

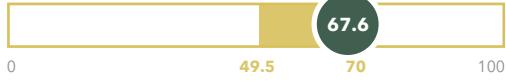
(Prior Program Year)



Leading Indicators: Predictors of Future Student Progress and Achievement

Attendance

In-seat attendance rate



Retention



Mission-Specific Goals: Progress on Programming Unique to the School's Mission

Certification

95% of students completing the school year will earn an NCCER, HBI, OSHA, or IC3 certification.



Spanish GED Students

85% of students in the Spanish GED program and completing the school year will progress two grade levels in reading.



*This measure has multiple floors and targets based on students' starting levels.

**Percent of students successfully contacted via Career/College Readiness surveys by the school.

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

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students and their families.**

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